

**LEADERSHIP EFFECTIVENESS OF SECONDARY SCHOOL
PRINCIPALS IN THE SEGEN AREA PEOPLES ZONE OF
SNNPR**

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Abstract

The main purpose of the study was to investigate the leadership effectiveness of secondary school principals in the area peoples zone of SNNPR. To this end descriptive survey design was employed to collect and analyze data. Accordingly sampling was carried out through both simple random and purposive techniques, thus eight sampled secondary schools were selected from Konseo, Derashe, Amaro, Burgi, and Alle Woredas in the zone. The subjects of the study were 8 secondary school principals, six Supervisors and 86 secondary school teachers. Data was gathered through open ended and close ended written questionnaires as well as structured interviews. Data obtained from close ended questionnaire were analyzed using percentage and mean and those from open ended and the interview were analyzed qualitatively.

The research result indicated that the majority of secondary school principals don't participate all of their staff –members in the formulation of the vision, mission and goal statements of their schools, most of the principals did not employ various leadership styles and approaches of motivation, they didn't use power sharing method, and also they do not assign the works of their schools based on the maturity level, competence and commitment of staff- members. Furthermore the majority of principals did not reflect their experiences to their staff members, they didn't employ participatory decision making absence of participatory formulation of vision mission and goal statements absence of employing various styles of motivation, not using power share style, absence of assigning work based on maturity level commitment competence of the staff members hindered the school principals not to be effective' As a result these possible insights were recommended as follows: Secondary school principals of the Segen area people zone, Should give the opportunity to participate all the stakeholders in the formulate. of vision, mission and goal statements of schools. ,should try to keep the mission statements in the minds of each staff member, should employ various styles of leadership and employ various approaches of motivation, and they should use powers share style of leadership and alsol assign the work of their schools, based on the maturity level, competence and commitment of their followers

CHAPTER ONE

1 Introduction

This chapter deals with the background, statement of the problem, general objective of the study specific objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms, and organization of the study.

1.1 Background of the Study

Effectiveness of school principal has many theoretical explanations. Scholars do not have common understanding on what constitute effective school leadership. Harils and others (2003) confirm that there are number of conceptual understanding about leadership which offers some insight in to effective practices. Effectiveness of leadership can be manifested when they create visions for success, demonstrate high explanations for student achievement, built the capacity of leadership, demonstrate ethical and moral leadership and involve staff members in decision making. In support of these, French and Handly (1959). Hanly (1993) note that leaders do not act in isolation regardless of organizational settings. Leadership is a social process because it is only when followers are prepared to act with leaders that effective and sustainable progress is made.

The heightened profile of the 'chief executive' role in educational leadership in the post – 1988 era has led to some call for a formal disaggregation of < professionals> and 'executive' role (Hargreaves 1994). However, the implications of such a role division raises significant questions about the understanding nature of professionalism and its relationship and management It is arguable that, within the current policy milieu, really effective head teachers are those able to create synergy out of both chief executive responsibilities (Robbins, 1995, Hall, 1996, low, 1999).

Bennis and Nanus (1985) research has identified that a range of talents is central to heighten successful leadership and this includes fostering a culture of trust, developing an openness to

learning and communicating organizational aim /vision/ with clarity. Successful leaders argued, staff acknowledged their responsibilities and accountabilities.

leaders In high performing schools all members of the community both individually and collectively hold themselves accountable for students achievement (Bennis and Nannus). School principals are expected to act as leaders in schools. The success of a school to accomplish the goals depends up on the ability of the head to lead the staff members. So school principals should have to have the necessary skill, knowledge and understanding in their function to be influential leaders n schools and bring about high academic performance.

According to Brighous's (1996; 123) explanation of effective schools three kinds of school leaders may be identified: Perceptive professional developers ; those who empower staff to carry the organization and themselves forward through joint planning and improvement , system maintainers ;; those who follow a more rigid and mechanistic approach offering a frame work for all, with little flexibility,s. in adequate security ; conscious others those who follow in consistent approaches and act according to the prevailing pressures.

Effective school principals assist learning and motivate teachers for academic performance. They make sure that teachers have necessary materials and the kind of assistance and support they need to teach well. Effective principals encourage the participation of teachers, students and teachers in their leadership for different activities of the school and they are also trying to develop community in fulfilling the school aspirations.

The school principals should work on continuous and regular monitoring of performance and attendance for positive school climate and development. Indeed it is from the above background that in most of the secondary schools of the assigned school principals are expected to put in practice all the above. Because of this reason the researcher of this study intended to assess the effectiveness of school principals on the actual experience of their school leadership tasks in the secondary schools of the Segen area peoples zone of SNNPR.

1.2 Statement of the Problem

The success of any school is critically linked to school leadership effectiveness. This is widely agreed among scholars in the field. Leaders' engagement with school community, students, teachers and all educational stakeholders is crucial to achieve success in school objectives. To realize the necessary progress leaders in school should be competent in setting school mission and objective. The leadership in school should be effective in establishing positive school climate that could facilitate the learning and improve high academic performance of students. School principals should have to have the ability to clearly define the goals and objectives of schools. In most of the schools, school principals need a style of leadership that promotes, celebrates and enhances the importance of teaching and learning directly contributing to school instructional improvement (Hopkins 2003). Effectiveness of school principals need to have the knowledge and skill of effective communication so that they can satisfy the interests, attitudes and value of teachers working with them formally informally and motivate them accordingly.

Despite the fact that changes at organizational or school level and education promotion strategically have been made successive, the researcher feels that most leaders (school principals) in our country currently seem to be lacking effectiveness and efficiency with reference to leadership performances.

Researchers who, investigated for academic purpose on the areas of leadership effectiveness of school principals namely. Alemu , (2011) in his study of leadership effectiveness of high school principals showed that high school principals in most of the high schools of Iluababora administrative Region became ineffective lack of principals problem solving abilities, high turn-over of staff members, lack of proper performance appraisal of staff –members, moreover Chalew (2011) in his perception of teachers towards school leadership effectiveness in Oromia region the case of Jimma selected secondary schools, indicted some of the reasons that affected leadership effectiveness of principals like absence of adequate principals training, lack of experience in planning, reporting evaluating and directing towards the designed goals of the

schools. In addition to these, Gonfa (2011) in his study comparative study on leadership effectiveness of government and private secondary school principals in the cases of excess rate of students repetition, low students results, less retention of staff teachers, low access of required educational materials and etc. This study is designed to fill the remaining gap by assessing the leadership effectiveness of secondary school principals in the Segen area peoples zone, especially in the areas of setting the vision, mission and goal statements of their schools, in the areas of the major leadership styles exercised in the secondary schools of the zone and the major problems that secondary school principals face in leading their staff members. Furthermore, research has been done on the view of pupils towards leadership effectiveness and lack of democracy in their lives at school is a silent theme. A survey of 3,600 students in schools of Canada found wide spread evidence of what Fullam and his colleagues (1991: 171) called the alternation theme students were consistently critical of lack of communication, dialogues, participation and engagement in the process of learning were seen as problems of leadership effectiveness of school leaders. As a result of this, the researcher intended on the bases of the above studies to fill the existing gaps on the areas of leadership effectiveness to reveal problems that contributed to the ineffectiveness and in efficiency of principals in their leadership process especially in the areas of setting school vision, mission, goals and objectives, the current leadership styles exercised, and finally assessing the crucial problems that school principals face in leading their schools in the secondary schools of the Segen area peoples zone of SNNPR.

The school principals should be a systematic division of labor, combination of labor through individual interests and ability to improve self directing situations among staff. Because of the researcher's exposure as a school principal, a unit leader, and a department head for above 25 years in different primary and secondary schools the effectiveness of school principals' instructional function seem to be very low. Therefore, in order to investigate the effectiveness of school principals in the secondary schools of Segen Area People zone, the study tried to answer the following basic questions:

1. To what extent do principals of secondary schools effective in setting school vision, mission goals and objectives in the Segen area peoples zone?
2. What are the current major leadership styles often exercised by secondary school principals in the secondary schools of Segen area peoples zone?
3. What major problems do principals face in leading secondary schools of Segen area peoples zone?

1.3 General objective of the Study

The general objective of the study was to assess leadership effectiveness of principals in the secondary schools of segen area peoples zone SNNPR.

1.4 Specific Objectives

1. To identify the leadership qualities of school principals in setting school vision, mission, goals and objectives.
2. To find out to what extent school principals involve the stakeholders in improving the operation of school system.
3. To examine the major problems the school principals face in leading schools
4. To identify the current major leadership styles often exercised in secondary schools of Segne area peoples zone
5. To make suggestions and possible recommendations that may assist school leadership effectiveness in the Segen area peoples zone.

1.5 Significances of the Study

The features of effective leadership in schools have been sufficiently discussed by various authorities however the practice and their outcomes are not in line with the investigation of effectiveness. Therefore, this research;

1. May open up avenue to create awareness and common understanding in educational leadership, about the major problems and possible solutions which assist educational institutions, bear clear in sights in to the problems, to employ and promote teaching learning process.
2. May help to examine the gap between what was forwarded by various authorities and the real existing practice of the schools.
3. May serve as good input for policy matters to set strategies on school affairs in relation to school leadership effectiveness.
4. It may also serve as a spring board for further research in the area of school leadership effectiveness.

1.6 Delimitation of the Study

It was delimited to the leadership effectiveness of school principals in the eight sampled secondary schools of the Segen area peoples zone of SNNPR. The major factors dealt with in this study were such things like the effectiveness of secondary school principals in setting their school vision, mission and goal statements, major leadership styles exercised by principals of secondary schools in leading their staff members and major problems that principals face in the process of leading their staff members. The study did not attempt to examine factors of leadership effectiveness of school principals, other than those listed above.

1.7 Limitations of the study

The researcher had encountered the following limitations.

- The process of collecting data from the selected secondary schools was tiresome and time taking, because some of the research participants did not timely filled & returned back the provided questionnaires to the researchers.
- Interview was conducted only with the principals and supervisors mainly because of the time constraint, students and parents were not involved in rating the leadership effectiveness of their school principals to make the data collection and its analysis

manageable within the given time frame. Therefore; it is with these limitations, that the researcher tried to conduct the study.

1.8 Definition of Key Terms

Effectiveness: the power or capacity to produce a desired result (Dejnozka, 1983).

Instructional leadership: A leadership activity carried out by school principals with special consideration to teaching and learning process in the school environment. (Good, 1973).

Leadership: the ability and readiness to inspire, guide direct or manage others. The role of interpreter or interests and objectives of the group recognized and accepted by the interpreter as spokesman (Good, 1973)

Leadership effectiveness: a function of leader's ability in exercising leadership domains as perceived by subordinates superiors and leaders themselves (Durbin, 2007).

Leadership style: a relatively consistent types of behaviors that characterize a leader (Durbin 2007).

1.9 Organization of the Study

This study was organized into five chapters. The first chapter involves the introduction part of the study including background of the study, statement of the problem, objective of the study, significance of the study, delimitation, scope of the study, limitations of the study, definition of terms and the organization of the study. The second chapter includes the review of related literature, chapter three contains research design and methodology including source of data, sampling techniques, data gathering tools, procedures of data collection and ethical considerations. The fourth chapter includes the presentation, analysis and interpretation of the quantitative as well as qualitative data, Finally, chapter five of this study involves the summary which deals with major findings, the conclusion/ and recommendation of the study.

CHAPTER TWO

2 Review of Related Literature

This chapter deals with the theoretical bases of the study. It is expected by the researcher to give brief understanding for the study undertaken on the leadership effectiveness of secondary school principals in the Segen Area Zone of SNNPR. It begins with the question “what is leadership?” and proceeds to the several theories of leadership, qualities of successful leader, leadership styles, effective leadership, leadership and effectiveness, leadership Team and effectiveness followed by the problems of leadership i.e. (managing roles), effective communication then vision, mission and culture , finally formulating vision, mission, and the goal statements of schools.

2.1 Leadership

Leadership is an important requirement for social development. We need individuals who can effectively steer groups to wards attainment of goals. However, research and experience indicates that good leaders are hard to come by because of the qualities and abilities leadership demands (Nalini, 2013).

One finds individuals with a natural fairy for leadership and also individuals who are trained to be leaders. Both aspects of being a ‘born leader’ or a ‘trained leader’ is feasible, according to behavioral scientists. Some authors believe that individuals with substantial experience in working with groups as member (prior to becoming group leaders) are found to excel in leadership tasks. Thus, leadership is an ability that grows out of parking (Nalini, 2013).

Leadership is the capacity to motivate a group of individuals to wards fulfillment of group’s objectives. The capacity to motivate could derive from power that is both formal and informal . Formal and informal influence is important in leadership. It is widely accepted that leadership can transpire from within a group as well as by formal appointment to lead a group (Nalini, 2013).

Leadership would mean different things to many people. The concept of leadership is therefore difficult to define, one of the rationales for such an argument is that definitions of leadership are almost as numerous as the approaches. In its study a sampling of some representative definitions of leadership follows: Leadership is 'the process of influencing group activities toward the achievement of goals, influencing & guiding in direction course of action and opinion, Leadership is a dynamic interaction between a leader and each of his or her subordinate', 'the influential increment over and above the mechanical compliance with routine directives of the organization'. leadership is 'effective influence, and inevitably requires using power to influence the thoughts and actions of other people (Ayalew, 2012).

Probably the most viable and comprehensive definition is the one, which at leadership as "The art or process of influencing people so that they will store willingly and enthusiastically towards the achievement of group goals" (Koontz et al. 1984:507). this implies not only willingness to work but also willingness to work with zeal and confidence. It also includes making people performer to their full capacity. While the leaders act as facilitators to achieve group objective in order to help people to perform near full capacity. The leader should be skilled in the art of leadership. These skill are composed of four elements including

- a. the authority or power of the leader;
- b. fundamental understanding of people i.e. ability to comprehend that human beings have different motivating forces at various times and indifferent situations;
- c. the ability to inspire followers to apply their full capacities, i.e. the ability to act in a way that will develop that a climate for responsible to and arousing motivation; and
- d. the style of the leader, i.e. the way in which the leaders goes about his/her managerial tasks in a specific situation with a certain group of people (Koontz et al 1984).

We can generalize the different definitions given by many people for leadership by saying that, it's definition are numerous as the approaches, but for the sake of representativeness it can be defined in the most comprehensive way as 'the art or process of influencing people so that they

will strive willingly and enthusiastically towards the achievement of group goals' (Kountz et al, 1984:507).

Generally leadership is defined in various ways as it is approached. But the most comprehensive definition is that leadership is the art of process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.

2.2 Theories of Leadership

Several theories on leadership have been developed by researchers studying leaders behavior. The broad basis of understanding leader behavior and its theorization has been in the context of leadership as a trait (inborn quality) – as a behavior (acquired) or attained through training as task oriented and also it is people oriented (. Nalini, 2013).

2.2.1 Trait Theory

The trait theory of leadership focuses on personal qualities and characteristics that differentiate leaders from non- leaders. These traits are being charismatic, enthusiastic and courageous. The following traits are believed to be possessed by leaders' desire to lead ambition and energy honesty and integrity self- confidence, monitoring and job –relevant knowledge. Thus traits can predict leadership. They do a better job in predicting the emergence of leaders and the appearance of leadership in actually distinguishing between effective leaders and ineffective leaders

However, the fact that an individual exhibits the traits and other consider that person to be a leader does not necessarily mean that the leader is successful at getting his group to achieve its goals (Nalini, 2013).

2.2.2 Behavioral Theories of Leadership

These theories propose that specific behaviors differentiate leaders from non leaders. While Trait theory assumes that leaders are born rather than made, behavioral theory believes that if

there were specific behaviors that identified leaders than leadership could be taught through effective training and other interventions (Leadership and Skill Development in Social Work, 2009)..

2.2.3 Task Oriented Leadership

A task oriented leadership is one who defines and structures her role and those of the members to wards fulfillment of tasks. She plans organizes and assigns to tasks to group members and insist on its completion with the stipulated time (leadership and skills development in social work, 2009).

2.2.4 People Orientated Leadership

A people oriented leader on the other hand focuses on relationship in the group, has high concern for the members and their comfort level emotional well- being and contentment. She is keen in on helping members in their personal problems, is approachable and does not discriminate (Nalini,2009).

2.2.5 Heresy and Blanchard's Situational Theory

This theory looks at leadership through centering on the followers. Leadership according to this theory is dependent on the followers wiliness to execute the task in question if the follower is

- a. Incapable and reluctant to take up the assigned task, the leader has to provide precise and exact directions to this effect.
- b. Incapable but prepared to take up the assigned task, the leader has to firstly compensate for the followers provide precise directions.
- c. Capable but reluctant the leader has to be helpful and play an active part in task accomplishment.
- d. Capable and enthusiastic then the leader's role is minimal.

2.2.6 Path – Goal Theory of Leadership

This theory stipulates that the prime responsibility of the leader lies in helping the members to reach their objectives and that individual goal and group goals are complementary. It is the leader's job to assist followers in attaining their goals and to provide the necessary direction and / or support to ensure that their goals are compatible with the overall objectives of the group. The term path – goal is derived from the belief that effective leaders clarify the path to help their followers get from where they are to the achievement of their work goals and to make the journey along the path easier by reducing road blocks. We can understand from the above context that, there are several leadership theories which made their focus on different qualities of people. Some of the theories give attention to the traits (inborn qualities) others understand leadership quality can be attained through training and the rest accept leadership behavior can be achieved through experience task oriented (by human relation). This shows different researchers studying the leadership behavior have understood the concept in different basis. From this context we can conclude that leaders of any organization including schools should alternatively exercise different styles of leadership depend on the prevailing situations of the time in their own organizations (leadership and skills development in social work, 2009).

2.3 Style Theories

These theories attempt to show the way in which leaders approach their roles in a given situations fosters success or failure. This focus is reflected in the way. For example, that head teachers have been drafted in to turn round, failing schools (or those on the average of failing) often because the previous head's 'style' is seen as inappropriate (Nalini, 2013).

Although it may not readily clarify leadership and management distinction, Liker's (1967) analysis of the power sharing management style of supervisors and clerks in both the more and less productive parts of an American insurance company is an example of 'style theory'. In operation liker argued that those who were success full supported others in a general rather than specific way, recognizing the need to be employee focused rather than production oriented- a

style theory which separate leadership and management by implication. Liker's scheme suggests four approaches to leadership that includes

Exploitative and authoritarian, e.g. an approach seen as having contributed to post incorporation staffing problems in further education colleges, benevolent and authorial, e.g.; often considered characteristic of independent schools and the 'old' grammar school ethos, consultative, e.g.: often characterized as typical of effective leadership in secondary departments, which value both individual and group views, participative, e.g.: traditionally seen as the heart of effective primary school cultures, with a strong emphasis on group- focus.

While we may all know colleagues whose general approach to leadership can be categorized in these ways. Liker's categorization is, once again based on an assumption that such way of working are somehow immutably, fixed and that leaders and managers have one 'style'. Although staff in four large secondary schools researched by Glover et al, (1998) wished to see consistent leadership, leaders used a variety of approaches as part of their vocabulary of management in action. Dugan (1989), also nits the tendency to develop a vocabulary of leadership strategies in response to different situations. While Pocklington and Weindling (1996), suggest that practical guide lines on the way reflection can be organized, emphasizing particularly the mentoring and facilitating role. Reflection is more effective if it is articulated especially if having reflected on our experiences (context, process, relationships and action) we then build a repertoire of useful guides for future action. Used in this sense our leadership and management approaches- rather than any single 'style' – became intelligent responses to complex problems which inevitably arise through working with others.

Clearly, the various leadership approaches we adopt are significant in advancing or inhibiting the causes of change and organizational effectiveness. Hersey and Blanchard in (1977) situational leadership is one of the better known approaches. In distinguishing between the 'task' to be achieved and the relationship' with members of the working team, they identified four leadership styles.

Hersey and Blanchard (1977) also identified the ‘maturity’ level of followers as the key factor to be taken in to account by leaders when determining the specific tasks or functions they want to achieve in working with and through others. The relative maturity of each follower influences the degree of emphasis which the leader needs to place on task or relationship behavior at any given moment. They define maturity as the ‘capacity to set high but attainable goals, willingness and ability to take responsibility, and education and/or experience of an individual or a group, arguing that such variables should only be considered in relation to specific goals or tasks.

In applying this theory, Blanchard and Zigarmi (1991) after a highly personalized approach to leadership, argues that followers maturity levels may, of course be highly variable, both between individuals in an organization and within individuals themselves, relating to the different task they are asked to perform. In addition (and most importantly), maturity levels can change year on – year as colleagues develop greater personal and professional maturity. These models may be used to accommodate the degree of development of any follower.

Table 1: leadership styles indicating competence and commitment

Development level of followers	Appropriate leadership style
Lower competence	Directing
High competence	Structure, control, supervise
Some competence	Coaching
Low competence	Direct support
High competence	Supporting
Variable competence	Praise, listen, facilitate
High competence	Delegating
High competence	Give responsibility for day – to – day decision making

Source: Hersey and Blanchard (1977)

Generally, according to the styles theory in every field of production or service giving the success or failure of that organization or school is dependent up on the way leader follow on the existing condition. It can be understood that consistent leadership is when leaders use a variety of approaches in their management. The maturity level of follower should be taken as the key factor by leaders and it may be highly variable between individuals and depending on different tasks to be accomplished, as a result leaders need to use leadership style that could accommodate the degree of development of any employee in their organization or school.

2.4 Leadership Styles

The knowledge of the various leadership styles, helps the researcher to examine which of the styles were more productive and can achieve successfully the goals of schools. While there are various leadership styles it is generally agreed that leadership styles is in accordance with the circumstances. The ability of members' urgency of the situation and many such crucial factors the following are a few important leader behaviors (Ayalew, 2011).

A) Directive

When the task to be accomplished is unclear or difficult to be achieved, the leader ensures its successful accomplishment through clearly defining individual tasks and role expectations of members. His intervention is meaning full in such instances, however, this style may not be suitable where the tasks in questions are well defined and easy to attain (Ayalew, 2011).

B) Supportive

The leader shows high concern to wards group members and their needs. This style is suitable for groups working on well defined tasks. Members under the supportive leader are found to be happy and highly satisfied (Ayalew, 2011).

C) Participative

Here, the leader involves the group members in decision making and in all functions of the group. Discussions consultations and group consensus are stressed up on however; this calls for members who are responsible and who understand the importance of their contribution to the group's success (Ayalew, 2011).

D) Charismatic

A leader can be considered to be a charismatic leader for the following reasons

- i. Ability to inspire followers to wards goals that appears incredible to the common man
- ii. Vision about the future
- iii. Understanding followers' needs and limitations (Ayalew, 2011).

E) Transformational

This highlights on leaders who inspire follower to transcend their own self- interests and who are capable of having a profound and extra ordinary effect on followers. Seven characteristics were found sincerity of the leaders bounding effort to develop the organization as a family by personalized relationships consultation and participation collectivization and team work empowerment and support serving as a role model bringing in changes continuously while maintaining continuity and being innovative (Robbins & Sanghi, 2005).

We can conclude that the various leadership styles can be applied at school levels according to the different situations that prevail in each particular school; because these leadership approaches that could be adopted are very important in the promotion and failure of every school. Finally we can easily understand that maturity level of followers should be taken in to account by the leader of schools when assigning takes to be a accomplished effectively by other.

2.5 Qualities of a Successful Leader

Understanding about the qualities of successful leaders is the base for any individual who intends to assess and examine the effectiveness of leaders in any organization.

Though there are several leadership styles every leader has to develop a style appropriate to the needs of the group and the situation. It is a universal fact that every person's leadership skills are unique and cannot be borrowed from another. The leader has to grow on her own. To be a good leader one needs to have a positive sense of humor that is not derogatory or distasteful posses good listening skills, ability to truly enjoy being with people and genuinely accepts the other person's view points. The leader has to be optimistic unruffled and capable of handling difficult situation deftly (Nalini, 2013).

The leader has to be friendly – within the prescribed limits of the societal norms. This friendliness has to do with appropriateness not too close or too isolated. Essentially the leader has to be broad minded, relaxed and open to criticisms. However she cannot afford to be silent to criticism that are not related to the job or damaging her image.

While working with group members from diverse cultures a board cultural back ground is an advantage. This aids the process of the cultural melting point further enabling smooth interaction and accomplishment of group tasks (Nalini, 2013).

The leader is a human being too with all her problems and fears to handle. But a wise leader fully understands that it is essential to keep her problems especially the personal ones to herself making the group members listeners to these aspects. The good leader knows is only self-damaging. Burdening the members with personal difficulties is detrimental to the leaders functioning. The leader has to necessarily control her emotion, temper and has to be extra cautious of imposing her feelings on the group.

Finally the leader has to be well groomed physically too. The leader has to stick to comfortable, clean outfits, well kept hair, no clattering trinkets, flashy colors heavy customers or any

disturbing accompaniments. The leader has to make sure that his appearance is appropriate to the group's culture and expectations. He has to avoid improper mannerisms and gestures. In short by staying poised and collected the leader makes the group to fall in line. Generally these qualities of successful leader should be free from personal intentions, feelings and problems. It is essential to have a system of conforming with the existing situation and the needs of the members unless the leader takes in to account the other persons views it is difficult to get respect and have smother relation and goal attainment (Leadership and Skill development in Social work, 2009).

From the above context we can understand that effective leadership is not easily that come from increasing and expanding of the usually common activities expected of schools, but the need is on giving attentions for the context of the school. That means effective leaders have to know that whenever they employ the same method (style of leadership) for different situations on different staff members the results will be different. As a result educational leaders become effective than different people in different situations (Nalini, 2013).

2.6 Effective Leadership

What effective leadership means could be understood by any body, who likes to evaluate the effectiveness of leaders in the organization in which he/she works.

Recent global events have underlined the argument that educational leadership has to enter a new phase a phase that will require very different thinking. This shift is not the same as simple incremental changes to allow for new technology or the knowledge economy. Nor is it an expansion of the usual nods in the direction of contingency and regard for contextual difference. Much is indeed already made in the leadership literature of the need to take in to account the context of the educational institution. Sergrovanni (2001), for example starts his recent book on leadership by quoting Barth's critique of the list approach to factors ineffective leadership i.e that the same things applied to different contexts and to different situations typically produce different results. However, our chapter argues that such an acknowledgement of context is often no more than lip-service. Sergiovanni is arguing for a

‘system of layered standards in school’ with the first one being uniform standards for all schools in basic reading, writing and math (may be civics) (Robert Smith, 2001). The assumption of unchanging and undifferentiated goals for formal education remains the same.

There are three major problems with current educational leadership literature. The first is that it is mainly about conventional schools- fixed site buildings where pupils go at regular times on daily basis and learn a planned curriculum manifested in a time table. Schooling does not equal education and there are many different forms of education as well as many different forms of schooling. A second problem is that of real contextually in that the published literature largely stems from and is written about the industrialized north of the planet educational organizations in developing countries and in unstable societies exists in very different contexts as well as we have argued in detail elsewhere (Harber and Davies 1997) . The third and the most significant problem related to the first two is the lack of acknowledgement of ideology. Education is intimately bound up with goals based up on open or hidden values and forms of education policy and provision reflect these values. Leadership cannot be discussed as if it existed in a moral or political vacuum as if there were principals of leadership regardless of the goals of the educational institution. Yet if we merely take a model of educational effectiveness and leadership effectiveness as based on the principle of congruence between inputs, processes and desired out puts, this can end up being morally relativist.

We can easily say leadership effectiveness can be achieved by giving more attention for contextual factors of the educational institutions. Educational leadership to be effective, it has to take into account the education policy and morale values of the society.

2.7 Leadership and Effectiveness

Understanding the relationship between leadership and effectiveness helps to know what ways of leading an organization could bring about effectiveness in the process of leading any organizational setting. Furthermore, the knowledge of leadership and effectiveness could briefly give insights to assess how effective were the leaders of organizations in a given period of time.

Busher and Savan (1994) review the ways in which different leadership elements (i.e. task, relationships and context) relate to each other by identifying five models:

Structural- functional model – emphasizes rationality role and success based on fit.

Open systems model – focuses on the ways people interrelate to achieve organizational aims.

Cultural pluralism model- recognizes that in a professional situation leadership needs to maximize the differing potential of individuals as members of a group.

Interpersonal models- rely on the management of individuals as individuals working from different viewpoints (Brudret, 2001).

Political models- characterized by a manipulation of power systems to achieve required ends as determined by the leader. From the above points, we can easily say that leadership effectiveness can be achieved by giving more attention for contextual factors of the institutional factors. For educational leadership to be effective, it has to take into account the education policy and moral values of the society.

While their typology may help us to classify examples from our own experience, these models also need to be judged against the considerable evidence that leaders and led frequently offer very different perceptions of the same event. Although head teachers may see their actions as fair and reasonable the recipients may experience events very differently (Mark Brunder Neil and Robert, 2001).

We explore the concept of ‘effective’ educational institutions in more detail later (e.g in relation to corporate culture), but consider ‘ effectiveness ‘ here briefly in relation to leadership, Brighouse’s (1986) exploration of ‘ effective schools’ asserts that three kinds of school leader may be identified. Perceptive professional developers are those who empower staff to carry the organization and themselves forward through joint planning and involvement. System maintainers are those who follow a more rigid and mechanistic approach, offering a framework for all but with little flexibility (Brudret, 2001).

In adequate, security – conscious other those who follow in consistent approaches and act according to prevailing pressures (note - this is not the same as ('contingency')). While links can be detected between the Brighthouse models and Busher and Saran's systems, it remains the case that leaders have in theory at least a wide variety of models or approaches available to them in 'stakeholder' terms, much depends on the way leaders interrelate and interact with others something which is frequently connected most clearly to the ways in which power is exercised (Brudret, 2001).

2.8 Leadership, Teams and Effectiveness

Much recent work on team effectiveness has been on the ways leaders operate with their teams in ensuring secure development and progress. Within education, this emphasis reflects the often high value placed on the situation and transformational leadership, although the audit commission (1991), Dimmock (1993) and Webb and Vuiliamy (1996) all show that team involvement in educational situations is necessarily limited by the fact that the leader takes (or ratifies) the final decision in the interests of the organization as a whole.

Moreover, educational lists are heavily reliant on their own individual skills and knowledge, which in many circumstances may actively contradict or even undermine notions of team work. Identifying differences between large and small educational organizations, (Dunning, 1993).

Considers that most teaching heads in small schools (with perhaps three or four teachers) are trapped between on the one hand, administrative demands and time scales and on the other the need to give teams time to develop consequently head teachers tend to take on yet more (asks which in reality should be shared. Mac Gilchrist et al (1995) show how this tendency can actively in habit organizational we- being e.g where those in leadership positions produce development plans which have little or no sense of staff ownership.

By contrast Roberts and Rithcle (1990) show how secondary school structures might be developed to ensure that administrative leader are effectively shared with developmental opportunities being fostered by senior managers, Howarth and Jelley is (1995) examination of

middle managers roles as team leaders in promoting quality subject teaching argues that this only becomes possible when administrative leaders are managed in such a ways as to enable teams to concentrate on developmental rather than routing issues.

It is possible to place team problems in four categories, i.e. those associated with goals, roles, processes and relationship in promoting team development, leaders thus need to analyze the driving issue(s) and respond accordingly. This notion builds on Murgatroyd and Gray's (1984 :40) conception form of relationship between people sharing common aims which they seek to achieve by different objectives. They identify four criteria related to the quality of relationships which they see as important in evaluating school leadership and by implication the work of teams.

Empathy : the ability to see another problem as if it were one's own

Warmth : the ability to share problems

Genuineness : the ability to develop effective interpersonal relationships

Concreteness : the ability to recognize the reality of the problem or issue

Taking it further, they argue that pupil achievements is a product of four separate factors , also connected with personal qualities

The quality of pupil- teacher relationships

The quality of peer relationships

The strength of positive self –concept

The strength of self- control

Margartroyd and Gray claim that both the criteria and factors are stimulated by class room leadership and that classrooms largely act as mirrors of the organization of the school as a whole. The extent to which team development team cultures and social cohesion exist appears

increasingly significant as a factor in school effectiveness. Indeed, the idea that classroom relationships and management approaches reflect school relationship and management approaches as a whole is a compelling one and one which is closely associated with the curriculum and the idea of 'mission' outlined by (Stoll and Fink, 1996).

The more effective teams with in education carry with them the shared values of the organization and 'ethos' – whether explicit is a driving force of individuals , groups and the whole school or college communication between individuals , teams and the organizational environment does not however, simply happen. As Margerison and Mc Cann(1990) indicate, it is the exploring , advising , organizing, controlling and linking aspects of team management which can make the difference without effective communication team cohesion has little chance.

If team work is to be beneficial for schools and colleges, it must provide clear benefits for all those involved pupils and students as well as staff, groups as well as individuals. Although some argue that educational teamwork has major benefits (see Bell 1992 Bell and Rhodes 1995, for example) . Many organizational personal ambitions based around teamwork can remain un achieved because those involved fail to much their potential. Teams are dynamic and ever – changing , moving away from immature , weaker relationships (it is hoped) to wards stronger , productive ones there are however dangers that team work can became an end in itself- emphasizing the 'country club' culture where membership becomes more important than task (Blake and Mounton 1978) . In addition, teams may fail to became fully integrated and may ultimately became dysfunctional now a key issue under local financial management in some schools or they may became subject to micro political agenda (Hoyle 1998) or interdepartmental in fighting and 'haronial' indeed teams can fall victim to a number of major failings through for example

An over emphasis on tasks

Too little emphasis on process

Too much time on discussion and debate

Too little time for problem – solving action which counts

Too little emphasis or time spent on celebration re enforcement and recognition of achievement

Too much time ‘responding and focusing on reactive behavior

Too little emphasis on ‘anticipatory’ and proactive thinking

Too little time developing their team skills and behavior

While some have argued that much organizational work (in education as well as business) is not dependent on team work, but its operational and demanding of individual rather than group skills. The range and pace of organizational change is undoubtedly making team- based approaches an increasingly central component of organizational life which helps to ‘oil the wheels’ for institutional success.

Generally leadership style that encourages team culture and social cohesion can make easily development plan that has staff ownership and also can make a practical and shared value system of the school. Effective team leaders need to analyze the driving issues and respond situational. If team work in effective leadership is to be usefully for schools, it must provide clear benefit for all of the stakeholders.

2.9 Problems in Leadership (Defining and Managing Roles for Effective Leadership)

The progressive development of an increasingly mobile, well educated and affluent society has brought with it the potential for each of us to have opportunities and access to a wider range of more complex and potentially rewarding roles and responsibilities managing a diversity of roles does, never less, bring significant pressures. Role performance is dependent on two sets of influences which, in many respects, in fact with each other. An individual’s personal ‘forces’ (i.e. personality, skills etc) and of the situational ‘forces’ (Effective leadership for war and peace 2001).

Examining the concepts of role theory – the situational forces can be helpful in our attempts to understand the ‘why’ and ‘how’ of individual performance and, in general, allows us to make reasonably accurate predictions and ‘guest mates’ about how those whose work use manage are likely to react in any given circumstances. The came co scenario above might have been different if the head bad recognized jane’s insecurity and bolstered her self – esteem before seeking a different form of delegation (Effective leadership for war and peace 2001).

Organizations, as personified by their employees, are likely to have particular role expectations of any new manager joining the work force crucially, role expectations may or may not coincide and. Furthermore, a particular manager’s ‘role set’ (i.e. the form with which he or she works most closely) is likely to have particular expectations above his her beliefs, attitudes and behaviors. Such differences in expectations may be regarded as minimal or over whelming. And can affect those involved in various way for example, individuals may experience the following.

2.9.1 Role Ambiguity

An individual feels (rightly or wrongly) that insufficient information is available regarding their role: role definition is, consequently, unclear. These difficulties are often experienced by those undertaking ‘Liason’ and ‘coordinating’ roles in organizations (Leadership and skills development in social work, 2009)

2.9.2 Role Conflict

An individual job makes conflicting demands, commonly where that person is uncomfortable with particular role requirements. This can be seen where, for example, ahead of de permanent in a college of further education comes under pressure from senior managers to close a course, but is perceived by colleagues as the torch behavior for their future security (Leadership and skills development in social work, 2009)

2.9.3 Role Over load

An individual manager is unable to meet the range of roles required in both variety and quantity. This is another form of role conflict, often perceived as the last straw and frequently experienced by middle managers who 'caught in the middle often assume increased responsibilities during periods of staffing retrenchment (Leadership and skills development in social work, 2009)

French and Caplan (1970) distinguish between qualitative overload (i.e work which is too difficult) and quantitative over load (i.e too much work to do). While French et al. (1965) found earlier than qualitative overload was a particular source of stress for managers in higher education. Interviews, medical examinations and questionnaires completed by 122 university administrators and lecturers (divided in to two groups) indicated that low self – esteem was related to work over toad. Results were, however, different for the two groups. While qualitative overload was not significantly linked is low self esteem among administrators, there was significant correlation for lectures. In other words, the greater the quality of work expected of lecturers. The lower their self – esteem because they felt unequal to the task. It this true 30 years ago, it raises questions about current pressured circum stances, where we see a multi faceted need to lead and develop staff and managers resources against the background of increased need to lead and develop staff and manage resources against the back ground of increased demands for quality assurance sand improved outcome indicates. We return to this theme when considering stress management.

2.9.4 Role under Load (The Leader is given Only Routine Tasks)

The form of role conflict often occurs when organizational expectation fall short of a manager's own needs and role expectation. It is often a problem experienced at lower levels in hierarchal organizations when, for example, assistant year heads or assistant subject leaders feel that they are only being given routine administrative tasks (Nalini, 2013).

2.9.5 Role Clarity

This occurs when managers see their roles as straight forward, an ambiguous and 'black and white'; the potential for inhibiting change and preventing. Role development arises, with orations of it isn't my role coming to the force. Role in compatibility. This is a likely occurrence when the expectations of members of a role set are clearly identified but are, nevertheless, in compatible with each other typified in primary schools where the roles of curriculum coordinators sits uneasily with those of class teaches (Nalini, 2013)

2.9.6 Role Pressure and Role Strain

Handy (1993) distinguishes between 'role pressure (i.e beneficial stress) and role stain (i.e. harmful stress) pointing out that some of the strategies for dealing with role strain are based on 'coping with' rather than 'solving' problems. For example, we may use.

- Repression (refusing to admit that a problem exists).
- Withdrawal (opting out of the situation)
- Rationalization (learning to live with the situation).

In order to meet these pressures, Handy and Altken (1986) suggest that role switching can be appositive way of dealing with difficulties.

2.9.7 Role Switching

This is a strategy often used in both secondary and primary educational sectors. Where senior and middle managers gain experience of a range of roles, Eg. pastoral, curriculum, financial and strategic in turn. Mandy and Altren suggest that, it ambiguity is limited by careful definition and open agreement. It conflict can be reduced by reducing role overlap and if over load is minimized by agreed prioritization, then role issues need not interfere with an individual well being or organizational effectiveness (Nalini, 2013).

As individuals, our ability to understand, analyze and refine our own role may influence the ways we delegate so that others may enjoy the same degree of role clarity we would expect. For ourselves, recent research into the subject leadership indicates that when decision making process are led by middle managers difficulties may arise, especially when delegated roles are mis-managed because of the tension between maintaining good relationships with the team and getting the task completed (Glover et al 1998).

2.10 Effective Communication for Effectiveness of Leadership

The management of meaning and mastery of communication is inseparable from effective leadership. (Bennis and Nanus 1953 : 33)

Effective communication is essential for effective management. As Bennis and Nanus's comment above indicates, communication has meaning beyond mere words and is a key attribute possessed by successful leaders. Too often, however, it is an area pledged in management emphasis on reputation management and relationship marketing has undoubtedly raised its profile (Geener 1990, cram 1995). Yet in so far too many school and colleges communications is complex and in many schools it is in effective.

Good communication in education is vital, not simply because it is a complex and multifaceted process, but because it occupies so central a role in both teaching and learning processes and in the task of leading the educational mission. As Sergivanni (1987:116) has argued, the meaning of leadership behavior and events to teachers and others is more important than the behavior and events themselves. Leadership reality for all groups is the reality they create for themselves, and thus leadership cannot exist separate from what people find significant because the nature of communication has such an able potential for complexity and mis understanding in every day communication.

We begin by examining the nature of communication and then examine its role in motivation and facilitating group relationships. Communication is about both content and process, about ideas and strategies, and about the way thoughts link with action Bell and Maher 1986). If what

we say as leaders or managers is to be effective, it needs to be consonant with our nonverbal communication and body language (Pease 1990),

It needs to be consistent with earlier messages and it needs to stand out from system 'noise' which acts as barrier to effective interaction and communication. Consequently, awareness of inhibiting elements, In both ourselves and other, becomes crucial if problems are to be overcome. Major communication barriers include:

- Hearing what we want to hear.
- Ignoring conflicting information.
- Being aware of our perceptions of the communicator.
- Recognizing that words mean different things to different people.
- Acknowledging that there is often little awareness and understanding about non-verbal communication (Armstrong, 1994).

These difficulties can be minimized by following basic (and in 1994). Truth often seemingly obvious) communication 'rules' – depending on particular circumstances while the rule may appear simple become a highly complex matter. We are, for example, recommended to communicate: In clear, unambiguous, short and simple ways, In a style which is acceptable and understandable, In ways which ensure that requests for action are easy to understand and execute, In ways which show concern for others, In consistent ways (bell and Maher 1986).

Adair's (1983) examination of how group – based communication fails emphasizes that since communication clarity is central, it is helped by:

- Having a clear understanding of what you want to say the message objective
- Giving reasons which explain changes pressure or process
- Incremental zing the explanation
- Relating aims to purposes and understanding the interaction

When each of these elements is in place, quality communication is more likely, but is not guaranteed, since we still need to ensure that what we say is both heard and understood rather than just received.

Lyons and Stenning (1986) have identified various activities which can help us determine our own communication capabilities. They focus on establishing clear communication and ensuring that purpose matches approach. For example, educational leaders at arrange of levels need the capacity to communicate in various 'modes'. Giving basic information and instructions, explaining policy decisions, making requests and negotiating solutions. Each of which demands an appropriate communication 'vehicle' which may mean a chance encounter, a formal interview, a quick hand written note or charring a meeting.

The development of new communication and information technologies (C&It) has created the potential to offer real communication immediacy in both spoken and written words not only through e-mail and the internet, but also in the way C&IT supports direct person – to – person communication through video conferencing, even If these developments simultaneously create new communications pit fails (Grint, 2002).

From the above text we can understand that communication plays the central role in both teaching and learning process as well as in the task of leading the educational mission, but in many schools and colleges it is complex and in effective. It has an able potential for complexity and miss- understanding in every day communications the existence of clear communication at school, ensures purpose matches approach. In addition to this communication in its nature, its role is motivating and facilitating group relationship. The development of modern ICT (information and communication technology) created the potential to offer real communication immediately for the effectiveness of learning as well as leading the instructional process.

2.11 Motivation at Work for Leadership Effectiveness

Motivation of its member is one of the most critical tasks facing any organization, the concept of motivation is probably the most confused, confusing and policy developed concept in organizational psychology.(smith etal . 1990.29)

Like theories about management and leadership motivation is a contested concept with no agreed, single definition it is multifaceted and has been described as comprising all those inner-striving conditions described as wishes , desires, drives an inner state that activities or moves individuals (Steiner 1965: 14) despite difficulties over its precise nature motivation is pivotal for managers because it concerns. The goals influencing our behavior the thought processes we use to identify our needs and drives to wards particular decisions, goals and behaviors. The social process which encourage a continuation of or changes in our behavior patterns. Mitchell (1982:81) defines motivation as the degree to which an individual wants and chooses to engage in certain specified behaviors and identifies four characteristics:

It is an individual phenomenon -each of us is unique, It is normally within in our own personal control – w e choose how we behave, It is multifaceted – the two most important factors being ‘arousal’ (ie. What gets people moving) and the choice or direction of our behavior, It is concerned with the internal and external forces which influence our choice of action farther than with the behavior itself.

In a review of teacher motivation, Whitaker (1993: 122) asserts that it involves inspiring others providing realistic challenges helping others to set goals and targets and helping others to value their own contributions and achievements this is implicit in the results of research undertaken by Harris etal. (1995), which stresses the importance of strong vision for downward transmission of values to the class-room level.

Generally, motivation is crucial to influence human behavior towards the achievement of the desired need. It fosters the activity of employees for the continuation of development. It is very

imports in helping workers to value this contribution to the organization and initiate them to develop their production.

2.12 Vision, Mission and Culture

Hargreaves and Hopkins (1991) lay particular stress on shared values in educational institutions and, in doing so, emphasize a theme found in much contemporary writing on managing change. For example, a key feature in Peters and Waterman's (1982) assessment of 'excellent' companies is the shared valued system – or, in their terms, "hands – on, value- driven management. For them, clarifying the value system and breathing life in to it are greatest contributions a leaders can make to a community of like- minded people driven by common goal.

Both Peters and Waterman developed their ideas on leadership and culture within rapidly changing environment. For example, Peters (1987) argues that management chaos' means leaders must 'learn to love change, communicate a vision of the future and be 'flexible of mind always ready to challenge conventional wisdom.

Waterman (1987) also suggest that because the future is less predictable than the past, the old ax ions universally accepted as true no longer apply. He argues that vision and shared values- kept deliberately simple- are vital because even well defined strategies may be undermined by events, may need to respond to changing priorities or may come to nothing.

While vision does not always have a good press, many management writers see the concept as a fundamental leadership quality and prerequisite for effective change management- regardless of context although the concept may be extremely slippery to pin down successful organizations do need to articulate, communicate and display a picture of what they might become to both their staff and the wider community.

Educational research which has explored these issues in England was largely initiated by Rutter and his research team working in the inner London education authority during the late 1970's

they found that when a sense of shared purpose and organizational loyalty existed, organizational effectiveness was increased (Rutter et al, 1979). Subsequent work on what has become known as educational effectiveness argues for the validity of this assertion- exemplified in the stress on a vision for the school or college as outlined by Motimove et al. (1988) in a similar study of primary schools, and by Maglichrist et al, (1997), who note the importance of shared understandings in developing the intelligent school.

Deal's (1985) commentary on the reinvigoration of inner-city American schools highlights the sense of purpose shown in the schools where he worked along side teachers in building up organizational self – esteem. The ability to appreciate the problems being faced, alongside a willingness to celebrate successes- however modest – was fundamental to institutional progress, school and community relationships as opportunities, all were seen as fundamental contributions to developing institutional self – belief following on from Fullan and Hargreaves (1991), Brighouse (1991) argues that we need to interpret 'vision as atmosphere' and 'shared values' when talking about school life. He goes on to articulate the leadership qualities required across various organizational levels if 'vision' is to be communicated successfully.

- Keep it simple
- Avoid transferring the blame to actions beyond your control
- Concentrate on issues which reinforce the professional culture
- Practicing brave
- Empower others
- Build corporate vision
- Decide what not to do
- Find some allies

This leads us to consider the issue of changing institutional cultures, where the aim is to establish and generate vision and build on education's organizational teamwork (Handy and Altken 1986).

2.13 Formulating Vision, Mission and Goal of Schools

2.13.1 Formulating Vision

A system's / institution's/ hopes for situation, the desired state as contrasted to the existing state. Vision portrays an idea; image or picture of what the education provided ideally will or should look like in the future. A vision represents a shared view of the preferred educational future for the system/ institution. In short, vision portrays the system's/ institutions/ hopes for a better education and society. A well – formulated vision defines what the system/ institution/ expects to be in the future motivates actors and stakeholders to move in a common direction to produce the education depicted by the vision, strategic planning for an education system institutional can be successful if it starts from an idea vision.

The ideal vision is for society not for the system/ institution as such, vision are broads but they point to where to go. A vision must be compelling (convincing) , Be inspiring and make people want to join the organization. The purpose of vision is an initial force that brings people together. A vision inspires stake holders, is a life blood of an organization and a vision helps to see what you are working towards. In addition to these vision provides bases for partnership, binds an organization together in times of crisis, provide incentive to work through internal conflict and it is a banner around which an organization rallies/ unite or come together. It is important that a vision be expressed in one concise sentence so that it can be catchy and memorable for everyone (Suelaw Derker, 2001; J.S, 1985).

From the above ideas about the process of formulating vision one can shortly express what an image or picture of the organization will look in the future. It represents a shared value of the system formulated in a better manner and indicates the future intention of the school. Vision encourage all concerning bodies to move towards common and shared goal with shared ownership.

2.13.2 Formulating Mission

Every organization has a certain purpose for which it was created. That purpose is often contained in a mission statement. Mission is therefore a statement of the unique purpose for which a system/ an institution exists and performs its specific functions. A mission statement expresses in very broad and general terms why the system/ institution/ exists capture the essence of why the organization exists. Who we are, what we do explain the basic needs that you fulfill. It expresses the core value of the organization. A mission statement should be brief and to the point easy to understand. If possible the mission statement try to convey the unique nature of your organization and the role it plays that differentiates it from others. It identifies the system / institution, the basic function, how client needs are satisfied and distinguishes it from others and sets direction and creates meaning for stakeholders. Example

1. "our mission is to produce successfully performing citizens who are socially responsible , self –sufficient and self- reliant, responsible , self- sufficient and self reliant, who lead apposite quality of life and contribute to poverty eradication by providing relevant education and training through formal and not formal ways"
2. It is brief enough for most people to keep it in mind this typically means one hundred words or less which is possible
3. It clearly specifies the organization basic functions
4. It should serve as a template and be the means by which officials and others in the organization can make decisions
5. The wording of the mission statement should help it serve as an energy source and rallying point for the organization. Every organization should be guided by a set of values and beliefs (Black and Moutons, 1985)

A mission statement provides an understanding frame work for making decision , part of the organization's culture values are often rooted in ethical themes, such as: Honesty, Trust, Integrity, Respect, Fairness, Values should be applicable across the entire organization. Values

may be appropriate for certain best management practices in terms of quality, exceptional customer service, etc. (Black R and Moutons J, 1985).

We can take a mission statement as a broader statement that shows the unique purpose for which the school is intended to exist. It should be formulated easy and brief with the fullest participation of all concerning bodies.

2.13.3 Setting Goal

Goals flow from the mission; goals are broad long term ends that break down the mission statement. Goal statements are specific than the mission statement and contribute to its accomplishment are the relevance of the mission to different stakeholders. Goal statements are not quantified goals have higher level impact at national or regional level. Goal statements often focus on major areas of need (learners, services, programs, curricula, human resources, finance). Describes a future end- state- desired outcome goals are supportive of the mission and vision shapes the way a head in actionable terms, sets applied where there are clear choices about the future puts strategic focus in to the organization specific ownership of the goal should be assigned to someone within the organization. Goals may not work well where things are changing fast. Goals tend to be long- term for environments that have limited choices about the future. It is advisable that goals be small in number so that each can be seen as an important segment of the overall strategic plan. Goal statements are specific and very important for the attainment of the mission. They are supportive of vision and mission and should be smaller in number in every organization, including schools for goal achievement; someone should be assigned as a specific owner (Derkar, 2001).

CHAPTER THREE

3 Research Design and Methodology

The purpose of this study was to assess the leadership effectiveness of principals in the secondary schools of Segen area peoples zone. This section of the study deals about research design sources of data, data gathering instruments sampling techniques and methods of data analysis.

3.1 Research Design

The research design that was used in this study was descriptive survey method. The main reason to select this design of study was it enabled the researcher to determine and report the ways in which leadership effectiveness of school principals in the secondary schools of Segen area peoples zone was and also it allowed the researcher to assess the current status of leadership effectiveness of the school principals under this study.

3.2 Sources of Data

The data were collected from both primary and secondary sources. School principal's supervisors and teachers selected from the secondary schools of the Segen area zone were primary sources. While the documents from the Woreda Education Offices were secondary. The selections of the sources were made in assumption that could have provided clear evidence about the leadership effectiveness of the school principals.

3.3 Sampling Techniques

There are 12 secondary schools in the Segen area zone from this total number of schools the researcher decided and selected 8 (eight) of the secondary schools. Principals and supervisors from the secondary schools were selected using the purposive sampling method. The reason why the researcher intended to use this sampling method was that this technique enabled the researcher to select small number of participants for his study in such a way that the chosen

sample were good key informants' (i.e collaborators, co- researchers) who contributed to the researchers understanding about the effectiveness of the school principals. On the on the other hand in the selected 8 (eight) secondary schools the total number of teachers was 313 (M 269 F 44) from this amount of teachers M 69 and F 17 Total 86 teachers were selected for this study using simple random sampling method. The main reason to select 86(28%) of teacher informants for the study is the expectation of the researcher to get the intended data with the help of the standard amount of participants and the reason to use simple random sampling method was that this technique allowed to select small amount of respondents from large number of population.

Table 2: The Sample Population (stratified sampling)

No	Details	No of target population from selected 8 secondary schools			No of sample population from the selected 8 secondary schools			Percentage (%) of sample population		
		M	F	T	M	F	T	M	F	T
1	Secondary School Teachers	269	44	313	69	17	86	80.23	19.77	00
2	Secondary School Supervisors	6	-	6	6	-	6	100	-	100
3	Secondary school principals	8	-	8	8	-	8	100	-	

On the Table above item member 1 showed, the target population from the selected 8 secondary schools which is 269 F 44 Total 313 from this the selected teachers were M= 6 9 F= 17. In addition on item number 2 the target population from supervisors was 6 and the number of selected participants was the same amount finally the number of principal participants is concerned the target population was eight and the selected participants for the study were also similar in number (100%).

This implies the researcher selected the sample population from concerning stakeholders about the effectiveness of principals and got sufficient information (data) for his study.

Table 3- Ratio of Teacher Participants Representativeness

No	The Secondary School	Total Population			Representative Population			% nearly	Ratio nearly
		M	F	T	M	F	T		
1	Ghidole Secondary School	48	13	61	12	4	16	5%	1:4
2	Konso Secondary School	52	5	57	13	2	15	5%	1:4
3	Koyoma Secondary School	36	6	42	9	2	11	4%	1:4
4	Kele Secondary School	51	5	56	13	2	15	5%	1:4
5	Segen Secondary School	30	4	34	7	2	9	3%	1:4
6	Fasha Secondary School	20	6	26	6	2	8	5%	1:3
7	Jijola Secondary School	20	4	24	5	2	7	2%	1:3
8	Wollango Secondary School	12	1	13	4	1	5	2%	1:3
		269	44	313	69	17	86	28%	1:4

Concerning the study participants representativeness, Table 2 item number 1, showed, in Gihdole secondary school the total population of teachers was M 48 F13 total 61t the selected participants were M 12 F 4 total 16 Nearly (5%). From Konso secondary school the total population of teachers showed M 52 F 5 total of 57, the selected study respondents were M13 F 2 total of 15 nearly (5%). On item number 3, in Soyoma secondary school the total population of teacher was M 36 F 6 total 42 and selected informants were M9 F3 total of 12d, nearly (4%). On item number 4v, in Kelle secondary school the target population of teachers indicated M51 F 5 total 56 and selected participants were M 13 F 2 T 15, nearly (5%). On item number 5, in segen secondary school the target population of teacher was M 30 F 4 total of 34 and selected informants were M 7 F2 total of 9, nearly 3%. On item number 6, in Fasha secondary school the total population of teachers was M 20 F 4 total 24, but

selected teachers for the study were M5 F2 total of 7, nearly 2% and Finally the last item 8, showed wollango secondary school the total population of teachers was M 12 F 1 total of 13, and selected study participants were M4 F 1 total of 5, nearly (2%). This implies the researcher selected appropriate amount of representatives or sample teachers from eight selected schools and got the required data for his study.

3.4 Data Gathering Tools

The data collection instruments for this study were open – ended and close – ended written questionnaires with structured interviews. The reason to use the written questionnaires was that, as it was a written collection of self – report question answered by a selected group of research participants. It enabled the researcher to collect large amount of data in relatively short period of time it also allowed the research participants a chance of choosing and expressing their best open wills about the issue understudy. The structured interview on the other hand, enabled the researcher to have a specified set of questions that elicited the same information from all respondents and obtained detail information about the phenomenon understudy. The structured interview also enabled to explain the participants point of view how they thought, how they interpreted and explained their behavior within the given setting.

The nature of the items were written questionnaire of attractive, brief and easy to respond. They are also easier for the researcher to score and analyze. As a result they add validity of the items. Scaled items such as liker scales and (semantic differentials) ranked items were used.

Different parts in the study were close – ended, open – ended written questioners and structured interview. The close – ended and open – ended questioners were provided for teacher and supervisor participants of the study. While the interview was conducted on secondary supervisor and principal participants. The different parts of the questionnaires have strong relationship with the basic questions of the study. For example: the close –ended questionnaire, in appendix I, was about, the leadership styles employed by principals, again questionnaire appendix II was about the effectiveness of secondary school principals in setting

vision, mission, and goal statements of their schools. On the other hand the open-ended questionnaire in appendix VII asked supervisor informants about the problems that principal face in leading their staff members. Furthermore the interview questions in appendix VIII and appendix VIII were also designed to illicit issues of leadership effectiveness of principals.

To establish the trustworthiness of his study the researcher addressed the credibility, transferability, dependability and conformability of the study and its findings.

In order to address the reliability of his study the researcher has given great attention for the consistency of the questionnaire items. To accomplish his goal the researcher avoided sloppy presentations, carefully proof read the questionnaires, avoided lengthy questions, didn't ask unnecessary questions and used structured items with variety of possible responses etc.

Finally, before distribution of the questionnaires to the participants, the researcher tried it out in a pilot testing. To do this, the researcher selected small amount of individuals who are thoughtful, critical and similar to the intended (actual) research participants. This is because pilot – testing provided information about deficiencies and suggestions for improvement.

3.5 Procedures of Data Collection

At the beginning of the study the research participants/ sample/ were selected using purposive and simple random sampling methods. The reason to use these two methods in the study is stated Cleary in this material under the heading "sampling techniques". Next to the selection of the participants the pre- prepared written questionnaires, based on the recommendation of each participant of the pilot taste correction were made to the questioners. Then the questioners were distributed to and filled by the participants. The structured interview which were undertaken providing enough time and place on the basis of the free consent of the participant in the collection of data. The researcher has taken care to avoid some limitations that might affect the results of the study such as: less sample size and shorter length of study.

3.6 Data Analysis

After the collections of required data by the help of the pre –prepared and pilot –tested close – ended and open –ended written questionnaires and structured interviews, the presentation of the results of the study followed. The presentation included the total sample size and the over percentage of returns along with the response rate of each items. To present the result, the researcher indicated the percentage of respondents who selected each item. The numerical data were presented using tables with rows and columns. The statistical descriptions were stated using descriptive statistics on the basis of the basic questions. The reason to use descriptive statistics was that it enabled the researcher to show how often or how frequent an event or score occurred. And also it was easier way of statistical description in addition to this it helped to report the response average or mean. The level of significance (pre- selected probability) that was expected by the researcher was 5 out of 100 chance of observed difference which might have occurred by chance (symbolized as 05).

3.7 Ethical Considerations

The researcher has responsibly taken care of possible ethical issues that might arise during the study, Such as: Obtaining the informed consent of the participants for any forms that completed in the study, the researcher has close alignment, personal and professional ethical perspectives, for addressing difficult issues that might arise during the course of the study.

CHAPTER FOUR

4 Presentation, Analysis and Interpretation of Data

This unit deals with presentation, analysis and interpretation of the data collected from the sample population. (Secondary School teachers, supervisors and principals) selected through the research data collection tools (open ended and close ended questionnaires, and interview questions). In addition to this it includes the presentation, analysis and interpretation of documents examined by the researcher as secondary source of the data.

The questionnaires were distributed to 86 secondary school teachers, 6 supervisors and 8 principals. An interview was also provided to the supervisors and principals. Other than the teacher participants 100% of supervisors and principals, who were provided by the written open-ended and close ended questionnaires completed and return on time.

For various reasons 5 (5.81%) of the teacher participants of this study did not return the questionnaires, while 81 (94.18%) of them completed and returned on time. Responses, made to each question of the questionnaires, were analyzed and interpreted. For the sake of convenience and manageability of the data organization, related questions were treated together in the same table and then presentations of the data are followed by discussions and interpretations. The data that were collected from the research participants through the appropriate data collection tools were realized to be sufficient references for conclusions and give possible recommendations.

Table 4: Characteristics of Research Participants

The following Table describes the personal characteristics of the research participants of the study in terms of sex, age, qualification, and work experiences.

No	Variables	Categories	Secondary School teachers		Secondary School Principals		Secondary School Supervisors	
			N	%	N	%	N	%
1	Sex	Male	69	80.24	8	100	6	100
		Female	17	19.76	-	-		
2	Age in- Years	15-20		-	-	-		
		21-25	10	12.05	-	-		
		26-30	12	14.45	-	-	1	16.66
		31-35	17	14.45	4	50	4	66.66
		36-40	17	20.48	4	50	1	16.66
		41-45	18	21.68	-			
		46-50	12	14.45				
		>50	5	6.02				
3	Qualification	Diploma	6	6.98	-			
		1st degree	80	93.02	3	37.5	4	66.66
		MA/MSc	-	-	5	62.5	2	33.33
		PHD	-	-			-	
4	Work Experience	1-5	10	12.04			6	
		6-10	-	-	-	-	-	-
		11-15	12	14.45			1	16.66
		16-20	17	20.48			3	50
		21-25	26	31.32			1	16.66
		>26	9	10.84			1	16.66
		Total	86	100			6	100

As one can understand from Table 4, the majority of teacher informants were male. It is clear that the share of the female figure out of the teachers, supervisors and principals 17/100 which constitutes for nearly 17 %. One of the possible reasons for the domination of male participants seems to be the very low attention given to educate females. The same was true

with regard to the female secondary school supervisors and principals in the selected schools of the Segen area zone, where the position of school principal and supervisors is fully controlled by the male. This indicated that critical attempts have to be made by the government and the representatives of the respective community stake holders in order to bring about balance between the rate of female teachers, supervisors and school principals with that of the male.

The age composition of the study participants, is that teacher participants from the age 21-25 were 10 (11%) teachers from the age of 26-30 were 12 (13.95%) and the number of teacher participants from the age 31-35 were also 12 that is (13.95%), teacher participants from the age of 36-40 were 17 (19.76%) and teachers from the age of 41-45 were 18 (20.93%), from the age of 46-50 were 12 (13.95%) and teachers above the age of 51 were only 5 (5.81%). This shows the majority of the selected teacher participants were from the age 35-45, that means teacher was well experienced and expected to give the appropriate information about the effectiveness of their school principals to the researcher based on their longer experience in the profession.

Concerning the supervisor and principal participants of the study four of the supervisors and four of the secondary school principals were under the age of 31-36 years. This showed the majority of the supervisors and school principals were well experienced and as result they were expected to give appropriate response for researcher.

As the educational qualification of the teacher participants of this study was concerned 80(93.02%) of them were 1st degree holders but six of the teacher informants were diploma holders. The principals were 1st degree holders and five of them were masters degree holders. In the case of secondary school supervisors four were 1st degree holders and two of them were masters degree holders. From this we can understand the educational qualification of the participants of this study were in the required level but six secondary school teachers were below the standard of secondary schools they are diploma holders. This implies the majority the staff members in the zone were qualified to secondary school level.

Looking at the work experience of the study four of participants the school principals and also three of the supervisors work experience was from 11-15 years, and the teacher participants

whose work experience was from 16-20 years were 17(19.76%) and from 21-25 years were 26 (30.23%). This shows that most of the study participants from the selected secondary schools were in the most productive and well experienced age and this would contribute to the researcher to get very important and detail information that assisted him consistent insights about the effectiveness of the secondary school principals of Segen area peoples zone in the areas of their work performance

4.1 Responses of Teachers And Supervisors on The Leadership Styles of Secondary School Principals of the Segen Area Peoples' Zone

This part of the study deals about the responses collected by questionnaires from the selected secondary school teachers and supervisors, the ratings in the Likert scale which were collected in tables using number and percent comes first, then each item of the questionnaires is discussed followed by analysis and interpretation of the collected data.

Table 5: Perceptions of secondary school Teachers and Supervisor on the leadership styles of principals.

No	Statements	participant	strongly disagree		Disagree		Agree		Strongly agree		Mean value
			N	%	N	%	N	%	N	%	
	In his leadership style the principal of your school:										
1.	Uses share of power	Teachers	3	3.7	18	22.22	35	43.20	25	30.86	3.75
		Supervisors		39.50			4	66.66	2	33.33	4.33
2	Employee focus rather than production	Teachers	32	33.33	25	30.86	14	17.28	10	12.34	2.49
		Supervisors	2	8.64	2	33.33	2	33.33			2.33
3	often considered the characteristics of old grammar ethos (rule oriented)	Teachers	7		18	22.22	32	37.50	24	29.62	3.59
		Supervisors			2	33.33	3	50	1	16.66	3.83
4	value both individual and group views	Teachers	32	39.50	24	29.62	15	18.51	10	12.34	2.34
		Supervisors	1	16.66	3	66.66	2	33.33			2.16
5	often uses variety of approaches of management	Teachers	27	33.33	22	27.16	26	32.09	14	17.28	3.12
		Supervisors	2	33.33	2	33.33	1	16.66	1	16.66	2.16
6	maintains strong link between the staff members	Teachers	22	27.16	28	34.56	17	20.98	14	17.28	2.66
		Supervisors	1	16.66	2	33.33	3	50			2.33
7	Assigns work based on the maturity level of the staff	Teachers	25	30.86	29	35.80	14	17.28	10	12.34	2.33
		Supervisors	2	33.33	2	33.33	2	33.33			3.33
8	Assigns work depending on the competence and commitment of staff	Teachers	25	30.86	29	35.80	14	17.28	10	12.34	2.33
		Supervisors					4	66.66	2	33.33	3.33
9	Usually reflects on experiences (context, process relationship and action)	Teachers	30	37.03	28	34.56	16	19.75	7	8.64	2.28
		Supervisors	2	33.33	4	66.66					1.66

SA=5 A=4 UD=3 DA=2 SDA=1

In any organization the role of leaders is complex and an individual manager is un able to meet the range of roles required in both variety and quantity. This form of role conflict exists in secondary schools having a lot of staff members, students, and eternal stake holders. As a result the principals are expected to share their power (authority) to the other members of the staff.

According to data in Table 5, item number 1, depicts that 60 (73.88) of the teacher participants rated A, and 18 (22.22%) of teachers rated DA. Mean response is 3.75. In addition to this four of supervisor's rated HA and the rest two of them rated SA with mean response of 4.33. This implies that in most of the secondary schools of the Segen area zone the principal's share their power to their staff members in order to achieve their school goals.

People oriented leadership style focuses on relationship in the group has high concern for the members, their comfort level, emotional well-being and their contentment, knee on helping members in their personal problems.

From data in Table 5, item number 2, the response of teacher participants showed 59(72.83%) of them rated DA and 22 (27.16%) of the teachers rated A. Mean value of response was 2.49. This means most of the principals in the secondary schools of Segen area zone were not employee focused than production.

For item number 3, in Table 5, the response of teacher informants depicts that 56 (69.12%) of them, rated, A and 25(30.88%) of teachers responded DA. Mean value of response was 3.59. This implies the majority of the school principals in the secondary schools of the Segen area zone are, rule –oriented and they are characterized by the old-Grammar school ethos instead of using varieties of management styles.

The effective leader while working with group members from abroad cultural background is an advantage. This aids the process of cultural melting point further enabling smooth interaction and accomplishment of group tasks. It is also essential to have a system of confirming with the existing situation and needs of the members. Unless the leader takes into account the others persons views it is difficult to get respect and have a smoother relationship and goal attainment. (Effective leadership for war and peace 2001).

According to data in Table 54, item number 4, the response of teachers participants reveals, 56 (69.13%). of them rated DA, and the rest 34(41.897%) of them rated A. Mean value of their response was 2.34. This means in most of the secondary school of the Segen area zone

principals do not give attention (do not accept) the individual staff member's views as a result there is domination contradicts with the literature.

In Likert's approaches of leadership there are – exploitative, authorial, consultative and participative styles of leadership, which categorize once again based on assumption somehow leaders, are immutably fixed with one style, but this does not guarantee the various situations occurring at school. As a result, Glover et al (1998) wishes to see consistent leadership. These leaders have to employ (use) variety of approaches as part of their "vocabulary of management" in action.

From data Table 5, item number 5, the response of teacher participants indicates that, 49 (58.02%) of them rated DA, 26(32.09%) of teachers rated A. Mean value of response is 3.12. The supervisor respondents was concerned 2(33.33%) of them rated strong disagree, 2(33.33%) rated disagree. Mean value of response is 3.02. This implies that the majority of the secondary school principals do not employ (exercise) various styles of leadership in leading their staff members, contradict with the literature.

As different sources indicate, the extent to which team development, team culture and social cohesion exist appears increasingly significant as a factor in school effectiveness. Because management approaches reflect school relationship.

From data in Table 5, item number 6, the response of teacher participants showed 50(61.72%), of them responded DA, and 31 (38.28%) of them rated A, mean value of response was 2.66. In the case of the supervisor informants was concerned three of them rated A, two of them rated disagree. Mean response was 3.49. This means the majority of the secondary school principals in the Segen area zone didn't strive to build strong relationship between the staff members. It contradicts with the literature.

Hersy & Balchard identified the "maturity" level of followers as the key factor to be taken into account by leaders, when determining the specific task or functions they want to achieve in working with and through people.

According to data in Table 5, item number 7, the teacher participants' response showed that, 54(66.66%) of them rated DA and 27(33.33%) of them rated A. Mean value of response was 2.33. On the other hand the response of participant supervisors depicted two of them rated agree, and the rest two of the supervisors rated disagree and the rest two of them rated strongly disagree mean value of response was 2.88. This implies the majority of the school principals in the secondary schools of the Segen area zone didn't assign work depending on the maturity level of the staff members, contradicting the literature.

According to data in Table 5, item number 8, the response of teacher participants showed 54(66.66%) of them rated DA 27(33.33%) of the teachers rated strongly disagree, and the rest 14(17.28%) of them rated agree. Mean value of response was 2.33. This implies the majority of the secondary school principals in the Segen area zone didn't assign work depending on competence and commitment of the staff members. Contradict with the literature.

Pockling and weindling (1996) suggest practical guidelines on the way reflection can be organized, emphasizing particularly the mentoring and facilitating role. Reflection is more effective if it is articulated especially if having reflected on our experiences (context, process, relationships, and actions). When build a reporter of useful guides for future action.

From data in Table 5, item number 9, the response of teacher informants of this, study depicted, 58 (71.60%) of them rated DA and 24 (29.62%) of the teachers rated A. Mean value of response was 2.28. On the other hand four of supervisor participants rated disagree and the rest two of them responded strongly disagree. Mean value of response was 2.057. This means most of the secondary school principals in the Segen area zone didn't have the experience in reflecting on their experiences to their staff members which contradicts with the literature.

4.2 Qualitative Analysis of the Leadership Styles Exercised by Principals

In this section qualitative data which were collected through open-ended items in the questionnaires and interviews were presented, analyzed and interpreted. The open-ended questionnaires were distributed to 86 teachers, 6 secondary school supervisors and 8 secondary

school principals. 100% of the questionnaires distributed to the supervisors and school principals were filled and returned back to the researcher, but 5(5.81%) of the teacher participants did not fill and returned to the researcher for different reasons. In addition to this, interview was undertaken by the researcher directly to four secondary school supervisors, and five secondary school principals. These secondary school supervisors and principals were factiously given names for each for the interview part.

1. What leadership style is often employed by the school principal of your school in leading the staff members?

Glover et al, (1998) wished to see consistent leadership, leaders used a variety of 'approaches' as part of their 'vocabulary' of management in action'. Hersey and Blanchard's (1977) 'situational leadership' is one of the better known approaches.

For the above open-ended questionnaire, item number 1, teacher participants responded that most of the secondary school principals do not use the various styles of leadership in their job performance, Most of the principals were rule oriented and were not flexible accordingly. This implies most of the secondary school principals do not employ the typology (different types) of leadership styles (contradict with the literature).

2. To what extent the principal of your school gets sufficient information to make decision for arising problems?

Vroom (1974) has stressed system to back up effective decision making processes. Although his proposed system appears complex, it is based in assessing the nature or type of decision and awareness of a set of 'rules'. Among the attributes which can be identified in any problem. Vroom includes the extent to which sufficient information is available.

For the above interview question, the response of secondary school supervisors showed that one of my informants named 'Kusia' said "in our school some of the decisions were made without getting sufficient information.". Two of my other informants factiously named 'Melaku' and 'Datiko' replied for this question that, "in our schools most of the decisions were made based on getting sufficient information", and another informant factiously named

'Lemma' informed that "in our school usually decisions made without getting referring to different sources." This implies most of the decisions made by principals in the secondary schools of the segen area peoples Zone were made without getting sufficient information.

3. How effective were the decisions made by your school principal for different problems arising in the school?

Research in to strategic planning process shows that effective decision making can be facilitated by the availability of how others think and clarify management structure-back to delegation and role. Much of this is impossible without effective time management, which creates opportunities to utilize creative thinking rather than waste it on administration.

For the above question, of the interview, the response of the supervisors depicted as follows.

One of my supervisor informant factiously named 'Lemma', told me that, "most of the decisions made by the principal were spontaneous and they lack clarity that means the decisions were sometimes not evidenced."

The other informant, factiously named 'Datiko' informed me that "Most of the decisions made by the principal of our school were inconsistent they lack sufficient information, and based on his own intention". The response of the other two informant supervisors is somewhat similar with that of the stated above. This implies most of the decisions made by the secondary school principals in the segen area peoples zone were spontaneous, inconsistent and lack effectiveness.

4. Most of the time what conflict resolution methods were used by the school principal of your school?

The ability to negotiate and settle issues reveals much about how communication skills are used, the communication environment and process, how far progress is achieved without either party losing face. Such skills are fundamental in developing good relationship at both individual and team Level (Sergivani,1867;1160).

For the above interview question, the response of supervisor informants shows that, two supervisors factiously named 'Kusia', and 'Lemma', said, that "the Principals of our school use the rules and the written regulations as guide to resolve most of the prevailing problems." But the other supervisor informant factiously named Melaku said "our school principal has strong skill to negotiate with the staff members and uses different mechanisms to solve occurring problems between the members and with the management bodies." This implies most of the school principals of the secondary schools of segen area zone base on written rules and regulations of schools to solve problems rather than using their communication skills, contradict with the literature.

5. What is your comment for the principal's application of participatory planning implementation and evaluation of school activities?

In the process of leading educational organizations (schools) It is very essential to involve the members of the staff in planning, controlling and evaluating the activities of the school for the successful achievement of goals. This is because the involvement of the members of the staff creates sense of ownership and increases the willingness of the members to celebrate success.

For the interview questionnaire number 5 above, the response of the secondary school supervisors depicted that one of my supervisor informant factiously named 'Datiko', said "in our school the principal makes school plans together with all of the staff members, but usually in the evaluation process even if the staff members were allowed to participate the rate of their involvement is very limited.".. Other informant factiously named 'Kusia' replied, "In my site schools teachers and other workers of the schools were involved in planning, implementing and evaluating the school activities. "The other two (2) informant supervisor factiously named 'Lemma' and 'Melaku', similarly said "in our secondary schools in the process of planning the participation of staff members is very high but in the evaluation phase they are reluctant to participate, that means they do not actively give their own views on some of the activities of their schools". This implies in most of the secondary schools, staff members participations is very high in the times of planning but very low in times of evaluating the work.

6. What strategies of motivation were mostly employed by your school principal to encourage high performance?

A complex range of motivational strategies is needed by managers though it is also vital to acknowledge that individuals themselves will ultimately determine whether (and by how much) they actually wish to become motivated. As Hant (1997) notes, individuals are also likely to have different 'motivational profiles' related to their age and professional stage of development.

For the interview question number 6 above, the response of supervisor informants reveals as follows; one of my informants factiously, named Melaku Said, "in our school the principal uses different strategies to motivate high performing teachers, for example. Gives the chance of getting some kinds of benefit from workshops and professional trainings, rewarding by offering rewards in cash and in kind.

Another informant of me, factiously named 'kusia' replied that "in our school the principal do not use different mechanisms of motivating high performing staff members, the reason was lack of experience and the principals educational background was not directly related with educational leadership.."The other two of supervisor informants of this study similarly informed that "the principals of their schools do not give due attention to motivate teachers and designed strategies of motivation do not relate to the age and the professional level of the staff members.-: As a result de-motivate. This implies most of the school principals do not motivate teachers by designing strategies that relate to the age and professional level of staff members.

7. Write shortly the leadership styles often used in your school in leading the staff members?

In any every field of production or service giving the success or failure of the organization is dependent on the way leaders follow up on the existing conditions. In schools consistent leadership is very important for leaders to use variety of approaches in their management. Because various events that occur in the school, need to apply various styles that could fit to solve accordingly.

For the above open-ended question, the response of principal participants showed that, in most of the secondary schools the principals responded that, they use the rule and regulation written in the literature of school administration, but sometimes they tend to act situationally. One of my informant principal factiously named Asfaw, Said "in our school the leadership style that we employ in leading our staff members are not actually limited and described as usual, but we use varieties of styles based on the occurring events." But the rest of the principal participants as I noted above they are fixed with single style that is rule-oriented. This implies that most of the principals in the secondary schools of the segen area zone did not practically use various styles of leadership in leading their staff members contradict with the literature.

8. List some of the strategies often used to motivate high performing members?

Motivation is crucial to influence human behavior towards the achievement of the desired need. It fosters the activities of employees for the continuation of development. It is very important to employ varieties of mechanisms to motivate staff members, because motivation is an individual phenomenon-each of us is unique.

For the above question,, the response of principal participants of this study, revealed that .in most of the secondary schools different mechanisms of motivation was held for high performing (high ranking students), but in the case of teachers, as it was mentioned in the literature motivation is individual phenomenon-each of the study member is unique, the secondary schools were unable to satisfy the individual needs of each high performing teachers. This is because of the limited economic status of the secondary schools and the limited opportunity given for the secondary school teachers to develop. This means in most of the secondary schools of the segen area zone, the school principals do not employ various mechanisms of motivation to satisfy the unique needs of each high performing staff member.

9. Write in short the strategies that you used to strengthen relationship with staff members?

In order to create conducive environment in the school, the school leaders are expected to build the culture of participation and collaboration. This could be realized through strong day to

day relationship with open debate and involvement. To do this school principals have to strongly strive to strengthen their relationship with the staff members.

For the above open-ended question, the response of the secondary school principals depicted that in most of the schools the principals used to strengthen their relations. Giving equal opportunity for all, clearly communicating useful information for all and trusting all staff members, perceiving their problem as if it were once own. This means most of the principals employed different strategies to strengthen their relation with staff members.

4.3 Problems that School Principals Face in Leading their Schools

This part of the study describes the problems of principals in leading their staff members. First the datum collected through the written questionnaires were discussed by tables having rows using number and percent, then presentation of each item is held finally quantitative the data were analyzed and interpreted.

Table 6: Respondents Perceptions of the Problems Principals face in leading their Staff members.

N o	Statements	Participants	Very low		Low		Medium		High		very high		Mean value
			N	%	N	%	N	%	N	%	N	%	
1.	The principal of your school: Produces development plan which have sense of staff ownership	Teachers	6	7.4	10	12.34	10	12.34	25	30.86	30	37.03	3.77
		Supervisors	-	-	-	-	-	-	4	66.66	2	33.33	4.33
2.	Has the ability to see another problem as if it were one's own.	Teachers	12	14.81	18	22.22	15	18.51	30	37.03	6	7.40	3.00
		Supervisors	-	-	-	-	3	50	3	50	-	-	1.83
3.	Has ability to recognize the reality of the problem (issue).	Teachers	26	32.09	30	37.03	25	30.86	-	-	-	-	1.98
		Supervisors	-	-	-	-	5	83.33	1	1.66	-	-	4.32
4.	Has the ability to strengthen inter-personal relationship.	Teachers	26	32.09	30	37.03	15	18.51	10	12.34	-	-	2.11
		Supervisors	-	-	1	16.66	2	33.33	3	50	-	-	3.33
5.	Uses different approaches of motivating the staff members.	Teachers	15	18.51	25	30.86	15	18.51	17	20.98	9	11.11	2.75
		Supervisors	-	-	2	33.33	4	66.66	-	-	-	-	2.666
6.	Places collective responsibility to all stake holders.	Teachers	20	24.69	21	25.92	10	12.34	17	20.98	13	16.04	2.50
		Supervisors	-	-	2	33.33	2	33.33	2	33.33	-	-	3.00
7.	Balances the interest and self expectation of individuals with groups in the school.	Teachers	20	24.69	25	30.86	16	19.75	15	18.51	5	6.17	2.50
		Supervisors	-	-	-	-	-	-	-	-	-	-	-
8.	Develops clear understanding of roles and functions of staff-members	Teachers	18	22.22	20	24.69	16	19.75	19	23.45	9	11.11	1.65
													-

VH=5 H=4 M=3 L=2 VL=1

The active involvement and participation of all the staff members is unquestionable in the making of school development plans. Because whenever the members of staff participated in the making of the development plan they have the chance to deal with issues under discussion and can get the opportunity to support, add, or oppose based on their views. Participation of

staff members even brings about sense of ownership in the minds of the members and encourages them during implementation.

From data in table 6, item number 1, response of teacher participants in the study depicted that 55(67.89%) of them rated on H, 24(29.62%) of the teachers responded L. Mean value of the response is 3.77. On the other hand the supervisor response showed four of them rated high and two of them rated very high. Mean value of the response is 4.33. This meaning the majority of secondary school principals in the Segen area zone produce development plans which have sense of staff ownership.

According to data in Table 6, item number 2, the response of teacher participants showed that, 30(37.03%) of teachers rated H, 18(22.22%) of them rated L, and 15(18.51%) rated M. Mean value of response was 3.00. On the other hand the supervisors respondent's response depicted that three of them rated H and three of the rest responded M. Mean value of response was 3.5. This implies that the majority of secondary school principals in the Segen area zone do not see the problem of others as if it were once own.

In Table 6, item number 3, the response of teacher informants depicted that 56(69.13%) of them rated L, 25(30.86%) mean value of the response was 1.98. On the other hand the response of supervisor respondents on this item showed that five of them responded M one responded high. Mean value of response was 3.90. This implies the majority of secondary school principals lack the experience (ability) of recognizing the reality of administrative decisions.

Motivation is contested concept with no agreed single definition. It is multifaceted and has been described as wishes, desires, drives and inner states that activates, or moves individuals (Steiner, 1965:14). School leaders for effective accomplishment of their intended school goal have to energize or motivate their follower using different approaches of motivation, to satisfy the needs of different individual followers which have their own different drives and wishes.

According to data in Table 6, item number 5, the response of teacher informants depicted that, 40(49.37%) of them rated L, 17(20.98%) of teacher respondents rated H. Mean value of

response was 2.75. On the other hand selected supervisor informants response showed four of them responded medium and two of supervisors rated low. Mean response was 3.29. This implies the majority of secondary school principals of the Segen area zone didn't use different approaches of motivation to activate and move forward their staff members towards the effective achievement of their school goals.

The more effective teams with in education carry with them the shared value of the school and 'ethos' weather explicit is a driving force of individual, groups and the whole school. If team (collective) work is beneficial for schools, it must provide clear benefit for all those involved pupils and students as well as the staff members including the leaders. As a result the school leaders have to place collective responsibility to all of the staff members.(Effective leadership for war and peace, 2009)

According to data in Table 6, item number 6, the response of teacher participants of the study indicated, 41(50.43%) of them rated L, 20(24.61%) of teachers rated very low and 17(20.93%) rated H. Mean value of the response was 2.50. On the other hand the supervisor informants' response showed two of them rated high two of the supervisors responded medium and the other two of them rated low. Mean value of the response was 2.81. This means the majority of the secondary school principals practically place collective responsibility to all stake holders of their school.

There is a form of role conflict often when organizational (group) expectation fall short of a manager's own needs and role expectation. It is often a problem experienced at lower levels in hierarchical organizations when, for example, assistant year heads of assistant subject leaders feel that they are only being given routine administrative tasks. This is what we call it role under load, as a result in order to satisfy the needs and interest (role expectation) of individual staff members school principals need to balance the interest and self-expectation of individuals with that of the groups in their respective schools. Otherwise, individual could not be encouraged and moved actively towards the achievement of the goal of the school. (Nalini, 2013).

From data in Table 6, item number 7, the response of teacher participants depicted that 45(55.55%) rated L and 36(44.44%) rated H. Mean value of response was 2.50. This implies the majority of secondary school principals in the Segen area zone balance the interest and self-expectation of individual with groups (schools).

When individual staff member see their role as straight forward, unambiguous, black and white. The potential for inhibiting change and preventing role development arises with a notion of it isn't my role coming to the force. As a result secondary school principals have to develop clear understanding of roles and functions of staff members. (Leadership skills and development, 2009).

From data in Table 6, item number 8, the response of teacher participants depicted that 40(46.91%) of them responded L, 19(23.45%) of teachers rated H. Mean value of response was 1.65. This means the majority of schools principal did not practically develop clear understanding of roles and functions of their staff members, contradicting with the literature.

4.4 Qualitative Analysis for the Problems that Principals Face In Leading Their Staff Members

1. How effective were the decisions made by your school principal for different problems arising in the school?

Research in to strategic planning process shows that effective decision making can be facilitated by the availability of how others think and clarify management structure-back to delegation and role. Much of this is impossible without effective time management, which creates opportunities to utilize creative thinking rather than waste it on administration.

For the above question, of the interview, the response of the supervisors depicted as follows.

One of my supervisor informant factiously named 'Lemma', told me that, "most of the decisions made by the principal were spontaneous and they lack clarity that means the decisions were sometimes not evidenced."

The other informant, named 'Datiko' informed me that "Most of the decisions made by the principal of our school were inconsistent they lack sufficient information, and based on his own intention". The response of the other two informant supervisors is somewhat similar with that of the stated above. This implies most of the decisions made by the secondary school principals in the segen area peoples zone were spontaneous, inconsistent and lack effectiveness.

Most of the time what conflict resolution methods were used by the school principal of your school?

The ability to negotiate and settle issues reveals much about how communication skills are used, the communication environment and process, how far progress is achieved without either party losing face. Such skills are fundamental in developing good relationship at both individual and team Level (Sergivani,1867;1160).

For the above interview question, the response of supervisor informants shows that, two supervisors named 'Kusia', and 'Lemma', said, that "the Principals of our school use the rules and the written regulations as guide to resolve most of the prevailing problems." But the other supervisor informant factiously named Melaku said "our school principal has strong skill to negotiate with the staff members and uses different mechanisms to solve occurring problems between the members and with the management bodies." This implies most of the school principals of the secondary schools of segen area zone base on written rules and regulations of schools to solve problems rather than using their communication skills, contradict with the literature.

2. What do you feel about the availability of sufficient information in your school to make decision for different problems arising in your school?

According to Vvroom (1974) to help effective leadership it has to be stressed by effective decision making process. This must be based on assessing the nature or-types of decision and awareness of sets of 'rules'. Among the attributes which could be identified in any case, the extent to which sufficient information is available.

For the above interview question, the response of secondary school principals was as follows. One of my informant principal Gelebo Said "In our school we use the regulations, circulars and school administration guides and even we use different common strategies of getting sufficient information." Another informant of me, Asfaw, Said "In our school we try very much to get the fullest information before making any kind of decision." The rest two of principal informants kitambo and Kasu similarly replied that, "In this school principals get sufficient information before making decision." This implies the majority of the secondary school principals got sufficient information before making any kind of decision for problems arising in their schools.

3. To what extent you are able to meet the range of roles required from your position in both variety and quality?

An individual manager is unable to meet the range of roles required in both variety and quantity. Where senior and middle managers gain experience of range of roles e.g. pastoral, =Curriculum, financial and strategic intern. Mandy and 'Altern' suggest that, If ambiguity is limited by careful definition and open agreement. If conflict can be reduced by reducing role-over-lap and If over load is minimized by agreed prioritization, then role issues need not interfere with individuals well-being or organizational effectiveness.

For the interview question, above the response of principal informants depicted that one of the informants of this study 'Kitanbo' said "it is not difficult to meet the range of principal's role if the principals used share of power in their work." Another informant of the study, 'kasu' said, "in my opinion it is difficult to meet the roles in variety and quality, because when you were trying to meet the variety, the quality lags behind." Another informant of my study named 'Asfaw' informed me. "I suppose that meeting the range of roles in variety and quality is very difficult." Finally the last principal informant of this study told me, as it was not easy to meet the ranges of principal roles to the expected level because of the over load in the principal's position. This implies that most of the secondary school principals were not able to meet the range of principal's roles in variety and quality.

4. What does the balance between the expectation of your school and your own needs and expectation looks like?

Organizations are likely to have particular role expectations of any new manager joining the work force crucially, role expectations may not concede and furthermore, a particular manager's 'role set' is likely to have particular expectation above his/her beliefs, attitudes and behaviors. Differences can affect those involved in various ways.

For the above interview question, the response of principal participants revealed that almost all of the secondary school principals agreed that their individual needs and expectations about their role was not similar as they believe and expect with that of their organization's it was above and beyond their predictions before they joined the principals position. This implies most of the secondary school principals needs and role expectations did not coincide with the role expectations of their schools'.

5. What mechanisms do you employ to develop the skills of teachers in the use of modern computer technology?

The development of new communication and information technologies (C& IT) has created the potential to offer veal communication immediacy in both spoken and written words. As a result teachers have to augmented with this technology in order to help their students in the instructional process relating their subjects with the current international, national and regional information.

For the above interview question, the response of school principals showed that. The other 4 principals similarly informed me that, "some of their staff members have got the skill of operating computers by themselves that means they trained individually without the support of the school, but other staff members, who lack the interest to train haven't got the skill. For the advantage of relating their instruction with new technology, they have to train and help the students as well as themselves." This implies most of the school principals in the segen area peoples zone did not give attention to develop the staff member's skills in the use of modern computer technology.

6. How often do you communicate the results of teacher's performance appraisal (TPA) for all staff members?

Teacher's performance appraisal is very important to know what extent the individual teacher has attained what is expected from him/her for the achievement of school goals. As a result school leaders are strongly responsible to undertake performance appraisals of their followers at least twice in a year. Performance appraisal is not held only for the sake understanding the attainment of intended actions but it helps individual staff member to get feed-back on their weaker and stronger sides, and improvement of future actions.

For the above interview question, the response of principals was as follows: One of my principal informants, factiously named Tufa, Said "in our school we make performance appraisals twice in a year, but not on the appropriate time, that is why we had work overload in the school." The other informant from principals factiously named 'Gelebo' said, "in our school sometimes we undertake the performance appraisal on time, in some other times we don't. This is because of lack of stationary." The other three informants from the principals similarly said that, it was not always the same to undertake the performance appraisals of staff members that means sometimes it was undertake on the appropriate time and in other times it weren't. Most of the principals agreed that, they didn't make follow up whether the weak sides of the teachers (feed-back) was, given, was improved or not in the next semester. This implies the majority of the school principals in the segen area zone did not timely communicate the teacher's performance appraisals and even did not check their improvements after feed-backs were given.

7. What experiences do you have in working with partners to prepare school development plans?

School development plans are scheme that are give priority by the school management, local community representatives and partner organizations for the improvements of the school. In the process of making this program the school principals are expected to invite external stakeholders as partners. This makes the implementation of the designed activities.

For the above interview question number 7, the response of principal informants is as follows. One of the principal participants factiously named 'kasu' said "we participates teachers, student

representatives and parents in the making of school development plans but not others.” Another informant of my study, factiously named tufa informed me that it’s he do not even have the information about the participation of partners in the making of school development plans. The rest of the principal informants similarly informed me that they invite and ask the assistance of external partners in the implementation of the planned activities of the school, but they do not have the experience of inviting external partners in the making of the school development plans. This implies almost all of the secondary schools of the segen area zone do not have the experience of working with partners to prepare school development plans.

8. List some of the limitations that you face in making decision for problems arising in your school.

The process of decision making seems to be problematic for many managers particularly when they are new to the post. Some of the problems that vroom (1974) stressed were, the importance of quality of decision for organizational development, the extent and of sufficient available information, the extent of structured problems, and acceptance of the decision by others and etc.

For the above open-ended question member 8, the response of secondary school principals prevails that principal. In most of the secondary schools the problem items (obstacles) for decision making were:

- Less quality of decision (absence of staff participation because of lack time from the side of school heads
- Lack of sufficient information for some of the problems.
- Lack of acceptability of the decision to others (subordinates (especially if the decision lack participation)
- Lack of time given to reach the decision.

This implies most of the decision given in the secondary schools of segen area peoples zone face problems in lack of quality (not participatory), lack sufficient information and they lack acceptability to others (subordinates).

9. What is the extent of staff members understanding of their roles in the school.

Careful definition of role is crucial individual staff members in order to act accordingly for the attainment of individual as well as organizational goals. Clarity of roles sets the direction for individuals to follow the required path towards the vision (shared value) of the school. Role ambiguity is limited by careful definition and open agreement.

For the above question, the response of principal participants of this study showed that, most of the staff members in the secondary schools of the segen area pepels zone acquired the understanding of their roles at school level, through experience by themselves and by the help of school leaders giving introductory explanation at the time of staff meetings as well as, in some schools by providing written materials, they introduced the roles of each staff member in the school. But some staff members act according to the roles set but most staff members act as if they did not understand (lack of commitment). This implies in most of the secondary schools of the segen area zone, most of the staff members did not act as if they understood their roles in the school that (lack commitment towards the school activities).

10. How often (frequent) you share experience with similar secondary schools in your locality?

Share of experience between different educational institutions is very important for the uniform and standard development of different schools (institutions). In addition to this, if different schools often share their work experience, it strengthens the relationship it opens the chance of sharing idea, knowledge system of performance between the schools and creates sense of competition and all so can facilitate school development.

For the above open-ended questionnaire, the response of secondary school principals revealed that, almost all of the secondary school principals agreed as they have strong belief on the advantage that experience share offers for the schools development, but they claim the problem of enough budget for the frequent experience share. This means although almost all of the secondary school principals in the segen area zone strong believed to make frequent experience

share between similar secondary schools, but lack of enough budget hindered them not to do so.

11. List the names of NGO's working with your school as stake holders?

NGO's are non-governmental organizations, which have been attracted by the school's project proposal or by the national or regional or even Woreda level stake holders. This organizations work with schools as partners to give assistance in different affairs schools for the development of the schools and addressing quality education for the citizens.

For the above open ended questionnaires item number 11 the response of secondary school principal participants show, in most of the secondary schools of the segen Area Peoples' Zone, some of the NGOs, working with most of the schools were:

KMG, pact Ethiopia, CISS, mercy corps and save the Children international. In addition to these local NGOs (the Development associations) of each Woreda in Segen Area Peoples' Zone. The NGOs working with the schools were few in number and these attracted NGOs were not in a position of filling the existing gaps in the targeted activities of the schools. One of the reasons to this problem was the absence of skilled professional to design project proposals to most of the secondary schools of the segen area peoples' zone. This implies for the most of the secondary schools of the Segen area peoples' zone, there is lack of skilled professional to design project proposals to attract NGOs assisting the schools in filling the existing gaps and the existing few NGOs working with schools were not satisfying in helping the schools in their development programs.

4.5 Perception of Teachers and Supervisors on the Effectiveness of Secondary School Principals in Setting the Vision Statements of their Schools

In this section of the study the responses of teacher and supervisor participants were presented ,analyzed and interpreted.

Table7: Response teachers, and supervisors, about the effectiveness of school principals setting the vision statements.

No	Statements	Particip ant	Very low		Low		Me diu m	High		Very high		Men value	
			No	%	No	%	No	%	No	%	No	%	
The vision statement of your school:		Teachers											
1	create link with the changing culture of the school		10	12.34	10	12.34	24	29.22	24	29.62	13	16.04	3.92
2	Created a sense of purpose in all staff members	Teachers	16	19.75	22	27.16	20	24.69	13	16.04	10	12.34	1.48
3	Empowers other staff members	Teachers	8	9.87	10	12.34	14	17.28	28	34.56	20	24.69	4.61
4	Created in the teachers sense of willingness to celebrate success	Teachers	8	9.87	10	12.34	14	17.28	28	34.56	20	24.69	3.18
5	Are convincing and motivate stakeholders	Supervis ors	8	9.87	8	9.87	28	34.56	24	29.6	13	16.04	3.06
6	Helps to see what you are working towards	Supervis ors					2	33.33	4	66.66			3.66
7	Catchy and memorable for every one	Supervis ors					2	33.33	4				3.66
8	Makes people to joint with the school leaders	Supervis ors					2	33.33		66.66			2.66

VH=5 H=4 M=3 L=2 VL=1

The response of teacher and supervisor on the effectiveness of principals in formulating the vision statements of schools. Hargreaves (1991) argues the leadership qualities required across various organizational levels if vision is to be communicated successfully: concentrate on issues which reinforce the professional culture, empower others and decide what not to do etc. this leads us to consider the issues changing institutional culture when the aim is to establish a regenerated vision and build on educations organizational team work.

According to data in Table 7, item number 1, the response of secondary school teacher participants showed that 37(45.66%) of them rated H, 24 (29.62%) of them, rated M. 10 (12.34%) low and very low mean response was 3.92. This implies that the majority of the secondary schools principals in the Segen area peoples zone the formulated vision statements create link with the changing culture of their school. It was appropriate with the literature.

According to data in Table 7, item number 2, the response of teachers depicted 38(46.91%) of L, 20 (24.69%) of them responded M and 23(28.39%) rated H. Mean value of response was 1.48. This implies in the majority of secondary school of the Segen area peoples zone, the formulated vision statements that created a sense of purpose in all staff members. As a result it contradicted with the literature.

A well – formulated vision defines what the system (institution) expects to be in the future; motivates actors and stakeholders. The ideal vision must be compelling (convincing) and inspiring followers, by empowering them.

From to data in Table 7, item number 3, the response of teacher participants depicted, 48 (59.25%) of them rated H, 14(17.26%) of them rated M and 19(23.45%) rated L. Mean value of response was 4.61. This implies most of vision statements formulated in the secondary schools of the Segen area zone empower other staff members.

From data in Table 7, item number 4, the response of teacher informants depicted, 48 (59.25%) of them rated H, 14(17.28%) rated very M and 19(23.45%) rated L. The mean value of response was 3.16. This implies most of the vision statements formulated in the secondary schools of the Segen area zone created a sense of willingness in the staff members to celebrate success.

From data in Table 7, item number 5, the response of teacher participants depicted, that 37(45.60%) of them rated H, 28(34.56%) rated M the rest 16(19.75%) rated L. Mean value of response was 3.06. This implies the formulated vision statement in the secondary schools of the Segen area zone were convincing and motivating the stake holders.

Vision is a system /institutions/ hopes for situation. The desired state as contested to the existing state. A vision in spires stake holders is a life blood of an organization and a vision helps to see what you are working towards.

According data in Table 7, items number 6, the response of supervisor informants indicated four of them rated high and two of the supervisors rated medium. Mean value of response was 3,66. This means the majority of vision statements formulated in the secondary schools of Segen area zone helped the staff members to see what they are working towards.

Vision provides bases for partnership, binds an organization together in times of crisis, provide incentive to work through internal conflict and it is a banner around which an organization /rallies/ unite or come together. It is important that a vision be expressed in one concise sentence so that it can be catchy and memorable for very one.

According data in table 7, items number 7, the response of supervisors depicted four of them rated high and two of the supervisors rated medium. Mean value of response was 3.66. This implies the formulated vision statements in the secondary schools of Segen area peoples zone were catchy and memorable for everyone.

From to data in Table 7, item numbers 8, the response of supervisor respondents showed, four of them rated low and the rest two of them rated high. Mean value of response was 2.66.

This means the majority of vision statements formulated in the secondary schools of the segen area zone did not make people join with the school leaders, contradicting with the literature.

4.6 Qualitative Analysis About the Effectiveness of Principals in Setting the Vision, Mission and Goal Statements of Schools

1. What is the Extent of teachers participation in formulating the vision, mission and goal statements of your school?

Hargreaves and Hopkins (1991) lay particular stress on shared values in educational institutions and, in doing so, emphasize a tame found in much contemporary Waterman's (1982)

assessment of 'excellent' companies is the shared value system or in their terms 'hands-on, value-driven management. For them clarifying the value system and breathing life in to it are greatest contribution a leader can make to a community of like-minded people driven by common goals.

For the above open-ended item, the response of teacher respondents depicted, most of the teachers agree that their schools do not give them the opportunity to participate in the process of formulating vision, mission and goal statements but some of the teacher participants responded as the secondary schools let (give) them the opportunity to participate in the formulation of the shared value systems of their schools. This implies most of the secondary school principals did not allow all of their staff members in the formulation of the vision, mission and goal statements of this school. This contradicts the literature.

2. Write the mission statement formulated in your school without referring to any document! If you do not remember don't write!

For the above questionnaire item number 2, the response of teacher informants depicted that almost all the secondary school teacher respondents were not able to write the mission statement of their schools without referring to any kind of document. This implies almost all the secondary school principals did not present briefly the mission statements of their schools for the staffs contradicting the literature.

3. List some of the contributions made by teachers in setting your school's vision, mission and goals statements

Vision provides bases for partnership, binds on organization together in times of crisis. The mission statement is a broad statement of the unique purpose for which the institution exists. The goal statements in addition are broad long term ends that break down the mission statement. As a result in formulating these statements the school principals are responsible to involve and participates the entire staff members (Derker, 2001).

For the above questionnaire, number 3, the response of principal participants depicted that most of the principals agreed in the participation of all the staff members but, they insisted that some

of the staff members are active in giving their own views, asking for clarifications, setting priorities etc but most of the staff members were passive listeners. This means in most of the secondary schools the principals give the opportunity for the staff members to participate in the formulation of vision, mission and goal statements, but all the staff members don't actively participate in the formulation process.

4.7 Responses of Teachers and Supervisors about the Effectiveness of School Principals in Setting the Mission Statements of their Schools

In this part of the study the responses of teacher and supervisor informants about the effectiveness of secondary school principals in setting the mission statements of their schools.

Table 8: Respondents Perceptions about the Effectiveness of School Principals in Setting Mission Statements.

No	Statements	Participant	Very low		Low		Medium		High		Very high		Mean Value
			No	%	No	%	No	%	No	%	No	%	
1	The mission statement formulated in your school is brief and to the point	Teachers	1	1.23	20	24.69	24	29.62	22	27.16	14	17.28	3.55
2	Conveys the unique nature of your school	Teachers	4	4.93	28	34.56	30	37.03	8	9.87	11	13.58	2.48
3	Most people in the school keep it in mind	Teachers	16	19.75	40	49.38	20	24.69	5	6.17		18.51	2.17
4	It provides and understanding for making decision at school	Teachers	16	19.75	37	45.67	28	34.56					2.14
5	Clearly specifies the basic function the core value of the school	Teachers	1	1.23	20	24.69	25	30.86	20	24.69	15		2.59
6	Identify how client needs are satisfied visions	Supervisors	1	16.66	2	33.33	3	50					2.33

VH=5 H=4 M=3 L=2 VL=1

The mission statements express in key, broad and general terms why the system /institution/ exists. The mission is to produce successful performing citizens who are socially responsible self sufficient and self- reliant who lead a positive quality of life. A mission statement should be brief and to the point easy to understand.

According data in Table 8, item number 1, the response of teachers participants depicted 24 (29.62%) of them rated M, 22(27.16%) of teachers rated H and 20 (24.69%) of teacher participants rated L. Mean value of response was 3.35. This implies most of the mission statements formulated in the secondary schools of the Segen area zone were brief and to the point.

Every organization has certain purpose for which it was created. That purpose is often contained in a mission statement. Therefore mission is a broad statement of the unique purpose for which a system /institution/ exists and performs and its specific functions.

From data in Table 8, item number 2, the response of teacher participants depicted that 30 (37.03%) of them rated M, 28(34.56%) of teachers rated L and 11 (13.58%) of them rated H. Mean value of response was 2.48. This implies most of the mission statements that were formulated in the secondary schools of Segen area zone, did not convey the unique purpose of their schools, contradicting the literature.

According data in table 8, item number 3, the response of teacher informants depicted 56 (69.13%) of them rated L, 20(24.69%) of teachers rated. Mean value of response was 2.17. This implies most of the mission statements formulated in the secondary schools of the Segen area peoples zone, were not kept in the minds of all the staff members.

A mission statement provides an understanding framework for making decision. As part of the organizations culture values are often rooted in ethical themes, such as honesty, trust, integrity, respect, fairness etc. (Black and Moutons, 1985).

From data in Table 8, item number 4, the response of teacher participants showed that 28 (34.56%) of them rated M, 53(65.44%) of teachers rated L. Mean value of response was 2.14.

This implies most of the mission statements formulated; in the secondary schools did not provide an understanding for making decisions at the schools.

From data in Table 8, item number 5, the response of teachers respondents showed, 25 (30.86% of them rated M, 20(24.69%) rated high, 20(24.69%) of teachers rated L. The mean value response was 2.59. This implies most of the mission statements formulated in the secondary schools of the Segen area peoples zone, clearly specified the basic functions of the schools.

The mission statement tries to express the role the organization plays that differentiates it from others. It identifies the systems basic functions, how client needs are satisfied, and distinguishes it from others and sets direction and creates meaning for stakeholders. (Nalini, 2013).

According data in Table 8, item number 6, the response of secondary school supervisors respondents depicted, three of them rated M, two of the supervisors rated L. Mean of the response was 2.33. This means most of the mission statements formulated in the secondary schools of the zone, did not identify how client needs were satisfied.

4.8 Respondents Perception on the Effectiveness of Principals in Setting Goal Statements

This section of the study deals about the responses of the research participant teachers and supervisors about the effectiveness of principles in setting the goal statements of their schools. It starts by illustrating the collected data, using tables with rows of liker scale, followed by presentation in relation to literature and the quantitative analysis and interpretation of data.

Table 9: Responses of Teachers and Supervisors about the Effectiveness of Secondary School Principals in Setting Goal Statements.

No	Statements	Participant	Very low		Low		Medium		High		Very high		Mean Value
			No	%	No	%	No	%	No	%	No	%	
1	The goal statements formulated in your school Focus on major areas of need	Teachers	10	12.34	13	16.04	20	24.69	25	30.86	13	16.04	2.61
		Supervisors			1	16.6	2	33.33	2	33.33	1	16.66	3.37
2	Specific ownership of the goals is a signed to some one in the school	Teachers	7	8.64	13	16.04	18	22.22	28	34.56	15	18.51	2.23
		Supervisors							4	66.666	2	33.33	3.03
3	Put strategies of implementation (in school	Teachers	24	29.62	28	34.56	17	20.98	10	12.34	2	2.46	2.23
4	Were formulated from the mission statement of the school	Supervisors							4	66.66	2	33.33	4.33
5	Are small in numbers	Supervisors					4	66.66	2	33.33			4.11

$$VH5= H=4 \quad M=3 \quad L=2 \quad VL=1$$

Goal statements are specific than the mission statement and contribute to its accomplishment. Goal statements are not quantified. Goal statements often focus on major areas of need (learners, services, and programs curricula, human resources finance (Dreker).

According data in Table 9, item number 1, the response of teachers respondents depicted 38(47.26%) of them rated H, 20 (24.69%) M. The mean value of response was 2.61. The response of supervisors was concerned two of them rated high and two of them rated medium. The mean value of response was 3.06. This implies most of the goal statements formulated in the secondary schools of the Segen area zone focused on the major issues of need of their schools.

According data in Table 9 item number 2, the response of teacher informants depicted 43 (53.71%) of them read H, 18(22.22%) of teachers rated M. Mean value of response was 3.37. In the case of supervisors response four of them rated high and two of supervisors rated very

high. Mean value of response was 303. This means most of the goal statements formulated in the secondary schools of the Segen area peoples zone, specific ownership is assigned to someone in their school.

From data in Table 9, items number 3, the response of teachers depicted that 52 (64.18%) of them rated L, and 17 (20.78%) of them rated M. Mean responses was 2.23. This implies that most of the goal statement formulated in the secondary schools of Segen area peoples szone did not put strategies for implementation of the planned actions of their schools.

According data in Table 9, item number 4, the response of secondary school supervisor's respondents depicted that six of them rated H, and the rest two of the supervisors rated H. Mean value of response was 4.33. This means most of the goal statements formulated in the secondary schools of the Segen area zone were formulated from the mission statements of the schools.

From data in Table 9, item number 5, the response of supervisor participants depicted that four of them rated M, and the rest two of the supervisors rated H. Mean value of response was 4.11. This implies most of the goal statements formulated in the secondary schools of the Segen area zone, were small in numbers. So that each were seen as an important segment of the overall strategic plan.

4.9 Document Analysis of the Study

Since the purpose of this study was to assess the leadership effectiveness of secondary school principals in the Segen area zone SNNPR. This section of the study deals on the secondary source of data for the study (document analysis). To do this the researcher of this study searched to the selected 8 secondary schools and the five Woreda education offices to get the required information. With strong assistance offered from the above bodies, focused on very important documents of schools and Woreda education offices that have relevance to the research title. As a result the secondary schools yearly performance reports, the staff meeting documents, documents of different decisions made by the different groups of the schools, the

documents of strategic plan formulations of different schools and other relevant materials including the comments of supervisors were also assessed in relation to the related literature was reviewed and then qualitatively the result is analyzed and interpreted.

1. To what extent do school principals of secondary schools effective in setting school vision, mission, goal and three basic questions of this study. In order to address the goal of the study first for each of the basic questions objectives in the Segen Area Zone?

Waterman (1987) suggests that vision and shared values kept deliberately simple. Successful organizations do need to articulate communicate and display a picture of what they might become to both their staff and the wider community. On the other hand the mission statements sets direction and create meaning to the school as a result it has to be formulated in the fullest participation of all stake holders.

For the above question number 1, of the document analysis focus area in most of the secondary schools.

- A. The staff teaches do not give attention for the vision , mission and goals statements
- B. The staff members were not made to remember the vision, Mission and goals statements of their schools and relate this day to day instruction to wards with or towards the vision , mission and goals statements formulated in their schools.
- C. In most of the secondary schools the principals do not present the vision, mission and goals statements of this schools at the beginning of every academic year other than at the time of designing the strategic plan of schools.
- D. Even if teachers were invited to participate in the formulation of the vision, mission and goals statements of their schools they do not actively participate in the process. This implies in most of the secondary schools of Segen Area peoples Zone. Staff teachers do not actively participate in the formulation of vision, mission and goal statements. And the vision mission and goal statements were not given attention by the staff members.

For the above document analysis focus area that is to what extent the secondary school principal were effective in setting there schools vision, mission and goal statements in the

segen aea zone? The result of the document analysis showed that , In most of the secondary schools, the principals do not attract the attention of teaches to concentrate on the vision, mission and goal statements of there schools as a result most of the teachers did not remember to relate their teachings to wards the vision, mission and goal statements. In most of the secondary schools principals do not present the vision, mission statements at the start of every new academic year and the teachers participations was very low in the formulation of vision , mission and goal statements of their schools.

2. Concerning the leadership styles often employed in the secondary schools. School principals to became democratic in this leadership style for the advantage of attaining their planned school activities with the fullest participation of teaches they have to use participatory decision making for the problems that arise in their schools. The principals instead of using the school notice board to order the staff- members to do accordingly are expected to have discussion with members on the staff on “ what to do?” and “ how to do?” most of the staff activates .In addition to this in order to improve and develop the future performance level of the staff members, the school principals strongly shoulder the responsibility to make timely the performance appraisals of teachers and give timely feedback on the strong and weak sides of these teachers.
3. In most of the secondary schools for the above question the researcher after searching for the various documents mentioned above has got the following responses.
 - A. Most of the decisions made in the secondary schools were not participatory
 - B. Most of the secondary school principals , placing the reason that they have lack of enough time to make group decision involving all the staff members they make most of the decisions by themselves individually or by the management committee of schools which consist of few administrative bodies.
 - C. Most of the time principals of secondary schools use announcements posted on the notice boards of their schools to give orders of various issues , instead of making short discussions with the staff member.

- D. In most of the secondary schools when ever benefitting opportunities come to their staff members, they make criteria's of competition to the members by the principals themselves with out the participation of the staff members
- E. Most of the principals did not timely communicate the results of performance appraisal to their staff members and also they did not give timely feed- back on their strong and weak sides.

Generally as it was discussed clearly on the above from A- E most of the school principals of the secondary schools of the segen area zone employed competently the ' autocratic style of leadership in the process of leading their staff members.

For the above focuses area of the document analysis of this study which inquired what leader ship style is often employed by the secondary school principals of the segne area zone? The result showed, most of the decisions made in the secondary schools were not participating

Most of the principals decide by themselves, by management committee or by few school managers misted of group decision. Most of the secondary school principals use announcements of notice boards to give orders instead of discussing with staff – members

For beneficial opportunities they do not give equal chance for all staff- members (criteria were designed in directly not participatory. They do not timely appraise performance of staff members and don at give timely feed back on the strong and weak sides of teachers.

This all above listed results imply in most of the secondary schools of the segen area zone the leadership style often employed by the principals is Autocratic style of leadership

What are the problems that school principals face in heading their staff members

In the process of leading schools the principals face different problems form various sides of school administration. To shorten the problems we can say like academic related community related, parent related, government related , student related and teacher related problems. For the sake of reducing the burden of school principals in their actions to the attainment of the schools the above listed bodies have strong responsibility to contribute for the development of the schools positively.

In most of the secondary schools of the Seagne Area Zone, the researcher of this study after searching for different documents including the reports of the staff meeting documents and

different written materials found in the files of department , clubs and committee has got the following responses.

A. Academic related problems

Subject teachers in most of the secondary school do not prepare yearly as well as weekly plans, In most of secondary schools the plasma program did not displayed as it is write in the actual program in the schools, In most of the secondary schools teachers and students didn't like teaching and learning with plasma ford different reasons, In most of the secondary schools teachers do not use this class time effectively (they miss), In most of the schools teachers were often absent in staff meetings, In most of the secondary schools most of the teaches do not report this actions (school performances), In most of the schools teaches do not timely give the required current statistical information to principals. In most of the schools most of the even if they were introduced about roles act if they do not have the understanding of their roles in schools and etc, In most the secondary schools most of the teachers resist the implementation of CPD, In most of the schools the libraries were not well built and well furnished to give effective service needed on the level, In most of secondary schools there is lack of extra- class room to give additional tutorial and make- up class for students, In most of the schools there was lack of staff member in some special subjects like TD and Economics , In most the school there was lack of sport equipments and fields, and in most of the secondary schools there was lack of students text books in some of the subject etc

B. Community related problems

In most of the secondary schools the community support was very low. It is evidenced by absence of parents in the school speech days.

C. Parent related problems

In most of the secondary schools most parents of students do not strongly follow up their children's learning and do not have the experience of making discussion with individual teachers and principals, In most of the secondary schools most of the students parents did not

come to the school speech day to see the results of their children and discuss on the problems of the schools.

D. Government related problems

In most of secondary schools the government block grant was not offered to the school on the required time, In most of the schools there was lack of text book on some of the subjects, In most of the secondary school teachers were not assigned in all subjects in the appropriate time, In most of the schools school principals were not assigned in the position in relation to their major subjects , In most of the secondary schools the upper political bodies did not timely give the required assistance.

E. Students related problems

In most of secondary schools more students violated the rules and regulations of schools, In most of the secondary schools cheating in examination was common but was decreasing and In most of the secondary schools more students do not respect teachers, many students did not give attention for their studies and often come late for school etc.

In most of the secondary schools many students drop out of their schools for various reasons like for marriage, to look after cattle, to keep their parents crops from the attack of birds and to run small scale business.

F. Concerning the disciplinary problems of teachers

In most of the secondary schools some teachers have no healthy relationship with principals due to various reasons, In most of the secondary schools some teachers make unnecessary relation with female students, In most of the secondary schools especially, newly employed teachers wearing and hair styles were not appropriate to this profession, In most of the secondary schools most the staff members did not participated in controlling mis- behaving students etc ..

CHAPTER FIVE

5 Summary, Conclusion and Recommendations

5.1 Summary

The purpose of this study was to examine and assess the current leadership effectiveness of secondary school principals of the Segen area zone of SNNPR. This was with the intention to find out the extent of leadership effectiveness of the secondary school principals and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to the leadership effectiveness such as;;

1. To what extent the secondary school principals are effective in setting the vision, mission and goal statements of their schools?
2. What are the current major leadership styles exercised by secondary school principals of the segen are peoples zone?
3. What are the major problems that principals face in leading secondary schools of the Segen area zone?

The study employed descriptive survey design. To address the research questions raised, the researcher reviewed the relevant literature and prepared open – ended and close – ended written questionnaires as well as structured interview. On the basis of the reviewed literature to collect data from the selected subjects at the sampled secondary schools. The questionnaires after having been evaluated and checked by the thesis advisor were pilot tested in order to avoid irrelevant and ambiguous terms. Based on the given comments necessary comments and modifications were made before distribution. Concerning the subjects of the study, 86 secondary school teachers from the selected 8 schools , 8 school principals and 6 supervisors of the sampled secondary schools selected for the study were included. Questionnaires, interviews and relevant documents for the study title were used to collect the required data. The data obtained were presented analyzed and interpreted by using numbers and percentages. The

qualitative data were also presented analyzed and interpreted qualitatively. The major findings of the major findings of the study analysis made were organized hereunder:

The major findings made for the effectiveness of secondary school principals of the segen area peoples zone, in setting the vision, mission and goals statements of their schools were

The study revealed that most of the vision statements formulated in the secondary schools of the segen area peoples zone did not attract the attention of all the stake holders to join the school leaders, the formulation of vision, mission and goal statements were not participatory, the formulated vision mission and goal statements did not convey the unique purpose of their schools and the formulated mission statements were also not kept in the minds of each staff member.

It was evidence in the study that in the majority of the secondary schools of the segen area peoples zone. The formulated mission statements did not provide an understanding frame work for making decision in their schools, most of the designed mission statements did not identify the ways of satisfying the needs of their clients. Most of the formulated goal statements did not put strategies of implementation of the planned school activities.

In the formulation of vision mission and goals statements of schools, a vision must be compelling, inspiring and make people want to join the organization (school). In the formulation of common future goals, the statements should be easy and brief with the fullest participation of all stakeholders. In addition to these the mission statements formulated at school should provide a frame work towards the school goal achievement and kept in the minds of each stuff member. Finally the formulated goals statement need to put the strategies of implementing the planned activities of the school. As a result in the absence of the above listed processes it might be difficult to the secondary school principals effective in the formulation of the vision, mission and goal statements of their schools.

The major findings made for the major leadership styles exercised in the secondary schools of the segen area peoples zone include:

The study revealed that, majority of secondary school principals in the segen area peoples zone were rule- oriented, they did not take in to account the individual staff members views, the principals did not assign work based on the maturity level, competence and commitment of their staff members, they did not employ different approaches of motivation to move forward their members towards goal achievement of schools, the decisions principals made in their schools were not participatory and they did not design strategies of motivation that related to the age and professional levels of their staff members. Secondary school principals to be effective need to use leadership styles that could accommodate the degree of involvement of any employee in their organization (school). It is essential to have a system of conforming with the existing situation and the needs of the members. In addition according to Mitchell (1982), motivation as an individual phenomenon is multifaceted and has to be employed in different approaches. Further more, for effective leadership to take place strategy of making decision a shared process is possible to promote a stronger sense of ownership for organizational development. In relation to this in the absence of the above activities employed by school principals leadership effectiveness might be difficult

The major finding made for the major problems that secondary school principals face in leading their staff members in the segen area peoples zone involves:

The study depicted that the majority of secondary school principals in the segen area peoples zone. Lack sufficient information to make decisions at their schools, designed projects and schemes intended to assist the class- room instruction, like co- curricular clubs, CPD programs and extra –tutorial classes were constrained by program disturbance, power shortage, lack of clarity and lack of commitment. The principals were not able to meet the range of roles in variety and quality, they lack the experience of working with partners in preparing school development plans, the majority of secondary schools lack skilled professional to design project proposals, in most of the schools teachers did not timely report their performances to the principals, most of parents and community members assistance to schools was very low, in most of the schools students violet rules and cheating in examination was common and in the

majority of the secondary schools, most of the staff member did not participate in controlling miss- behaving students in side and outside school compounds.

5.2 Conclusions

Based on the major findings the following conclusions were drawn:

The effectiveness of leadership at school level is directly integrated with the knowledge and skills of the principals. In formulating the vision, mission and goal statements of their schools. This study revealed that most of the vision statements formulated. The study revealed that most of the vision statements formulated in the secondary schools of the segen area peoples zone, did not made people join the school leaders, the formulated vision, mission and goal statement in the secondary schools of the zone, were not participatory for all stakeholders, in the majority of the secondary school, the formulated mission statement do not provide a frame work of understanding to make decision at their school, the formulated mission statements did not kept in the minds of each staff members. In addition to these, the mission statements in most of the schools did not identify the ways in which clients needs were satisfied.

The leadership styles employed in schools and the way leaders approach their roles in a given situation fosters success or failure. According to Hercy and Blanchard (1977) situational leadership is one of the better known approaches. This study showed that, majority of secondary school principals of the zone. It was evidenced in the study that majority of secondary school principals in the segen area peoples zone were rule -oriented, they do not accept the individual staff members views, most of the principals did not a sign work based on the maturity level, competence and commitment of their staff members, most of the secondary school principals do not employ different approaches of motivation, they did not design strategies of motivation that related to the age and professional level of their staff members and also various decision were made in their schools were not participatory.

5.3 Recommendations

Based on the findings and conclusions drawn the following recommendations were forwarded:

School principals are essential players in setting the vision, mission and goal statements of their schools. Professionally competent and Democratic principals are very important to reach the pre-designed educational objectives. Therefore it is strongly recommended that secondary school principals of the Segen area peoples zone, to be effective in their leadership should be situational based on, the prevailing conditions in their school and are expected to be good listeners of their followers. As a result the secondary school principals of the Segen area peoples zone, were recommended to employ different leadership styles depending on the situations in their schools.

Listening the views of each staff members has positive impact for the implementation of the democratic style of leadership from which higher production could be obtained, therefore secondary school principals of the zone, should take in to account the individual views of each staff member.

Maturity level, competence and commitment are very essential variables required from staff members for the successful accomplishment of specific tasks assigned from schools. As a result principals of schools should assign school works based on the maturity level, competence and commitment of the staff members.

Motivation is very important tool in order to move the worker to wards the achievement of pre-determined objectives of schools. As each individual is unique personality of his own individual peculiar interests and desires, could be motivated accordingly. To this end school principals should employ different approaches of motivation to activate high performing members.

Reflecting their experiences, situations of work for their staff members is a strong responsibility of principals, because it could strongly improve teachers understanding and their

future performance level. Therefore, secondary school principals of the Segen area peoples zone should regularly reflect their experiences to their staff- members.

To meet the range of principals role in variety and quality may be difficult for an individual school principal. In addition to this one of the methods to develop subordinates to the managers position is power share style. As a result principals, should employ the power share style of leadership.

Designing project proposal in relation to the demands of the schools is very essential to attract donors and NGO's to fill the gaps that are not affordable by the capacity of the schools. To do this there must be skilled professionals in the areas of project proposals in the schools. Therefore; secondary schools were recommended to invite professionals from near by universities that could offer short courses on designing project proposals for all the staff members of their schools.

For the achievement of designed objectives of schools, the work of the school should be scheduled in such away that each staff member has to take his own responsibility to report its practical implementation accordingly to the principals. This process leads to easily evaluate the performance of each staff- member. Therefore principals should develop their staff members experiences of reporting about their performances.

The participation of parents in different activities of schools is very essential easily to accomplish school goals. It is recommended for the principals of schools to employ different mechanisms to develop the participation of parents towards school goals.

Students discipline is one of the essential activities of schools for which the contribution of all staff members is required. As a result principals should give stronger responsibilities for each member of the staff to control miss- behaving students in as well as out of the school compounds.

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APPENDIXES I
ADDIS ABABA UNIVERSITY
GRADUATE SCHOOL
College of Education and Behavioral Studies
Department of educational planning and management

A questionnaire to be filled by secondary school teachers

The main purpose of this questionnaires is to collect data for the study on leadership effectiveness of school principals particularly of the Segen Area Zone , SNNPR and there by to come up with some workable solutions to over come the existing problems. To this end, the out come of this study will highly depend on your responsible , sincere and timely response.

There fore, you are kindly requested to fill the questionnaire as per the instruction and need not to write your name.

Thank you in advance for your cooperation

1/ Background (personal) information

School-----

Woreda/ district-----

2/ Sex male ☐ female ☐

Age < 21 years ☐ 21- 30 years ☐

 - 40 years ☐ 41 – 50 years ☐

 < 50 years ☐

3/ level of education

1.5/ Diploma ☐ BA/BSc/Bed ☐ MA/MSC ☐

4/ Field of specialization

1.1/ Major ----- minor -----

5/ Work experience

< 6 years 6 – 10 years

 - 15 years

 12 -20 years

 > 20 years

Appendix I

The following statements are about the leadership styles employed by the secondary school principal of Segen Area Zone in leading their schools. For each of the items indicate your response saying:

Strongly agree (5)

Agree (4)

- Undecided (3)

- Disagree (2)

- Strongly disagree (1)

		1	2	3	4	5
	In his leadership styles the principals					
1	Uses sharing of power					
2	Employee focus rather than production (the task)					
3	Often considered the characteristics of old grammar ethos (rule – oriented)					
4	Value both individual and group views					
5	Gives strong emphasis on group focus					
6	Working ways are immutably fixed by one style					
7	Often uses variety of ‘approaches’ of management					
8	Maintains a strong link between the staff members					
9	Assigns work depending on maturity level of the staff members					
10	Assigns work based on competence and commitment of staff members					
11	Usually reflects on experiences (context process, relationship and action					

Appendix II

The following statements are about leadership effectiveness of secondary school principals in setting vision , mission and goal statements . Indicate your response saying:

Very high (5) , high (4) medium (3) low (2) very low (1)

no	Statements	1	2	3	4	5
	The mission statement of your school					
1	Created link with the changing culture of the school					
2	Created a sense of purpose in all staff members					
3	Empowers other staff members					
4	Created in teachers sense of willingness to celebrate success					
	The mission statement formulated in your school					
5	Is brief and to the point					
6	Conveys the unique nature of your school					
7	Most people in the school keep it in mind					
8	It provides an understanding for making decision at school					
9	Clearly specifies the basic function of the school					
	The goal statements formulated in your school					
10	Often focus on major areas of need					
11	Put strategies of implementation (in the school)					
12	It's strategic ownership is assigned to some one in the school					

Appendix III

The following questions are designed to assess problems that secondary school principals face in leading their schools. Read each item carefully and indicate your own response saying:

5- very high 2 - low

4- high 1- very low

3- Medium

no	Statements	1	2	3	4	5
	The principal of your school					
1	Produces development plans which have sense of staff ownership					
2	Has ability to see another problem as if it were one's own					
3	Has ability to share problems					
4	Has the ability to share inter- personal relationship					
5	Has the ability to recognize the reality of the problem or issue					
6	Places collective responsibility to all stakeholders					
7	Uses different approaches of motivating the staff members					
8	Gives new responsibilities for newly qualified teachers					
9	Balances the interest and self expectation of individuals with groups in the school					
10	Develops clear understanding of roles and functions of the staff members					

Appendix IV

Questionnaires for teachers about the leadership effectiveness of principals in secondary schools of the Segen Area Zone ,SNNPR

Write your responses to the point

In formulating the vision, mission and goal statements of your school what is the extent of teachers participation

Write the mission statement formulated in your school with out referring to any document . If you do not remember don't write!

What is the extent of the decisions made in your school were a shared process?

How successful is the principal in his negotiation when problems (conflicts) arise?

What leadership style is often employed by the principal in leading the members of the staff?

Do most of your staff members have the basic skill of operating a computer?

If yes , what % of them? _____%

Did the principal of your school timely communicate the teachers performance appraisal results _____if yes, how often

ADDIS ABABA UNIVERSITY

GRADUATE SCHOOL

College of Education and Behavioral Studies

Department of educational planning and management

A questionnaire to be filled by secondary school supervisors

The main purpose of this questionnaires is to collect data for the study on leadership effectiveness of school principals particularly of the Segen Area Zone , SNNPR and there by to come up with some workable solutions to over come the existing problems. To this end, the outcome of this study will highly depend on your responsible, sincere and timely response.

There fore, you are kindly requested to fill the questionnaire as per the instruction and need not to write your name.

Thank you in advance for your cooperation

1/ Background (personal) information

School-----

Woreda/ _____ district _____

2/ Sex male ☐ female ☐

Age < 21 years ☐ 21- 30 years ☐

 - 40 years ☐ 41 – 50 years ☐ < 50 years ☐

3/ level of education

1.5/ Diploma ☐ BA/BSc/Bed ☐ MA/MSc ☐

4/ Field of specialization

1.1/ Major ----- minor -----

5/ Work experience

< 6 years ☐ 6 – 10 years ☐

 - 15 years ☐ 12 -20 years ☐ > 20 years ☐

Appendix V

The following questionnaires are about the leadership styles employed by the principals of secondary school in the Segen Area Zone. Identify your responses by saying=

- | | |
|-------------------------|--------------------------|
| Very high agreement (5) | - low agreement (2) |
| High agreement (4) | - very low agreement (1) |
| Fair agreement (3) | |

no	Statements	1	2	3	4	5
	The principal in his leadership style					
1	Value both individual and group issues					
2	Often uses variety of approaches as part of his management					
3	Usually reflection is common on experiences (context, process, r relationship and action)					
4	Authorizes passes responsibility to members of the staff					
5	Assigns the work of the school based on the maturity level of the staff					
6	Assigns work based on competence and commitment of the members					
7	Is employee focused rather than the task to be done					
8	Emphasize particularly the mentoring and facilitating role					
9	Maintains a strong link with the staff members					
10	Often considered as rule – oriented					
11	Often insists (tells) the achievement of targets					

Appendix VI

The questionnaires below are about the effectiveness of secondary school principals in setting the vision, mission and goal statements

After reading each question, identify the degree of your agreement on the statements by saying

5= very high 3= medium 1= very low

4= high 2= low

no	Statements	1	2	3	4	5
	The articulated vision statements of the school:					
1	Are convincing and motivate stake holders					
2	Help to see what your are working to wards					
3	Catchy and memorable for every one					
4	Make people to join with the school leaders					
	The mission statements of the school :					
5	Express the core value of the school					
6	Are brief and easy to understand					
7	Identify how client needs are satisfied					
8	Clearly specify the basic function of the school					
	The goal statements of the school:					
9	Were formulated from the mission statement of the school					
10	Focus on major areas of need					
11	Specific ownership of the goal is assigned to some one in the school					
10	Are small in number					

Appendix VII

Questionnaires for secondary school supervisors on the problems that principals face in leading their staff members. Show your response by saying.

Very highly accept (5)

Highly accept (4)

Fairly accept (3)

low acceptance (2)

very low acceptance (1)

no	Statements	1	2	3	4	5
	The principal of the school :					
1	Recognizes the reality of the problem or issue					
2	Creates quality relationship with teachers					
3	Strong in positive self- concept					
4	Communicates in a clear , unambiguous and simple ways					
5	Requests for action are easy and consistent					
6	Communicates in ways showing concern for others					
7	Sees another's problem as if it were one's own					
8	Develops development plans which have staff ownership					
9	Timely communicates the results of teachers performance appraisal					
10	Uses different style to motivate the staff members					

Appendix VIII

Interview questions for secondary schools supervisors of the Segen Area Zone about the leadership effectiveness of principals.

1. To what extent the principal of the school gets sufficient information to make decisions for arising problems?
2. How made by the principal for different problems that arise?
3. Most of the time what methods of conflict resolution methods are used by the principal?
4. What is your comment for the principals application of participatory planning, implementation and evaluation of school activities?
5. How can you express the experience of the principal in presenting the vision, mission and goal statements of the school for all stakeholders?
6. What styles of motivation are mostly employed by the principal to encourage highly performing teachers?
7. Describe some of the projects and schemes of work designed to support teaching and learning in the school?

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Department of educational planning and management

A questionnaire to be filled by secondary school principals

The main purpose of this questionnaires is to collect data for the study on leadership effectiveness of school principals particularly of the Segen Area Zone , SNNPR and there by to come up with some workable solutions to over come the existing problems. To this end, the outcome of this study will highly depend on your responsible , sincere and timely response.

There fore, you are kindly requested to fill the questionnaire as per the instruction and need not to write your name.

Thank you in advance for your cooperation

1/ Background (personal) information

School-----

Woreda/ district-----

2/ Sex male female

Age < 21 years ☐ 21- 30 years ☐

 - 40 years ☐ 41 – 50 years ☐ < 50 years ☐

3/ level of education

1.5/ Diploma ☐ BA/BSc/Bed ☐ MA/MSC ☐

4/ Field of specialization

1.1/ Major ----- minor -----

5/ Work experience

< 6 years

6 – 10 years

– 15 years

12 -20 years

> 20 years

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> 20 years

Appendix VIII

An interview questionnaires for school principals on their leadership effectiveness

1. What do you feel about availability of sufficient information in your school to make decisions for different arising problems?

2. To what extent your are able to meet the range of roles required from your position in both variety and quality ?

3. What does the balance between the expectation of your school and your own needs and role expectation?

4. In your opinion to what extent the principals' role is straight forward and un ambiguous?

5. What mechanisms do you employ to develop skill of teachers in the use of modern computer technology?

6. How often do you communicate the results of teachers performance appraisal (TPA) for staff members?

7. What experiences do you have in working with partners to prepare school development plans?

Appendix X

The following questionnaires are about the leadership effectiveness of school principals in the secondary schools of Segen Area Zone , SNNPR. Write your answers to the point.

1. List some of the contributions made by teachers in setting your school's vision, mission and goal statements
2. Write shortly the leadership styles that were often used in leading the staff members !
3. List some of the limitations you face in making decisions for arising problems in the school!
4. Write shortly the extent of staff members understanding of their role in
5. school !
6. List some of the strategies often employed to motivate high performing members
7. Write in short strategies that you used to strengthen relationship with the staff members----

8. How often do you communicate the results of performance for the members of the staff?

9. How often (frequent) you share work experience with similar secondary schools?

10. List the names of NGO's working as partners with your schools as stake holders

Declarations

This thesis is my original work and has not been presented for a Masters Degree in any university, and that all sources of materials used for this thesis have been dully acknowledged.

Name: _____

Signature: _____

Date: _____

Approval

This thesis has been submitted for examination with my approval as university advisor.

Name: _____

Signature: _____

Date: _____