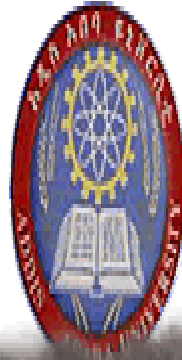


Addis Ababa
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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**Factors Affecting School Leadership Effectiveness and Implication for
Good Governance: In Jida Woreda Secondary Schools of North Shoa
Zone**

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December, 2020

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Declaration

The researcher here by declares that the thesis on the title “**The Factors Affecting School Leadership Effectiveness and implication for School governance: - In Jida Woreda Secondary Schools, North Shoa Zone**” is my original work and that all sources that have been referred to and cited have been dully indicated and acknowledged with complete references.

Researcher name _____ *Signature* _____ *Date*-----

This thesis has been submitted for examination with my approval as the Addis Ababa University main advisor.

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Approval

The undersigned certify that they have read and hereby recommend to the Addis Ababa University to accept the Thesis submitted by **Fetene Adugna**, and entitled “**Factors Affecting School Leadership Effectiveness and Implication for Good Governance: In Jida Woreda Secondary School, North Shoa Zone**”, in partial fulfillment of the requirements for the award of a Master’s Degree in school leadership.

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Acronomy

CSA	Center of statistical Agency
EMIS	Education Management Information System
EPDM	Educational Planning and Management
ETP	Education training Policy
FGD	Focus group discussion
GG	Good Governance
GEQIP	General Education Quality Improvement Program
ICT	Information Communication Technology
IMF	International Money Fund
JDSS	Jida District of Secondary School
JWEO	Jida Woreda Education Office
MBO	Management by Objectives
MOE	Ministry of Education
OEB	Oromia Education Bureau
OECD	Organization for Economic Cooperation and Development
PTA	Parent and Teacher Association
ScL	School Leadership
SGBs	School Governing Bodies
SLE	School Leadership Effectiveness
TU	Technology/ICT Usage
UL	Unit Leader
UNDP	United Nation Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
VP	Vice Principal
WEO	Woreda Education office

Abstract

The main purpose of the study was assessing the factors affecting school leadership effectiveness and implication for school good governance in the secondary schools of Jida woreda. In order to meet the objectives, a descriptive design was used, and both quantitative and qualitative methods were employed. Only two secondary schools were selected purposively. The researcher used Census method for secondary school teachers for questionnaire. Interviews and FGD was selected purposively form populations. Data collected from both primary and secondary sources. Quantitative data gathered from questionnaires and semi-structured interview guides, and FGD were used for the purpose of collecting relevant qualitative data. Data obtained through questionnaires were analyzed using statistical tools like frequency, percentage, mean, average mean, and standard deviation. Moreover, data gathered through interviews and FGD was considered to complement the questionnaires in narrative form. The collected data was analyzed through SPSS version 21 and to present the data statistical tools like the table and bar chart were used. The finding of the study showed that the factors affecting SLE in the study area were the use of technology or ICT, professional development, resource availability and school culture respectively. On the other hand, conflict management is not factor affecting SLE. The study also revealed that lack of ICT infrastructure and utilization, lack of continuous professional development and training, insufficient resource to run school activities, weakness in creating conducive school culture and absence conflict management and resolution of secondary school were the ways in which each factors affecting SLE. Furthermore, the study indicated that SLE has implication for promoting school good governance through Increase participation, Enhance accountability, Plan Strategic vision, Increase effectiveness and efficiency, promote equity, Increase transparency and Enhance openness. Finally, the researcher mainly recommended that, give attention to the continuous professional development and training that initiate school leaders and teachers; stakeholders' participation and collaboration; schools need to think of their own income generating sources on top of government budget through improving their relationship with school communities by developing project proposal and submit to international donors, at provision and utilization of technology or ICT in the schools.

Key word: *Factors, leadership, effectiveness, Implication, school Good Governance.*

CHAPTER ONE

INTRODUCTION

This chapter has nine sub topics. The sub topics are: background of the study, statement of problem, general and specific objectives of the study, research question, significance of the study, delimitation (scope) of the study, limitation study, definition of operational terms and organization of the study.

1.1. Background of the study

Leadership is one person who has the ability to influence or change the values, beliefs, behavior and attitudes of another person (Ganta & Manukonda, 2014). A person with strong leadership ability will be a good example or role model to their employees, because the leader who is able to effectively achieve some good result or achievement gains the trust and admiration of their employees, and in advertently changes their values, beliefs, behavior and attitudes, for mimicry is the sincerest form of flattery (Grint, 2007). This statement is also supported by North house (2009), who states that leaders who possess strong leadership skills have the strength to influence others to achieve the goals and objectives of the organization.

School leaders are in the front line in leading and managing the change process to ensure the quality of education, which in turn improves students' learning and achievement. Indeed, the professional standards for school principals require that principals "engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results". This requires very particular knowledge, skills, instincts and personal stances, which this course will aim to cultivate, thus producing school leaders who can effectively lead and engage the stakeholders actively in the change process (Khalifa, Gooden, et al. 2016).

School leaders influence his follower direct and indirect to achieve common goal and vision of school, leader or principal influence strongly teacher and community. In addition, the teacher also influence, assess performance and shape student then student follow their teacher activities in teaching and learning process. School leaders are the most visible and directly accessible representatives of the school who highly influence the job perfor-

mance of teachers. Thus, in the same way teachers' job performance in the school system can positively or negatively be affected by their school leadership (ROUL, 2012). In addition, According to Premavathy (2010) teachers are influenced by their school's leadership and they then have a direct influence on students' achievement.

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland, (1993) explained that effective leadership is an approach to improve the competitiveness, efficiency, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things are continuing to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. Moreover, as to Kasambira (cited in Masuku, 2011), effectiveness is providing a decided, decisive, or desired effect and the extent to which an organization achieves the objectives for which it was established.

The different researchers suggest different basis for the effectiveness of school leadership. Accordingly, Duke (in Huber,2010) findings suggests four bases for defining effectiveness and these are trait, compliance, competence and out comes achieved. In addition, Ubben & Hughes (1997) also identified elements of effective leaders as: empowerment, change agents, creating an orderly conducive environment, being visionary and human resource development. Therefore, as different researcher suggest, even though there are no single and a specific standard or element for measuring effectiveness but can be measured by goal achievement or by the successful accomplishment of certain intended plans or programs in an appropriate manner.

The Ethiopian education system which lasted for a long period is now in a process of improving school leadership and management program that gives emphasis for quality education. The most promising objective of the 1994 ETP is increasing access to education and then to work with quality of education. Accordingly, MoE has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school and this package has six components out of which school leadership effectiveness which is one of the components that work on success of

educational organization (MoE, 2008). The school leadership and management program is one of the components of GEQIP and national programs developed by the Ministry of Education (MOE, 2007). For this reason, different reform was taken by the Ethiopia government and MoE in line with the policy related to school leadership. Among these reform some include the education system was decentralized, supporting school financial, different individuals were allowed to involve in the education decision making affairs and leadership and managerial trainings were provided to those on school leadership positions and others. In realization of school leaders have an indispensable role and responsibilities. Moreover, School leaders expected to lead the school in an appropriate manner so that all the activities and plan of the school goes harmoniously and successfully with goal achievement of the school of public services on school level. Therefore, for the purposes of this study, the researcher used school leadership effectiveness and its implication for good governance as a framework Thus, effective school leadership influence his follower direct and indirect to achieve common goal and in endorsement of good governance in school and can be adapted to assess the governance.

1.2. Statement of the Problem

School leadership plays an important role in enhancing the quality of the teaching and learning processing in the school and all round administrators to run every activities of school. Their ability to plan, coordinate, monitor and evaluate the implementation of the school curriculum, their interpersonal skills with (effective communication with school community and the local community) is decisive. In addition, Good Governance frameworks call for leadership to change organizational behavior while governance processes are critical it is the quality with which they are implemented that is crucial to success.

The major problems cause of failures for organizations including educational organizations would be ineffective school leadership activity. Above all, the kind and effectiveness of school leadership provide at the school level is crucial as the schools are the place where educational programs are implemented. According to McEwen (2003) findings lack of skills and training especially professional development, teaching cooperation, and shortages of time are common obstacles of school leadership activities. In addition to this, her finding stated that school leadership working with and through others secures the

commitments of the wider community to the school by developing and maintaining effective partnerships with different stakeholders. In addition (Ahmad 2014) school leadership effectiveness revealed that have established a school culture that promotes excellence and equality expectations of all, could serve its students, had aligned resources and priorities with the vision and could engage other key players within and outside the school in achieving the goals embedded in the vision.

As criteria a blue print of teacher development program (MOE, 2008) has stated that the academic qualification required for the secondary school leaders is a master's degree. Regarding the area of specialization of leaders a blue print of teacher's development program (MoE, 2007) has stated that the school leaders need to have adequate knowledge, skills and attitude in the area of educational administration and goal achievement.

However, In Ethiopia particularly Oromia region most of the school leader who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead to the attainment of the goals (MOE, 2007). In the other hand, Mulugeta (2005) also explained that due to the existence of ineffective school leadership, schools instructional process remains ineffective, poor curriculum implementation and good governance do not exercise in the school administration.

In addition, due to ineffectiveness of the secondary school leaders in Ethiopia particularly in Oromia region, leaders were faced different challenges in performing technical management and achieving the educational goal effectively (MOE, 2006). Thus, ineffective school leadership can also affect good governance in school environment (Keys, 2003). The school leadership ineffectiveness is one of the challenges of a secondary school also in the study area. For example, the different year's report of educational office of Jida woreda indicated that educational administration and goal achievement as well as raise of conflict among different stakeholder that result in absence of good governance in primary and secondary school was emerged from school leadership ineffectiveness.

However, in the study area, little attention has actually been devoted to the study of the factors affecting school leadership effectiveness in the face of evidence on the school

leadership ineffectiveness and its effect on good governance in secondary school. On the other hand, apart from the above researchers this study dealt with assessment of factors affect school leadership effectiveness and implication for good governance in the study area.

1.3. Research Questions

Based on the above statement of the problem the researcher tries to answer the following question:

- What are the factors affecting school leadership effectiveness in the secondary school of study area?
- How each factors affect school leadership effectiveness in the secondary school of study area?
- What are the implications of effective school leadership for school good governance in study area?

1.4. Objectives

1.4.1. General Objective

The general objective of the study is to assess factors affecting school leadership effectiveness and implication for good governance in two secondary schools of Jida woreda in the Oromia regional state.

1.4.2. Specific Objectives

The specific objective of this study is to:

- ❖ To assess factors affecting school leadership effectiveness in study area.
- ❖ To identify how each factors affect school leadership effectiveness in study area.
- ❖ To examines the implication of effective leadership for school good governance in the secondary school of study area.

1.5. Significances of Study

The study was expected to have helped to create awareness on the part of the school leaders about the different factors they were faced in their real world. In addition, it would also serve as an information source for educational officials at different levels of hierarchy to identify the gaps existed in relation to the school leadership effectiveness

and address the problems in the future. Moreover, this research would be vital for the empirical evidence for the education sector offices to review their policies and procedures, and for the future researchers also important to develop a conceptual literature development. Finally, it was served as a stepping-stone for those who want to carry out in-depth research on the topic in the study area.

1.6. Delimitation(Scope) of Study

Due to the difficulty of covering the entire total existing schools this study was restricted to only secondary schools in Jida woreda North Shoa Zone. Additionally, due to distance from the Woreda, shortage of finance and time resources, the researcher was delimited to two secondary schools such as Heyilameriam Gemed and Ayida secondary schools that were included in the study considering the manageability to the study under investigation.

1.7. Limitation

This study like other studies was not free from limitations. Thus, there are different factors that limit its progress in the expected time, lack of access internet or Wi-Fi and due to pandemic corona viruses (COVID-19) existence. Covering a large population size to get more credible information was very challenging. The research was limited by some respondents delay in responding to the questionnaire, interviews and given all data needed. Additionally, the researcher's deficiency of experience to conduct research may also a limitation of the study.

1.8. Definitions of Key Terms

District/ Woreda- A middle administration level between zone and kebele.

Effectiveness – It is the gap between educational outcomes being examined and believes in meeting the end goal and therefore takes into consideration many variables that may change in the future (Getachew, 2007).

Efficiency: is the ability of a manager to do something correctly, i.e. at the lowest possible cost or cost acceptable to the competitive environment (Ayalew, 2000).

Effective School Leadership: Within the study context defined as the extent those Schools were deal with the collaboration and involvement of teachers and others in school management, developing mission and shared vision, motivation in schools, com-

munication ability, principal approaches to decision making, conducting staff development, monitoring and evaluation (Masuku, 2011).

Governance-is an act of governing, guiding or ruling within a system of accountability and responsibility with the application of clear guidelines, decision making and shared common values, with the aim of building strong partnerships between government and communities (UNDP, 1997).

Good governance: is the process and institutions produce results that meet the need of the society, while making the best use of resources at their disposal. It also defined as the rule of the rulers typically within given set of rules (UNDP, 1997).

Factors are those influences to school leadership to accomplish the goal that needs to be addressed (Tigistu, 2012).

Implication: - the fact or state of being involved or connected to the outcome of same thing (Microsoft Encarta, 2009)

Leadership - It is all about organizational improvement, it concerns itself with “establishing widely agreed upon and worthwhile directions for the organization and support people to move in those directions” (Yukl, O’ Donnel et al. 2009).

Leadership Effectiveness - effective leaders are concerned with “doing the right things” rather than “doing things right” (Masuku, 2011).

School Leaders - It is the officially designated chief official in a school (principals, vice-principals and head of departments) who are responsible and accountable for managing resources and instructional activities, and for planning and improving the school (Abaya & Normore, 2014).

School Governing Bodies-is a body responsible for governance which means that they make the rules and plans and set the framework for how the school operates.

Secondary School: In the study context defined as structure of educational system according to New Map road that includes general secondary education grade 9-12 (MOE, 2018).

1.9. Organization of the Study

The final report of this study was presented into five chapters. The first chapter will presents; Background of the study, Statement of the problem, Objectives of the study, Significance of the study, Definition of Terms or Concepts, Limitations of the study, Organization of the Paper, and Delimitation (scope) of the Study. The second chapter includes an Introductory, literature review; the third chapter will discusses the methodology and procedures that will employ in conducting this study. It includes an introduction, research design and research approach, Sources of data: sampling design: target population, sample size and sampling techniques, method of data collection, Method of Data Analysis, validity and reliability of data, ethical issues. The fourth chapter presents, analyses, and discusses the finding and finally, the fifth chapter would present the conclusions and recommendations based on findings.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter attempts to review some main ideas raised by different scholars in different times in reference to leadership theories in general and school leadership effectiveness and implication for good governance in particular. Concept of leadership and school leadership, background history of the school leadership, major factors affecting the effectiveness and implication for good governance are going to be reviewed.

2.2. The Concept of Leadership

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes high to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. According to Hersey, Blanchhard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. The leading is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leadership within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement of students result and performance.

Harris & Linda Lambert (2003) described the concept of leadership by explaining the leadership is an enacted variable depend up on interactions between leader follower and Context. South worth (2004) also noted the relationship of leadership and context when he states that; Leadership is contingent upon environmental and contextual factors. One characteristics that marks out successful leaders of school to their ability to understand the contexts in which the operate .Leadership is a shared functions and only expresses

itself with and through others. But it cannot delegate. The expansion of leadership is empowering others to lead and improve schools.

Hopkins et al, (2001) in Harris et al. (2003) point out school capacity is the collective competency of the school to bring about effective change in four components. namely, knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and they serve as catalysts for changes (Harris & Linda Lambert, (2003). Halinger & Heck, 1996 (cited in Harris et al.2003) indicate four areas in which head teacher influences the school. The first is through establishing and conveying the purposes and goals of the schools. A second through the inter play between the schools organizations and its social network. A third is through influence over people and fourth is a relation to organizational culture. Successful change leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Lovis & Miles, 1990) cited in Harris & Daniel Muijes 2005).

Although the concept of leadership is as old as human history, interest in leadership increased during the early part of the twentieth century. Various theories of leadership have emerged and contributed much to the development of leadership concept. It is a difficult concept to fully appreciate and understand. Burns (1987) suggests that, leadership is one of the most observed, but least understood phenomena on earth. Though there are a number of definitions proposed by different scholars given the changing and dynamic nature of our globe, for the purpose of this assignment let's take the following definition of the term. Accordingly, "Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

As Northouse (2003) points out, leadership is a process whereby an individual influences a group of individuals to achieve a common goal. From the above definition of the term one can understand that it includes the process by which individuals influence others. The outcome of the process is nothing but achieving a common goal through the commitment and willingness of both leaders and followers. In general, leadership is about relationships. Above all, it is about working with and guiding people in new directions; it is about integrity and trust; achieving the most positive interaction between leaders and followers, customers, employees and stakeholders.

Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal. Management is a complex task that involves the process of planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performances depend to a large extent, on how resources are allocated and management's ability to adapt changing conditions.

2.3. Concept of School Leadership

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stake holder of the organization towards the achievement of goals. School leadership offered that the school's mission must be achieved within boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes (Duke, 1992). Similarly, effective school leadership tend to believe that the purpose of the school is to meet the instructional needs of all students; expected an academic emphasis and task orientations in classrooms built encouraged teachers to implement a broad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy 1986).

School leadership and management are among the most crucial forces in the school. Without high quality and policy making levels, Management of school is the common school Leader is engaging, handling and comprising of teachers, students and members of community groups one hand and educational professionals at different levels needs strong commitment and sense of ownership on the part of all the concerned.(MOE, 2007b). In short, school leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum. From a practical viewpoint, to implement leadership of the teaching process, a principal must play a role in the teaching and learning of teachers in terms of supervision, assessment, staff development and, training services (Acheson &Smith, 1986). Keefe & Jenkins (2002) refers leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools. While De Bevoise's(1984) opinion regarding instructional leadership involves the principals actions to encourage growth in student learning.

According to Sergiovanni (1984) effective school leadership refers to the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education. According to *Halpin* (1956), a successful leader contributes to group objectives and their relationship. Davis (1995) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. Leith Wood & Riehl, (cited in Wossenu, 2006) noted that at the core of most definitions of leaderships are two functions; these are providing direction and exercising influence (Wossenu, 2006) on his part stated that leaders mobilize and work with others in order to achievement the common goals .To this end, leadership is an influential process in supporting others to work actively at the aim of shared goals. Principals are supposed to have the capacity and skills of managing the staff member's and available resources to academic achievements and they should also use interchangeably, their leadership power and managerial skill to cover their irreplaceable and importance in educational leadership.

2.4. The School leaderships in Ethiopia

School leadership in schools is one of the influential administrative positions in the success of school plans. School leadership generally refers to leadership in a specific institutional setting i.e., an educational institution for children or young people. However, these distinctions are not strictly observed because difficulties arise when it is necessary to refer to educational leadership (relating to curriculum and pedagogy) in a school setting (Grace 2005).

The school leaders in schools are one of the influential administrative positions in the success of school plans. With respect to the historical background of school leaders, the authorities give their own arguments. According to Knezevich (cited in Ahmed, 2012) the origin of school leaders can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the school leaders trace its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed 2012) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed, Moussa et al. (2012) the history of the principal ship in Ethiopia at an early age was dominated by foreign principals.

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930s and 1940s. During this time, the principal ship positions were given to the Indians, because of their experience in a principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed 2012), this new chapter of the principal ship began with a supervising principal. Such a person was in charge of not only for a single school but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/BSc degree in any field were assigned as

principals by senior officials of the MoE. The major criteria to select them were educational level and work experienced teachers (MoE 2002).

However, in the first few decades of 1960s graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973-1976 showed that secondary school leaders were those who held the first degree, preferably in the educational administration field. In addition to these teachers who had experience as a unit leader or department head were candidates for school leaders. Currently, the job description, issued by Tsehaye (1999) indicated that secondary school principals should have a first degree in school administration and supervision including sufficient work experience. In he's study on implication for reforming school leadership in Ethiopia Tekelselassie (2002) reports on a change in the placement process for new principals in Ethiopia. Before 1994,"the assignment of principals was largely conducted on the basis of applicants 'degree or diploma in educational administration'. The new process involves teachers electing principals from among the teachers at the school.

According to blue print MoE (2008) has stated that the academic qualification required diploma for the primary school and degree and above for secondary school principal, which train by every subject or EDPM for grade 1-12. Now a day as criteria of new reform or map road MoE (2011/2019) has stated that the academic qualification required for primary school is first degree and for the secondary school principal ship is a master's degree and above, which train by every subject or EDPM, school leadership(ScL) for grade 1-12.

2.5. Characteristics of Effective School Leadership

Fidler (as cited in Lussier & Achua, 2001) has developed a contingency model that says that leadership effectiveness is a result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Fidler (as cited in Ayalew, 2000) also stresses that the different situations required different leadership style and effectiveness of leader style depends on the situations in which it is used. Therefore, effectiveness is context-based because it depends on the situation in which it is used and the leader acts. For the organization to be successful in achieving its goals

functioning variables are required. However, the organization of the proper functioning of these inputs lies in the capability and competence of a leader. If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of a certain organization is a success (Taylor-Bianco & Schermerhorn Jr ,2006).

2.6. Challenges of the School Leadership

The job of the principal has evolved to become extensive, complex, and increasingly accountable to myriad stakeholders including parents, community, district, state, and federal agencies (Abaya & Normore, 2014). School district officials are in need of principals who believe they can meet challenges (Federici & Skaalvik , 2011). Challenge to School Leadership as a Personal Qualities, Work Load in school, Leaders of Educational Background, Leaders' Work Experience, nature, change and school culture discussed below one by one as follow.

2.6.1. Personal Qualities as a Challenge to School Leadership

Schools really can make a difference in the achievement levels of students, but school is most often only as good or bad, as creative or sterile, as a person who serves as the head of that school (Ubben, Hughes, et al. 2001). The principals own personality, vision, the extent of commitment and human relation skills can the same to constrain or hamper the exercise of principals. Strengthening this idea (Wanzare & Da Costa ,2001)stated that if the principals do not possess the appropriate personal qualities needed, the absence of these characteristics properly can be self constraining in carrying out their responsibilities

2.6.2. Work Load a Challenges to School Leadership

According to Barth (cited in Sergiovanni, 2001) states that the principal is ultimately responsible for almost everything that happens in the school and out strengthening the above idea Wanzare and Da Costa (2001) states that exercising school leadership is takes time and energy over and above that which must be spent on administering a school or school district. Moreover, as to Addisu (2014) & Bogale (2014) who find that 88.2% of participant agreed limited resource was allocated to teachers' professional development.

2.6.3. Leaders of Educational Background

An effective leader needs to have knowledge on a series of specific technical, human and educational skills. In line with this idea Sergiovanni (1984) explained these skills in to a serious of behavioral forces described as technical forces: being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization; the human forces: emphasize human relations' skills, implementing good motivational techniques, and building good morale within the organization. The appropriate use of participatory management is an integral part of this behavior; and the educational forces: focus on the conceptual knowledge of education that indicates the ability to diagnose educational problems, carry out the functions of clinical supervision, evaluate educational programs, and help curriculum, implement staff development activities, and develop good individual educational programs for individual children.

Generally, leaders as an instructional leader require qualified training through formal education that has a quality suited or those complex activities. It is believed that this formal education provides the principals various skills and understanding of leadership role (Davis, Darling-Hammond et al. 2005).

2.6.4. Leaders' Work Experience

The ability to learn from experience is one that the leader needs to develop and foster. Thus, school leaders obviously should work for a few years as a teacher before he/she assumes a leadership, so that he or she could gain a number of understandings about students, the role of the community, the problems of teaching, and some of the school administrative problems.

Because the leader works with a wide variety of people, it is valuable if his work experience includes some practical experience outside of the field of professional education that he or she could gain through panel discussion, conference, seminar or workshops, in light of this point Alsbury & Hackmann (2006) pointed out that through such experience, the prospective leader can gain understanding & skills in working with people, if he recognizes the opportunity for learning from experience. In effect the more the experienced leader will become the more effective school leader (ibid).

2.6.5. Nature of the School as a Challenge to School Leadership

There are many different organizations which exist to give different services for human beings. The school is not excluded among them. As to Kirk & Hanson (1996), unlike most formal organization, the school has a human product that give rise to unique problem of organization and management. This is because the main participants in the school system are teachers, students, non-teaching staffs, parents and principals with different backgrounds and needs. The interaction of this groups and individuals in the dynamic and complex schools context may not always be harmonious and conflicts may be some of the outcomes. Hence, the process of school governance becomes exceedingly complex. The challenges of school leadership become even more complex as the school can be differentiated from other type of institutions of the community. The school brings individuals of different backgrounds and cultures that may hold quite different values yet be through as to increasingly closer instructions with each other (Martins, 2015).

2.6.6. Change as Challenge to the School Leadership

Change is the only absolute in our world. This change may appear due to different situation from different angles. Thus, changes take place in principal, technology and instructional areas. The most common reason is that something relevant to the organization either has changed or is going to change. The organization consequently has little choice but to change as well (Woodman, Sawyer et al. 1993). School organization is not exceptional. Hence, change has become almost a way of life in education today (Cotsakos 2004). Therefore, to bring about the desired change; there must be cooperation and involvement of school community together with the school principals, the leaders and change agent.

2.6.7. School Community Relation

School does not exist apart from the society to be served and a social system that exists to serve the society by educating and training its younger generation (Gamage & Sooksomchitra, 2006). So that, in exercising leadership behavior the proficient principal demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values demonstrates moral and ethical judgment and also demonstrates creativity and innovative thinking (Sergiovanni, 2005).

Additionally, with respect to the internal school community relation Gallagher, Bagin et al (1997) describe that ineffective school, a school act as a community where separate classrooms are connected through a clear and vital mission where by teachers serve as leaders, and the principal act as lead teacher and parents are viewed as partners in the learning process. Furthermore, the school leader has to play central roles in linking internal and external environment of the school (Dimmock & Walker, 2000).

Regarding the external school community relation, the school principals and the local community have to acquire new skills in human relations, have to adopt a positive outlook in their mutual relationship, and school principals must always remember that the schools are subject to public control (ibid).

2.6.8. Lack of District Support

Although there are noteworthy exceptions, principals are seldom properly supported in their leadership role by school districts which have previously expected them to do little more than follow orders, oversee staff, keep the buses running, and contain problems. “Principals were not provided with technical assistance, adjustments of role expectations, or policies designed to support new knowledge about instructional leadership”(Hallinger, 2003).

2.6.9. Shortage of Time as Challenge to School Leadership

Principals are the whole representative of schools. They have all the responsibility for the activities and tasks in the school. Therefore, they become busy in dealing with the responsibilities the whole work days. As to Ubben, Hughes et al. (2001) school executive day is characterized by one encounter after another with staff members, students, parents, communities, politicians, and others kind of individuals and group, who requests and problems demanding time of principals. Thus, shortage of time due to variety of tasks that school leaders deal with is another biggest problem in principals work (McEwan, 2003).

2.6.10. Curriculum Development

According to McNergney (2004) school principals use their visibility to advance ideas that influence curriculum. Public opinion, professional education groups and vocal individuals all work to influence the curriculum in its many forms.

In relation to the above idea, Sergiovanni (2015) confirms that a principal has the proficient persons tends to facilitate the establishment of a curriculum frame work that provides direction for teaching and learning of curriculum and instruction, the proficient representatives to identify a curriculum framework and common care of learning school demonstrates to all stake holders knowledge of the school's curriculum frame work and common care of learning that support the mission and the goals of the school.

2.7. Factors Affects school leadership effectiveness

2.7.1. Professional Development

The school principal plays a vital role throughout all of the stages of staff development. School leaders must show a positive attitude and reaction will have a profound effect on the success of a staff development program (Darling-Hammond, 1994). "If the premise is that people are the key to school improvement, then it follows that the fundamental role of the principal is to help create the conditions that enable the staff to develop so that the school can achieve its goals more effectively. According to, Bogale (2014) & Gemechu(2015) they find that the professional skill development program was the critical determinant in improving the process of teaching and learning even though it has not been implemented fully as it was intended.

2.7.1.1. Lack of Skill in Leading School

One reason any person can improve his or her leadership effectiveness is that part of leadership involves skills, and skill can be practiced and developed (Smith & Hoy, 2007). This implies in order to be effective in their school leadership responsibilities principals need to have skills. Recognizing to this (Bush & Bell, 2002) states that professional knowledge, skills, and attitude have a great impact on the achievement of organizational goals and objectives, and the lack of skills will create an impediment to the principals. As to Bennars (1994), school principals are selected from teachers. All of the teachers have barely any leadership experience or prior training in school administration and management. Suddenly a school leader finds him or her in the position of leadership which calls for a lot of commitment, dedication and tolerances.

Supporting the above idea (McEwan, 2003) states that while many institutions are restructuring their administration programs to provide more opportunities, to develop lead-

ership skills in addition to academic knowledge a gap remains between the academic and real world. Therefore lack of skill is a common impediment to principals in their school leadership responsibility. According to, Ambassa (2011) & Bogale (2014) studies who find that 83% of participants agreed in-service training and workshops offered to the teacher's professional development were generally not high. Moreover, according to Robbins (1993) the strengths of job rotation are reduces boredom and increases motivation through diversifying the employees activities. It also have indirect benefit for the school organization because employees with a wider range of skills give school leaders more flexibility in scheduling work adapting to change filling vacancies.

2.7.2. Availability of School Resource

Resources are the means to the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high performance schools, the finding that relate to resource is evident (Ubben, Hughes et al. 2001). This implies lack of resources (Human and Material resources) can be serious challenge to carry out their tasks effectively. School leaders my want to lead, and the situation and expectation of others my call for their leadership. But if the resources to implement their task are inadequate; the school leaders will face a significant impediment (Wanzare & Da Costa, 2001).

The first factor is the availability of educational resources, which include human, material and financial resources. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective leadership role. The availability of educational resources may constrain or facilitate the leadership function. According to Pandza, Horsburgh et al. (2003) lacks of resources are serious obstacle to effective leadership. Experience also shows that shortage of qualified trained teachers makes leadership process problematic. Effective leaders use a range of evidence and strategically apply key resources when planning for school success and spends time attending to is the single most important strategic resource in the school (Caldwell, 1998).

2.7.3. Creating an Orderly Conducive School Culture

According to MacNeil, Prater et al. (2009), culture can be defined as "the assumptions, beliefs, values, and habits that constitute the norms for that organization" and

Sergiovanni (2007) adds, cultural aspect is the most important dimension of leadership. In fact, the net effect of the cultural force of leadership is to bond together students, teachers and others as believers in the work of the school"(Bush & Glover, 2003).

Sergiovanni (2007) notes successful schools are characterized with “strong and functional culture aligned with vision of academic excellence” and further notes culture serves as a compass setting to steer people in a common direction; provides a set of norms that defines what people should accomplish and how; and provides a source of meaning and significance for teachers, students, administrators, and others as they work. He considers schools as places that are loosely connected around management themes but tightly connected around cultural themes, which means members of the school community are likely to be more highly influenced by aspects of a school’s culture than by management rules and bureaucratic procedures.

Furthermore, Tucker, Smith-Adcock et al. (2011)suggests that school leadership first find a way to accurately assess their schools' culture then begin to address the critical aspects of school environment that impacts culture. The strategies for improving school culture include developing shared values, providing opportunities for reflective dialogue, and celebrating successes as effective means to help shape the organization's culture (Turan & Bektas, 2013).

School leadership orchestrates rather than dictates improvement and establishes teacher’s professional learning communities within their schools. School leaders are the catalysts that create learning environments for both teachers and learners. This entails “building the capacity within the school for learning and improvement” to occur (Harris, 2003). To be effective future leader they will need to from ignoring the importance of culture to building a knowledge friendly culture by developing new skills and identifying strategies that will allow them to shape the culture of their organization (Fullan, 2011).

Moreover, for school leaders, trying to understand all of the various cultures and perspectives of all students and their families seems an impossible and unending task (Shields & Sayani, 2005).

2.7.4. Conflict management

Most of the time the term, conflict management has been used interchangeably with conflict resolution. But, Essuman-Johnson (2009) discussed in his finding that, conflict resolution refers to the elimination of the causes of the underlying conflict, generally with the agreement of the parties. On the other hand conflict management means elimination, neutralization or control of the means of pursuing either the conflict or the crisis. He adds that conflict resolution is a tall order which is more frequently achieved only over long periods. In addition, Indeed Brown (1983), quoted in Driscoll (1994) stated that “conflict management can need intervention to reduce conflict if there is too much of it.” Although the emphasis on conflict management or resolution seems to be a broad discussion, literature has attempted to indicate through practice measures that have been taken to solve or manage the various conflicts manifested in different area.

There are several mechanisms or practices of solving and or managing conflicts. These range from third party intervention; use of standing committees within the kebeles, region or country; use of dignified leaders and organization within the region who are perceived wise and adept of understanding, use of head of states within the same region who are mentors. On the other hand the mechanism of settle conflict through traditional means is led by traditional kings, chiefs, priests, sheikhs’ healers, big men, elders (being a social elder-Aba Gada , not a biological category) (Volker, 2007).

Understanding relations of community is a key to conflict management. Because, this will improve understanding of the underlying causes of conflict, the behavioral patterns that are most favorable to manage conflict and the main mechanisms by which conflict between the groups are resolved or managed (Davis, 2015). The method used in resolving conflict depends on the nature and the magnitude of the conflict. In all cases where conflict has been occasioned by preventing students from school and where the offending parents admit guilt; interpersonal agreement may be reached, depending on the extent of the damage, compensation (varying in amount) is often demanded and paid where minimal crises have been par occurred. This is the most favorable traditional conflict management in our country. In this way the role of Aba Gada in mediating and resolving between those who admit guilty and the victim parties is paramount.

2.7.5. Utility of Technology/ICT

Twenty first century has been regarded as the age of science and technology. Technology has been regarded as one of the vital change agents of education sector today (Fullan 2007). The rapid progress of technology and globalization has narrowed the world into a small place. The challenging aspect of technologies is its ever changing and progressing nature and competition among the technology service provider. Keeping ourselves up-to-date with changing technology is very much important. Institutions lagging behind in technological sector are unable to face the pace of the world. The increasing demand for better data and information is a very promising development for ICT. It is indispensable to support school leadership in decision making, planning, monitoring and management at all levels of an education system.

The limited number of researches on principal's relationship with computer technology obscures their potentials and it impedes an assessment in achieving the promise of technology (Brockmeier, Sermon et al. ,2005). School leaders have enormous responsibility for initiating and implementing school changes through the use of ICT(Schiller, 2003). Numerous researches find effective leadership as key and crucial ingredient for the success of any innovation in education (Ng, 2008). If one of our goals is to put technology into the hands of the students, we must help the teachers gain the necessary access, understanding and confidence. Administrative leadership is one of the best ways to bring teachers to this level of proficiency (Ritchie, 1996).

There seems to be an apparent consensus that in the educational change literature, leadership is important but not confined to a single individual and this extends to leadership in education also. The analysis of the 1998 Teaching and Learning Computing survey of more than 800 schools by (Anderson & Dexter, 2005) concludes that 'although technology infrastructure is important for educational technology to become an integral part of a school, technology leadership is even more necessary. According to (Anderson & Dexter 2005):once the role as technology leader is assumed, the school leaders' have the crucial accountability for technology planning, financing, decision making, staff development and policy development and implementation; and principals must also surround themselves with individuals who have the technology expertise to support their leadership (Muir, 2006).

The most current standards for school administrators regarding computer technology integration is the technology standards for school administrators put in place to assist school administrators in identifying core knowledge and technical skills needed to fulfill their leadership roles were: visionary leadership, digital-age learning culture, excellence in professional practice, systematic improvement, and digital citizen (Waxman, Boriack et al. 2013). A study conducted by UNESCO Bangkok in (2004 describes the following lessons learnt from six countries used in the study: teachers need to be trained on ICT-related skills within the classroom objectives to develop the skill to integrate use of Information Communications and Technology in teaching, training for teachers by more experienced peers or senior instructors from the Ministry of Education ensures that teachers follow the context of their workplace and training should be provided as a needs based and just-in time learning (Ng, 2008). In order to ensure the technology is well received and accepted by the school citizens, there should not be a mismatch between existing school cultures and norms and the introduced innovation. The presence of a technical coordinator helps to ensure ICT resources are available when required, conduct training as needed based on the requirements of the teachers and also advises them on professional development (Leye, 2007).

However, the use of EMIS to support school leadership activities remains limited due to different problems. British Educational Communications and Technology Agency (Bingimlas, 2009) classified barriers according to either those that relate to the individual or group level barrier which includes lack of time, lack of confidence and resistance to change or institutional or school-level barrier which related to lack of effective training in solving technical problems and lack of access to resources.

Authorities in the area, for instance, Afshari, Bakar et al. (2008) clearly has put the challenges that impede the practice of ICT are lack of awareness, lack of necessary budget allotment, lack of self-initiated learning, personnel shortage, overrating the capacity of EMIS, and lack of continuous training. On the other hand, Kamar (2006) in his book has identified factors hampering effective management of information as unqualified man power, poor data quality, information illiteracy, poor ICT infrastructure, lack of national information policy, and poor remuneration for ICT workers.

In light of Singh & Muniandi (2012), the challenges that affect the practice of ICT are lack of user ownership, inadequate or no training and support, lack of resources, unhelpful management attitude, requirements that change often, poorly developed and implemented system, and lack of depth in local IT industry and bureaucracy.

2.8. School Leadership Effectiveness

According to Kasambira (cited in Masuku, 2011) effectiveness means providing a decided, decisive or desired effect. In line to this Fraser (2011) also defined effectiveness as the extent to which an organization achieves the objectives for which it was established. This means that the achievement of goals and objectives of an activity through the factor measures provided. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. In relation to this, Ignathios (cited in Masuku, 2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Sergiovanni (cited in Masuku 2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility.

Moreover, effective school is a school in which pupil's progress is further than might be expected from a consideration of its intake. In another way, Hargreaves & Hopkins (1994) explained school effectiveness encompasses a focus on outcomes, an emphasis on equity, the use of data for decision-making, knowledge and skills of what is effective elsewhere, an understanding that the school is the focus of change. They also, explained school improvement as it embodies: a focus on the process, an orientation towards action and on-going professional development, an emphasis on school-selected priorities for development, an understanding of the importance of school culture, the importance of a focus on teaching and learning, a view of the school as the center of change.

Mortimore et al, cited in (Welton, 2005) conducted a four-year research project on the academic and social progress of 2,000 primary children in fifty randomly selected London schools. Those schools which were effective in both spheres led the researchers to define the following characteristics of an effective school and these are: the purposeful

leadership of the staff of the head teacher; the involvement of the deputy in policy decision making and of the teaching staff in curriculum planning and certain areas of decision making; Staff consistency in the approach to teaching, intellectually challenging teaching; structured sessions that nevertheless allowed students some freedom within the structure and a limited focus with in sessions; a work-centered environment, where there was the maximum communication between teachers and students; sound record keeping procedures, effective monitoring of progress; parental involvement in schools which encouraged an open door policy; a positive climate. Edmond (cited in Tigistu, 2012) also identified five factors which contribute to school effectiveness. These are: strong leadership of the principal, emphasis on mastery of the basic skills orderly and secured school environment, and high teachers' expectation of pupil performance and frequent monitoring of students to assess their progress.

2.9. Concept of Good Governance

According to the UNDP (2008), governance is positive when it encompasses democratic values such as participation, transparency and accountability. It should be used as a tool to promote the rule of law and to ensure the effective and equitable distribution of benefits for all. Thus, good governance by World Bank (1992) and other organizations such as UNDP (2008), UNESCO (2008) & OECD (2008), indicates the degree of leadership the government needs to implement in order to improve the standard of living of previously disadvantaged school communities. Good governance principles defined by the Organization for Economic Cooperation and Development (OECD) focus on the effective functioning of governmental organization and then promoting or rising the relationship between governments, communities and organization(i.e. school).

The principles of school good governance defined by the OECD are: “respect for the rule of law; openness, transparency and accountability to democratic institutions; fairness and equity in dealings with citizens, including mechanisms for consultation and participation; efficient, effective services; clear, transparent and applicable laws and regulations; consistency and coherence in policy formation; and high standards of ethical behavior” (OECD good governance definition in (Curtin & Wessel, 2005).

From the above definitions of the term, Good governance is, among other things, involves participation, transparency, accountability and rule of law. It also involves effectiveness and equity in school governance activity. Good governance ensures that political, social and economic priorities are based on broad agreement in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources.

In general Good Governance relate to the interventions that contribute significantly to human development democratization enhancing peoples participation, building well integrated institutional capacity building and ensuring transparency and accountability these are initiating using growing industrial sectors increasing access to infrastructure and social services particularly education and health services.

2.10. Good Governance with In the Education System

In recent years, the discussions regarding the relationship between good governance and education have attracted interest from researchers (Amanchukwu, 2011; USAID, 2003). Here, most of the discourse regarding good governance was based on the future plans of nations (USAID, 2003). This included political development through the basic challenges and values of good governance.

Amanchukwu (2011) & USAID (2003) argue that good governance is different to other theories of governance, because it provides the constitutional and legal framework that supports education for all. This was also supported by Education for All (2003) which is committed to assisting about 106 countries, including the Republic of Ireland, Russia, Philippines, South Africa, Romania Ukraine and Ethiopia to provide a framework that supports education for all and promotes access to quality basic education(USAID, 2003; Bray, 1999).The aforementioned countries have constitutional documents that mandate them to provide the best quality of basic education and further education to their communities (Bray, 1999).

In addition (Rugh & Bostert, 1998) study was argues that school good governance requires standards of accountability and transparency for the delivery of public services, such as basic education (USAID, 2003; Mundy & Murphy, 2001). However, good governance practice also encourages the development of civil society partnerships for the

purpose of policy dialogue and service delivery; and such partnerships have made meaningful contributions to strengthening basic education access and quality (USAID, 2003; Amanchukwu, 2011; Bray, 1999)

2.11. Effective Leadership and School Good governance

The significance of leadership to governance is paramount. Leaders play an important role in school governance (DfES, 2006). They provide ‘direction’ for governance by fostering a ‘shared understanding and clarity around roles. All things rise and fall on leadership because leadership effectiveness is a steering that drives organization to heights of development and productivity by the application of good governance. According to Sindane (2011), the two are closely linked, that is, effective leadership includes adaptive response to the non-routine as well as strategic challenges faced by society and government institutions whereas good governance has to do with accountability and transparency. As noted by Soludo (2007), while governance is the traditions and institutions by which authority is exercised, leadership is the act of exercising that authority.

The nexus of leadership and good governance is the reason for the assertion by Othman & Rahman (2014) that governance is about effective leadership. According to them, the connection of leadership with governance is seen in efficiency, probity, responsibility, transparency and accountability. Supporting the nexus of leadership and good governance, Soludo (2007) argues that governance and leadership are so intricately related that one circumscribes the other.

The effective leadership the most important in school good governance current situation shows that without effective leadership and good governance at all levels in private, public and civil organizations, it is arguably virtually impossible to achieve and to sustain effective administration, to achieve goals, to sustain quality and deliver first-rate services. Effective leadership and Good Governance are two sides of the same coin. The two has many elements in common.

Without an effective leadership we may not ensure Good Governance in school totally. Leadership can be understood as the act of setting or clarifying goals for a group, and mobilizing the energies of members of that group to pursue those goals (Keohane, 2010). It is about influencing others to achieve goals. Good governance entails creating an environment that is inclusive, sensitive and responsive to the needs of the people and effec-

tive to the many challenges it encounters. Leadership is fundamental if good governance is to be achieved and development and progress is to be maintained in any country (Nicholas Omoregbe *et.al*, 2016).

Leadership is about making people happy through experiencing good governance and ensuring that the right people get the right job with good processes and leadership being accountable to the people (Matshabaphala, 2015). In order to realize the goals of good governance, it is imperative that leadership exhibits qualities and skills to anticipate and be responsible to the needs and development challenges. The existence of good leadership attributes is an important factor in creating good governance (Irawanto *et.al*, 2016).

Thus, the focus of this paper is to assess effective leadership in realizing the goals, promoting and implication for school good governance faced by School Governing Bodies (SGBs) in terms of exercising nine principles (UNDP, 1997).

1. Participation

Participation implies that all members of society have a voice or are in a position to influence decision making and governance (UNDP, 1997). Participation is the foundation of good governance because it ensures inclusion of all members. Good governance can be realized only if the leader is open to share ideas. An effective leadership is actively involved at all levels of governance and encourages all members to effectively participate to build communication, cooperation and to find solutions to problems. Participation can be possible if the leader is open. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand. This can be fruitful if and only if the leader is ready to be open to share new ideas.

2. Accountability

Accountability is a concept in ethics and governance with several meanings. It is another important quality for an effective leadership and often used synonymously with such concepts as responsibility, answer-ability, blameworthiness, liability and other terms associated with the expectation of account-giving. As an aspect of governance, it has been central to discussions related to problems in the public sector, non-profits and private (corporate) worlds. In leadership roles, accountability is the acknowledgement and as-

sumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report explain and be answerable for resulting consequences.

Through accountability, a leader fosters trust. Accountability can be manifested by taking risks for both success and failure of an organization. Accountability is not something blaming others for failure. Rather it is taking part in every process or journey to reach at best the destination by learning from the current events be it good or bad. It is a true leader that acts in this by taking a risk.

3. Openness/Integrity

Openness is the other essential quality of an effective leader. Openness as a leadership quality has many things in it. The first is openness to accept change or new idea. Since change is an undeniable part of life, the leader has to be ready to accept this. The reality is that life stops when change stops. A key part of leadership is recognizing and adapting to change, and making choices about how change happens when you need to Change is feared by most people, so it is understandable that they resist it.

Our ability to choose the direction of change and to recognize the opportunities that present themselves when uninvited change occurs is enhanced by our self-awareness. It results in an openness to change that is the second key to what makes a good leader. When we become open to change we could get to choose the kind of change that happens and how it will work for us and our organization. Openness, among others, consist integrity in it. Through openness, we build our personal integrity which implies that our strong internal guiding principles that one does not compromise.

4. Responsiveness

The relationship between leadership and members is an important requisite of good governance. Good governance envisages that personnel, institutions and process must serve and be responsive to members within the timeframe provided (UNDP, 1997). Towards this an effective leadership experiment, delegates, empower and focus on problem solving. Effective leadership proactively generates solutions, ensures greater inclusiveness and is responsive to popular demands to achieve good governance.

5. Transparency

This concept is built on the free flow of information. Processes, institutions and information should be directly accessible to those concerned, and enough information should be provided to render them understandable and monitor able (UNDP, 1997). The key to transparency is giving others in the organization the information and the ability to influence by offering ideas and demonstrating responsibility. Good governance envisages transparency in decision making, implementation and easy availability of relevant information. An effective leadership is proactive in sharing about the values, vision, approach and future. Transparency aids in efficiency, builds trust, foster teamwork which are essential for leadership to bring about good governance.

6. Rule of Law

Rule of law is an important ingredient of good governance. It refers to established legal framework that ‘should be fair and enforced impartially, particularly the laws on human rights’ (UNDP, 1997). Human association cannot progress much without the presence leadership and rule of law. In the governance process there should be well defined set of laws that binds all. Good governance entails fairness, equality before law, respect for human rights, life and personal properties, just and equitable treatment for all. An effective leadership applies laws equally to all concern – the ruled and the rulers, equal protection of laws and human rights as well as equal punishment under law.

7. Equity and inclusiveness

Equity and inclusiveness is one of the important principles in ensuring Good Governance. In the absence of a leadership that encourages openness, participation, transparency we may not envisage equity and inclusiveness. A society’s well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being. This can be achieved only if the leader gives such opportunity; otherwise, the society, particularly, those vulnerable have no chance to reflect their interest.

8. Effectiveness and efficiency

Processes and institutions should produce results that meet needs while making the best use of resources (UNDP, 1997). The goal of good governance is to provide economical, efficient and effective services to all stakeholders. Leadership is responsible in providing a systematic path to achieve the goals. The change in the world environment and its increasing complexities require an effective leadership with a foresight to see that the process and institutions produce results that meet needs and is sustainable while optimizing on the scarce resources. In generally Efficient is (most resources contribute to production) and Effective (sustainable progress toward organizational goals). An effective leadership has the ability to accomplish goals efficiently and effectively.

9. Strategic vision

It involves developing concrete vision and implementing that vision to success. Leaders and the all school members should have a Leadership and Good Governance broad and long-term perspective on good governance and human development, together with a sense of what is needed for such development (UNDP, 1997). Good governance requires effective leadership with strategic vision, purpose, direction and the ability to inspire and lead with the implicit understanding of possibilities and constraints that are inherent in the cultural history of population.

Effective leadership keep organizations focused, make tough decisions and execute strategy always aiming for clearly defined outcomes and performances. An effective leadership distributes responsibility, is transparent, create channels for innovative thinking, tap on experiences and explore ways of fostering more strategic environment through understanding the historical, social and cultural complexities in order to achieve the goals of good governance. Effective leadership with the ability to be responsive, effective and efficient, inclusive and build consensus, set strategic vision, accept responsibility and accountability, promote rule of law and integrity, allow free flow of information and effective participation, unites people in shared objectives, delivering trust and values and is capable of steering towards good governance.

2.12. Empirical Literature

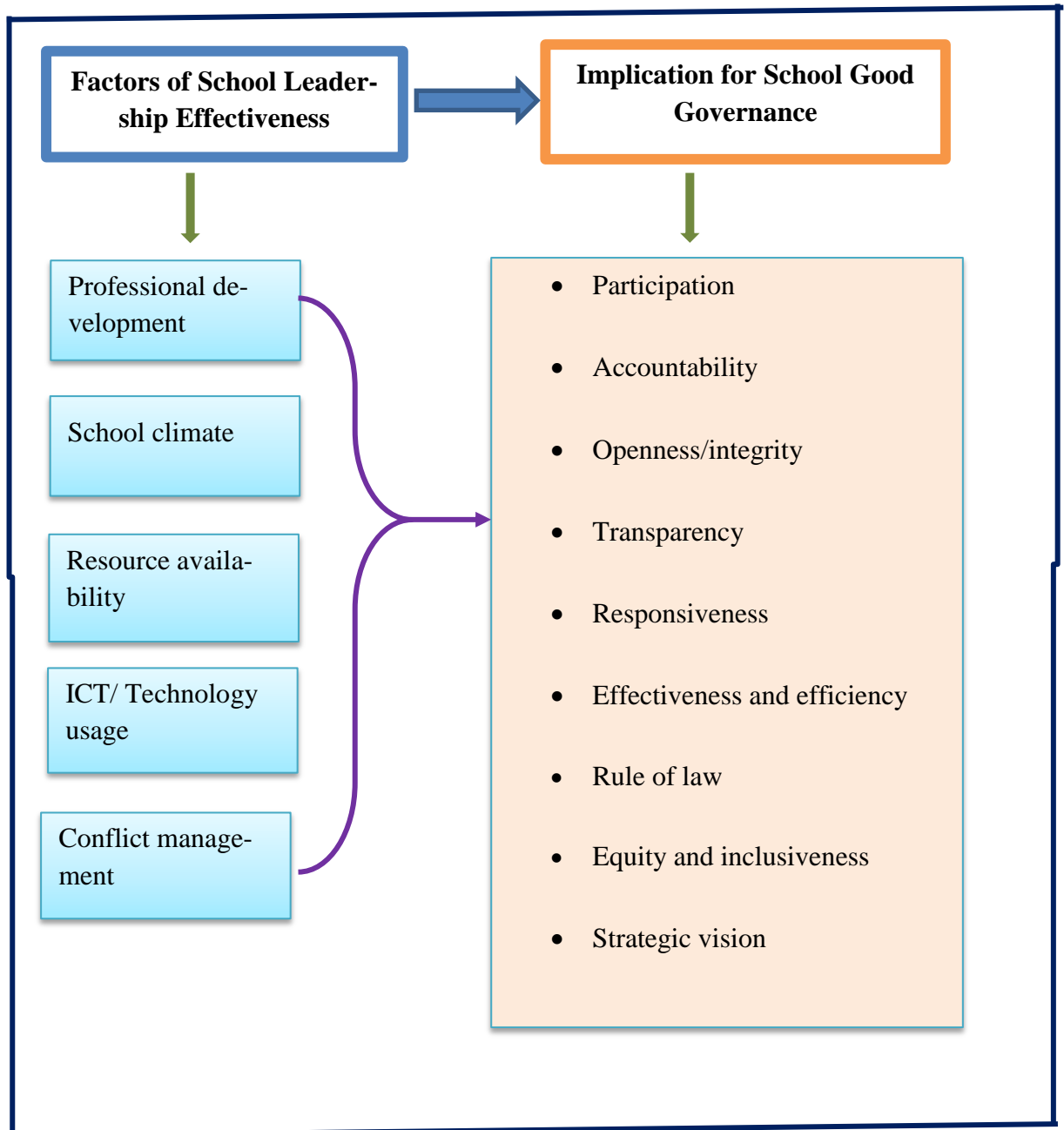
In this section different authors' and researchers' ideas and recommendations regarding the related topic of factors affecting school leadership effectiveness would be analyzed and presented, as the main aim of this study is to assess factors affecting school leadership effectiveness and implication for school Good Governance of JDSS. Even though Ethiopia has a long history with school leadership starting from the 1930's-1940s, the effectiveness of school leadership in the secondary school is challenged because of the factors that hold back the development of school leadership in the country.

The school leaders have long recognized that issues of school effectiveness represent enduring and fundamental challenges to their practice (DiPaola & Hoy, 2005). Hence, a number of researchers have provided studies regarding the effectiveness of school leadership in the schools with specific emphasis on the factor of school culture, school leadership competence, and availability of resources, conflict management, and usage of technology/ICT. These reviews from other researchers have been included in the literature.

2.13. Conceptual Framework

As a general approach, this study first develops a conceptual framework that helps define the key observable factors affect school leadership effectiveness and its implication for Good Governance. The researcher identified five factors affecting SLE. These are:- professional development, school culture, resources availability, conflict management and use of technology or ICT and effective school leadership and implication for Good Governance pillars in School such as:- participation, Transparency, Accountability, Openness/integrity, Responsiveness, Effectiveness and efficiency, Rule of law ,Equity and inclusiveness and Strategic vision. These have been chosen to see the effectiveness of school leadership in Secondary School Jida Woreda, North Shoa, Oromia region, because a peculiar effective school leader would have a potential influence on the success and failure of schools and provides a clear picture for objective formulation. Moreover, without favorable working condition; realization of school outcomes as well as potential future improvements cannot be considered.

The Conceptual Framework of the study



Source: Compiled by Author (2020)

Figure 2.1: The Conceptual Framework

2.14. Research Gap

This literature review chapter is argued five possible related with the factors affecting effectiveness of SL. These are professional development, school culture, resources availability, conflict management the use of technology or ICT, Effective SL and implication for School Good Governance in line with participation, Transparency, Accountability, Openness/integrity, Responsiveness, Effectiveness and efficiency, Rule of law ,Equity and inclusiveness and Strategic vision which is the indicator to promoting school good governance can add value to lead the schools, and improve the department and institutional performance. According to the literature review, the researcher suggested the following gaps in the literature:

- Most of the previous studies used either quantitative or qualitative research approach. In addition to this researcher those used mixed approach gather their data from school leaders only and not cross check with other teachers' perception about effectiveness of school leadership and implication for good governance.
- There is a limitation on research conducted concerning the factor affect SL effectiveness and implication for school good governance. Some researchers advocated further research and the need for a more comprehensive study on the issue of SL effectiveness and implications for good governance in secondary school.
- As per the knowledge of the researcher the issue of school leadership in the district level secondary school could not get attention as expected. The limited studies conducted on Ethiopian perspective focused more on public sectors and higher education institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the methodology of the study in which the description of the study area, research design, and sample size, sampling techniques, instruments of data collection and methods of data analysis discussed which enabled the researcher to address the set objectives.

3.2. Description of the Study Area

The study location is Jida woreda which is one of the woreda among the fourteen woredas in north shewa zone in the Oromia Regional state of Ethiopia. It is the nearest to Amhara Region the by north and bordered north west by Wuchale, on the north east by Abichuna Gne'a, the east by Kembibit and on the south by Berek and Aleltu, on west by Finfine special zone Chanco Woreda according to relative geographical location representation. Jida Woreda town is about 72Km from capital city of North shoa zone Fichte and, which 78km far away from Addis Ababa (Finfine) town, is the capital city of Ethiopia. According to the CSA (2007), the total population of Woreda Jida is around 53,763, of whom 26,953 are men and 26,806 are women respectively; none of its population is urban dweller. The majority of the inhabitants said they practiced Ethiopian Orthodox Christianity, with 97.58% of the population reporting they practiced that belief, and 1.6% was Muslim. Jida Woreda Education Office (JWEO) have contains about 29 primary school and 2(two) secondary school for total coverage of quality education for all at woreda level. From this eight total of number first cycle (1-4) and 21 second cycle (5-8) of primary school, two secondary schools (9-12) and one Technical and Vocational Education Training are the instructional activities in the woreda. The total number of students in this year 2012 E.C is 9235 with male 5400 and female 3835 and, 25 male and 4 female, 29 total number of primary school leader. Total number of primary school vice director 12, of whom are 10 male and 2 are female. Total numbers of primary school teacher 392, of who are 215 male and 177 are female, due to shortage time, the distance apart between schools; this study concerned two secondary schools only.

Location Map of the study Area

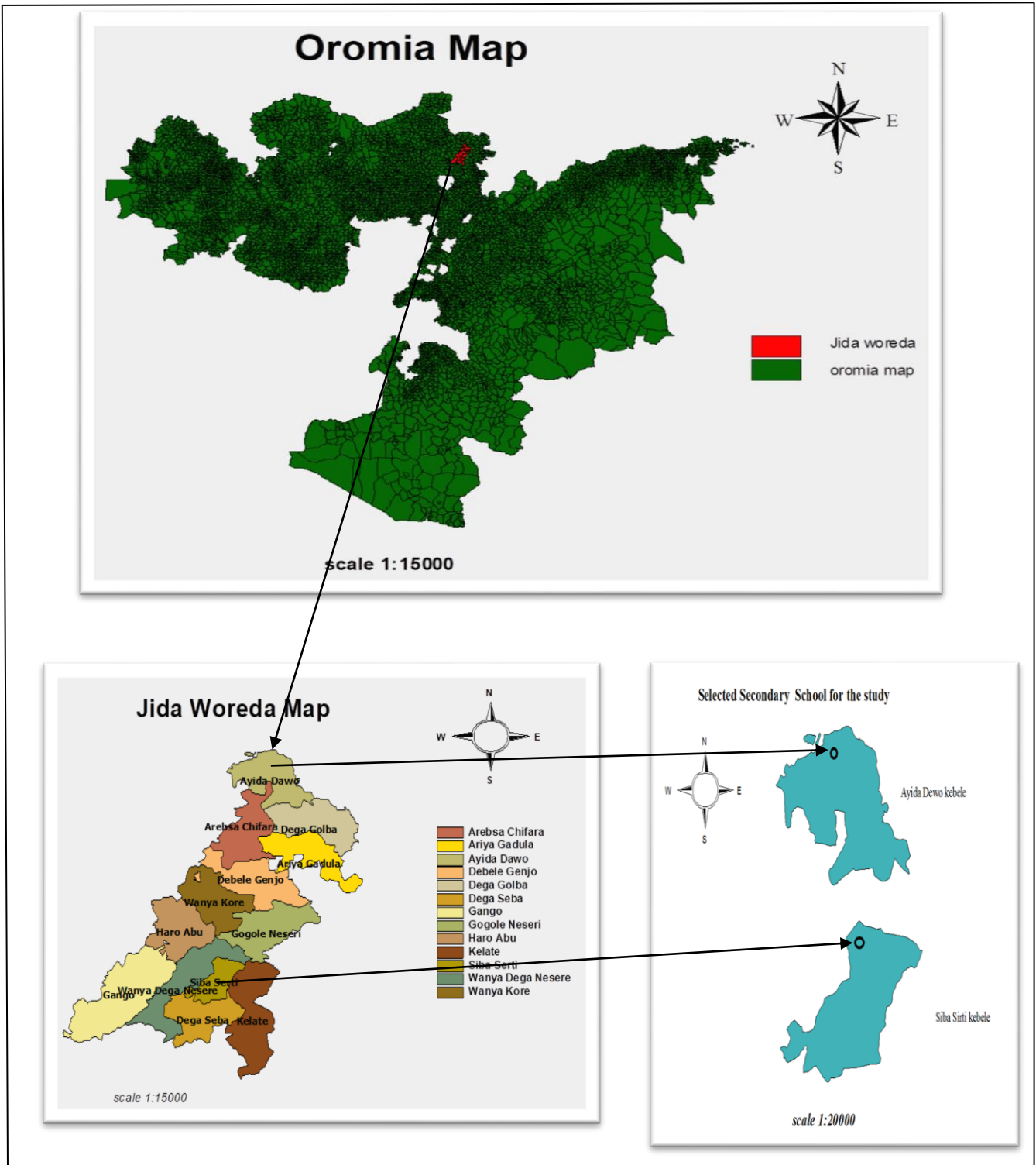


Figure 3.1: Map of the study area.

Source: Developed by the researcher using Arc GIS

3.3. Research Design

The researcher employed descriptive research due to the fact that it describes the assessment of factors affecting school leadership effectiveness and implication for good governance in Jida woreda, Oromia region. In addition, the descriptive research method is advantageous to relevant to collect details of data from many respondents, it describes what the reality or what actually exists within a situation such as current practices, progresses and situations of different aspects of the research, it is widely used in social science streams (Bryman,2012). It also deals with the presentation of numerical facts or data in either tables or graphs form, and with the methodology of analyzing the data and provides simple summaries about the sample, ideas from interview, questionnaires and FGD by employing quantitative and qualitative approaches to produce the descriptive data (Kumar, 2011).

3.4. Research Approaches

The researcher employed both qualitative and quantitative research approaches in order to assess the question related to the study question to full fill the study objectives. As Kumar (2011) stated that qualitative and quantitative approaches are used to produce better research quality by eliminating the biases inherent to either quantitative or qualitative methods alone. The qualitative approach explores attitudes, behavior, and experiences through methods such as in-depth interview, open-ended question and document review. It attempts to get an in-depth opinion from participants. While, the quantitative approach generates statistical data through the use of large- scale survey research using methods such as closed-ended questionnaires (Kothari, 2004). To sum up, in order to achieve the research questions stated, considering the comparative advantage among the approach the researcher was used both approaches in collecting and analyzing the data (Mbwambo, 2011).

3.5. Data type and Source

For this study, the researcher used both qualitative and quantitative data type. In line with this, open and close-ended questionnaire, focus group discussion and the interview would be used in order to capture relevant information from the targeted respondents. On the other hand, with regard to the data sources, both primary and secondary sources were used for this study.

Primary Source of Data

Primary data collected from secondary school teachers through closed and open-ended questionnaires. In addition to the questionnaire, in-depth interview was conducted with school principal, vice principal, supervisor, unit leader, woreda education office leader and experts and focus group discussion with, school committee and school board were conducted.

Secondary Source of Data

The secondary data gathered from the documentation like education curriculum, education office and schools report, regulations, and related directives and related websites from where title related secondary sources was been used.

3.6. Sampling Design

3.6.1. The population of the Study

The study population consists of school teachers, unit leader, school principal, vice principal, supervisor, woreda education office leader and experts, school committee (PTA) and school board were used. During the research study, identifying the entire population universe is the main and the first duty before going to the research activities. Here is that the study was conducted in North Shewa zone, Jida Woreda in secondary school, which was selected purposively and the population of the secondary school teachers was first identified as a total population or universe prior to the study with different data collection methods.

3.6.2. Sampling Frame

In this study, the sampling frame is the complete list of the total population of teachers in secondary school. There are around 76 teachers in two secondary school, 2 principal, one supervisor and 2 vice director, 4 unit leaders, 20 woreda education office expert, 16 school board members and 14 PTA committee.

Table 3.1- Sample frame

No	Population Type	Number of target population
1	School leaders/principal	2
2	Vice school principal	2
3	WEB experts and leader	20
4	Supervisor	1
5	Teacher	76
6	Unit leader	4
7	School committee/PTA	14
8	School board	16
	Total	135

Source: Designed by the researcher, 2020

3.6.3. Sampling Unit

The sampling unit of the study determined by using only two selected secondary school. The researcher selected each school from the rest of it used purposive sampling technique. During the selection of this school, attention was given in order to get a good representation of the others to get the intended objectives.

Table3.2. Sample Size

No	Population Type	Number of target population	Sample size
1	School leaders/principal	2	2
2	Vice school principal	2	2
3	WEB experts and leader	20	5
4	Supervisor	1	1
5	Teacher	76	76
6	Unit leader	4	2
7	School committee/PTA	14	7
8	School board	16	8
	Total	135	103

Source: Designed by the researcher, 2020

3.6.4. Sampling Techniques

According to Kothari (2004) using appropriate data collection techniques is to help researchers to combine the strengths and adjust some of the inadequacies of any source of data to minimize the risk of irrelevant conclusion. For this reason, non-probability sampling techniques and census method were used for this study. Census survey method used for secondary school teachers for surveys questionnaire since the number of teachers were less than one hundred and for more reliability and accuracy of the study, the whole or 100% population of teachers is covered for information. From non-probability sampling technique, purposive sampling used for select woreda education office expert and leader, school principal, supervisor, vice school principal, and Unit leader for interview and PTA and School board for FGD.

3.6.5. Sampling Procedure

In order to minimize error that comes from sampling, the study was going through all the necessary steps of sampling design. First, identify the population from which the samples drawn would be under taken. Second, the sample frame is determined. Then, from the sample frame, the proper size of the sample, which can represent the population, was determined. Once the sample size was determined, the researcher clearly stated the procedure of selecting a participant in the study area.

3.6.6. Sample Size

Sampling is the process of selecting some element from the entire population. The target population for this study was the study secondary school teachers, principals, vice principals, unit leader, woreda office expert and leader, supervisors, PTA and school board who are subject to objective of the study set. This study used census survey to used 76 from the target population of 76 secondary school teachers and purposive sampling used to select 5 woreda's education office employees from the total population of 20, 2 principals from the total population of 2, 2 unit leader from total population 4, 2 principals from the total population of 2, two vice director, supervisor and 7 school committee / PTA from 14 PTA and 8 school board from total 16 for the study.

3.7. Methods of Data Collection

For this study the following data collection instruments was employed: the both open and closed ended questionnaires were used in order to gather information from two secondary school selected respondents regarding to the effectiveness of school leadership and implication for good governance in secondary school. In addition to questionnaires, the interview and focus group discussion (FGD) were used for collecting information from teachers, school principal, supervisor, vice principal Woreda Office experts and leader, School Committee and School Board. On the other hand, the researcher was used the questionnaires, interview and FGD would be administered by the researcher himself. Thus, the data gathering tools for the purpose of this study were document review, questionnaires, the interview and FGD.

3.7.1 Questionnaire

Questionnaire is used commonly to gather data for descriptive study. In line with this approach, Koul (2008) stated the researcher preferred questionnaires as the main data gathering instruments widely used. Questionnaires are very helpful to gather wide range of data from the participants. Therefore, for the purpose of this study, open and close ended questionnaires were prepared and administered to the teachers' participants.

3.7.2 Interview

Semi-structured interview employed to obtain qualitative data from the respondents. The interview was conducted with purposively selected respondents. The interview carried out by arranging convenient time for the through discussion. The interview incorporates questions whose content was almost similar with that of the questionnaire to increase the reliability of the findings.

3.7.3 Focus Group Discussion

Focus group discussion is very useful to gather data from the participants according to their organized group members and it is a set individual with similar characteristics discuss on a topic/issue through sharing experience. FGD provides different kinds of information than can be generated from individual and group. Therefore, purposively selected respondents were directed with, 7 schools committee (PTA), and 8 school boards were selected for focus group discussion from each two secondary school in this study.

3.8. Validity and Reliability Test

The major data collection instruments employed in this research project were questionnaire and interview, which were checked for validity and reliability in the discussion. Questionnaires were first tested with selected sample respondents at preliminary fieldwork. Particularly there liability check was held on the pilot test for 10 questionnaires. An improvement on the contents of the questionnaires was made after the pilot test and discussion with selected respondents and adviser. So that appropriate adjustment was made. And the selected respondents for the pilot test were not included in the final study as the sources of the data.

Finally, the reliability of the items was calculated using the Crombach alpha formula. The 10 copies of questionnaire were examined using SPSS for each variable separately. This shows that the instrument's Cronbach measurement is reliable and data collected for this research considered internally stable, consistent, and acceptable for data analysis. As discussed by Nunnally (1979), the Cronbach's Alpha value above or approaching 0.700 indicates that the instrument is reliable, acceptable for further analysis. Hence, the reliability for each item is followed the ranges provided.

Table 3.3- Results of reliability test

S/N	Q. Category	Cronbach's Alpha result	No of items
1	Q. related to factors affects school leadership effectiveness	0.808	1
2	Q. related to how each factors affect SLE	0.746	29
3	Q. related to effective SL and implication for school good governance	0.820	2

Source: survey data, 2020 SPSS output

3.9. Data Analysis methods

After collecting the data, the researcher examined both qualitative and quantitative data. Data from interview, open ended question and focus group discussion was analyzed by using narrative methods. Information obtained open ended question would be broken down into smallest meaningful units based on time, logical order and sequences of ideas. This enabled the researcher to ascertain values, perception and attitude of the respondents (Bernard, 1994).

The quantitative procedure was involved by obtaining the findings through close ended questionnaires and process via statistical package. Before processing the responses, data preparation was carried out on the completed questionnaires through editing, coding, transcribing (entering), and cleaning the data. Data was edited, coded, classified and tabulated with a view of reducing it to manageable proportions. Then descriptive statistics such as: percentage, frequency mean and standard deviation of the variables would be used. SPSS computer software was used to analyze and describing data by using statistical tools, like bar chart, pie chart and table and to interpret the descriptive results based on frequencies, percentage, mean and standard deviation.

Moreover, for the survey instrument selected which is a Likert scale questionnaire model, the researcher used ordinal (ranked) type of categorical data. In this aspect, the data collected using a questionnaire converted to represent the variables in the hypothesis.

Typically, Likert scale items are combined into a single composite score or variable during the data analysis process (Kothari, 2004; Boone Jr & Boone, 2012).

This is through taking the mean values of the item responses for construct ideas. Mean values were chosen because item responses that ranged from “strongly agree to “strongly disagree” generate ordinal data (Johnson & Albert, 2006).

Besides, as it is recommended that the scale should reflect increasing levels of an attitude or trait of the respondents. To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by $(5 - 1 = 4)$ then divided by five as it is the greatest value of the scale i.e. $4 \div 5 = 0.80$ (Mohammed, 2016). The verbal description is to be converted into interval of means of equal difference (0.80 in case of 5-point scale) in order to provide interpretations for the weighted mean value (Pimentel, 2010). For further details, number one which is the least value in the scale was added in order to identify the maximum of this cell; therefore, the descriptions of variables with a given intervals are summarized in the table as follow:

Table 3.4- Summary Description of Variables with their Interval

Likert Scale	Descriptions	Intervals
1	Strongly Agree	1.00 – 1.80
2	Agree	1.80 – 2.60
3	Neutral	2.60 – 3.40
4	Disagree	3.40 – 4.20
5	Strongly Disagree	4.20 – 5.00

Source: Mohammed, 2016.

In addition, the standard deviation results of less than 1.00 and greater than 1.00 indicated that the perceptions of respondents were close to one another and vary each other respectively (Shewhart & Wilks, 2004).

After the quantitative data were collected and edited it was entered into SPSS software, and a test for reliability analysis had made.

3.10. Methods of Data Presentation

The collected data were clearly presented using tables which in turn expressed in the form of frequency, percentage, mean and standard deviation. Then descriptive analysis methods and to some extent explanatory methods was applied to interpret and analyze the organized data. This is the transformation of the processed data to look for patterns and relationship between and data groups by using descriptive analysis.

3.11. Ethical Issues

Marczyk & DeMatte (2005) identified four main ethical issues that need to be addressed in the process of undertaking research. These are protection from harm, informed consent, right to privacy, and honesty with professional colleagues. Accordingly, the researcher was tried to not to expose participants from any physical or psychological harm, requests their consent and could participate only on a voluntary basis and respects the participants right to privacy ,Final Reports of the findings completed fast and honestly.

In order to keep the confidentiality of the data that was given by respondents; the respondents were not required to write their name and assured that their responses were treated in strict confidentiality. The purposes of the study were disclosed in the introductory part of the questionnaire. Furthermore, the researcher attempted its best to avoid misleading or deceptive statements in the questionnaire. Lastly, the questionnaires are distributed only to voluntary participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the analysis of data collected using different methods. The raw data was collected through the selected techniques in light of the objectives of the study. The raw data gathered were coded, tallied, tabulated and organized in relation to the types of research questions and nature of data collected. Then the classified data were configured into frequency, percentage, tables, and figures to make it more understandable. Accordingly, the response rate and demographic data of the respondents were discussed at the beginning of this chapter and followed by findings that consists the factor affecting school leadership effectiveness and implication for good governance; and lastly the conclusion and recommendation of findings are presented.

4.2. Response Rate

The respondents were divided into teachers, principals and vice principals, supervisors, the woreda education office experts, unit leader, PTA and school board that were treated using questionnaires, interviews and FGD. The total questionnaires being distributed for those teachers were 76, with interview guides prepared for 12 key informants, FGD with 15 key informants and generally, 103 respondents were involved. Out of the total questionnaires distributed for teachers, 74 were filled and returned the questionnaire with their response on time. The remaining 2 respondents did not fill and return the questionnaires. Thus, the overall response rate was 97.3 %. Therefore, data were analyzed based on the data collected using questionnaires from respondents. In addition, the interview was conducted with 10 individuals interviewed successfully on time of schedule and 2 individual was missed.

Table 4.1. Questionnaire Distributed and Returned.

No	Respondents	Distributed questionnaire	Returned questionnaire	Percentage of returned questionnaire
1	Secondary school teachers	76	74	97.3 %

Source: survey data, 2020

4.3. Demographic Characteristics of Respondents'

This section presents information about the demographic characteristics of the respondents by combining their Gender, Age, field of specialization, Education Level and work Experience, which has been seen in table 4.2

Table 4.2: Demographic Characteristics of Respondents

S/N	Characteristics Sample School		Teachers	
			Frequency	Percent (%)
1	Sex	Male	50	67.6
		Female	24	32.4
		Total	74	100
2	Age	21-30 years	22	29.7
		31-40 years	40	54.0
		41-50 years	12	16.2
		Total	74	100
3	Education level	Diploma	6	8.1
		BA/BSC/BED Degree	66	89.2
		MA/MSc	2	2.7
		Total	74	100
4	Field of specialization/Qualification	Social science	30	40.5
		Natural science	44	59.5
		Total	74	100
5	Work Experience	5 years and below	26	34.2
		6-10 years	18	26.3
		11-15 years	10	13.1
		16 years and above	-	-
		Total	74	100

As Table 4.2 shows, the gender of respondents indicates that 67.6 % of teachers were males and 32.4 % of teachers were females. This indicates the majority of secondary schools teachers are males. This implied that the participation of females in teaching area still low compare with to education policy plan. Regarding the age distribution in the above table 4.2, 29.7 % of teachers were between 21-30 years old, 54.0 % of teachers were between 31 and 40 years, whereas the remaining 16.2 % of teachers were 41-50 years old. This imply due to their long years of services in their previous positions as teachers. Regarding the educational level of teachers respondents, the data revealed that about 8.1% were diploma holders, 89.2% were bachelor degree holders and 2.7 % were master's holders. This result show that secondary schools are achieving below the standard of education policy in the level of education of teachers.

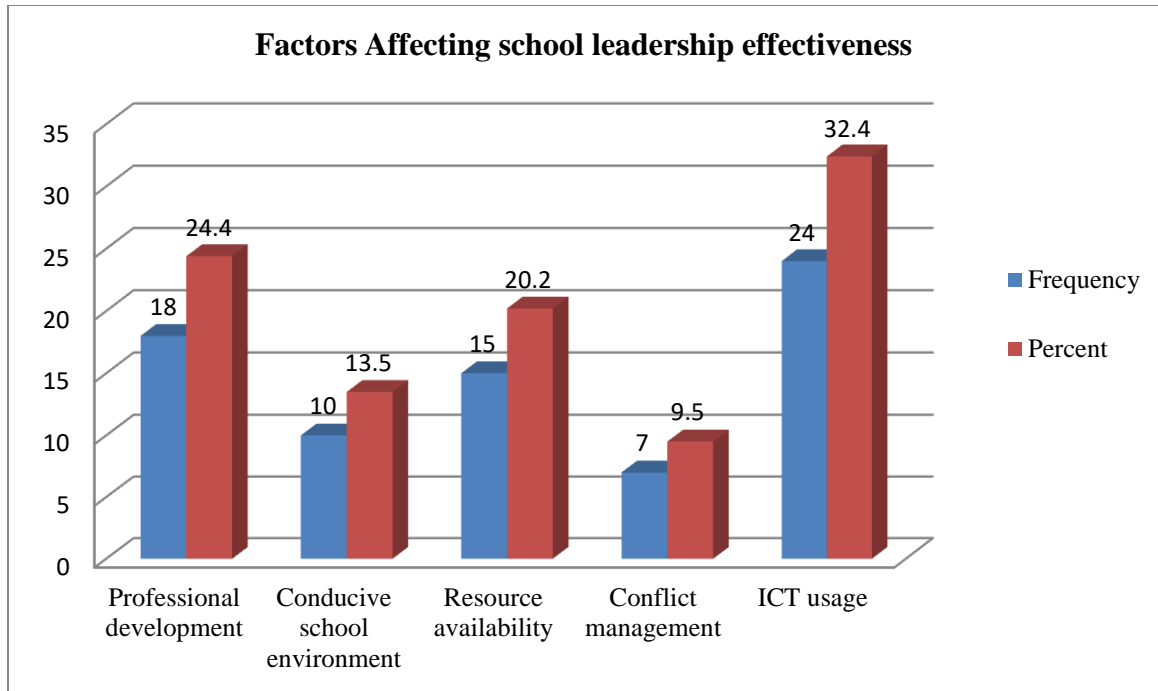
On the other hand, according to data obtained from interviewed result indicate that all of the principal's and considerable number of vice principal are not satisfy the standard set by MOE (2011) which requires at least MA Degree for Vice principals, principals and supervisor. Thus, it would be possible to assume the placement of these principals and Vice principals was on proper educational background. Thus, interviewed data shows that, majority of schools are not headed by professional principals or they were not graduate of Educational Planning and Management. This result agrees with the finding of Mc Ewen (2003) that stated the key element in school leaderships is the principals and without well qualified principal, the goal of achieving high standard of educational plans will be threatened. Regarding to work experiences of teachers respondents about 34.2% of teachers were served 1 to 5 years in teaching experiences, 26.7% of teachers replied as they were served for 6 to 10 years in teaching experiences and the remaining 13.1% served for 11 to 15 years in teaching experience. This result implied that the majority of the secondary school teachers have served for 1 to 5 years in teaching experiences with first degree qualification according to MOE standard. In addition, work experience regarding to principal, vice principals and supervisors data obtained from interviewed shows that the entire principal's and considerable number of vice principal have no more leading experiences and qualification in school with high standard of educational plan and management in secondary school.

4.4. The Factors affecting School Leadership Effectiveness in Study area

From chapter two discussions there are factors affecting school leadership effectiveness in secondary schools of study area that is professional development, school culture, availability of resources, conflict management, and technology or ICT usage was discussed hereunder. To observe the level of factors that affect school leadership effectiveness frequency and percentage were used. Open-ended items and semi-structured interviews were used to triangulate the close-ended questionnaires.

Accordingly, the factors affect school leadership effectiveness in school of study area was examined by administering teachers' questionnaires and engaging interview with purposively selected respondents of the study area. Thus, as Figure 4.1 below illustrated regarding the factors that affect school leadership effectiveness occur in study area the majority of surveyed about 24 (32.4)% of respondents were replied 'ICT /technology usage,' respondents,18(24.4%) were replied as 'professional development, 15(20.2%) of respondents were replied as 'school resource availability, whereas the other 10(13.5)% of respondents were said 'making conducive school environment'' and about 7 (9.5)% of respondents were replied as, the rest and the smallest in number "school conflict management".

Thus, from this result one can understand that ICT usage, professional development and resource availability of school are most factors affecting leadership effectiveness in the study area and followed by school culture. This finding is supported by the finding of Bogale (2014) & Gemechu (2015) that stated as ICT usage, the professional skill development, and resource availability were the critical determinant in improving the process of teaching-learning process, creating conducive environment and leading of school, even though it has not been implemented fully as it was intended. In addition, the interviewed and FGD participants also explained that the ICT usage, professional development, resource availability, conflict management and creating conducive environment are the most factors affecting school leadership effectiveness in study area.



Source: From survey data, 2020

Figure 4.1: Factors affecting school leadership effectiveness

4.5. Respondents Reflection about how each Factors affecting School Leadership Effectiveness in study area

From chapter two discussions there are factors affecting school leadership effectiveness in secondary schools of study area is professional development, school culture, availability of resources, conflict management, and technology or ICT usage was discussed hereunder. To observe the level of factors that affect school leadership effectiveness frequency, percentage, mean and standard deviation were used. Open-ended items and semi-structured interviews were used to triangulate the close-ended questionnaires. The average mean values for all items were represented by the rating Scale with intervals: Strongly Disagree (4.20- 5.00), Disagree (3.40-4.20), Neutral (2.60-3.40), Agree (1.80-2.60), and Strongly Agree (1.00-1.80). Yet again leaving alone the neutral as exist, (strongly agree and agree), and (strongly disagree and disagree) was summarized in to agree, and disagree rating scale respectively.

4.5.1. Availability and Utility of Technology/ ICT as a Factor to SLE

The school leadership plays an important role in helping shape their teaching staff's beliefs toward a shared vision for the use of high-quality instruction and technology integration in the classroom. Thus, to assess the utility of ICT as factors to school leadership effectiveness six items were administered and organized from respondents by SPSS for more advanced statistical operation and decision making was presented in the table below.

Table 4.3. Technology or ICT Usage as a factor affects SLE

No	Statement	Likert Scale						Number	Mean	Standard Deviation
		Agree		Neutral		Disagree				
		F	%	F	%	F	%			
1.	There are a sufficient number of computers for teachers' and use computer for instructional purposes.	8	10.8	7	9.4	59	79.7	74	3.92	0.643
2.	Students learning have conducted by plasma.	3	4.05	5	6.8	66	89.2	74	4.22	0.45
3.	School-Net Technology has to keep properly and functional in school.	3	4.0	8	10.8	63	85.1	74	4.22	0.484
4.	There are ICT/plasma maintenance and technical support in your school.	2	2.7	6	8.1	66	89.2	74	4.29	0.401
5.	There are enough copies of software and plasma spare parts for instructional purposes.	5	6.7	10	13.5	59	79.7	74	3.88	0.578
6.	The office/sector supports me to introduce myself with new technology, policy or procedures when it is necessary.	4	5.4	16	21.6	55	74.3	74	3.96	0.555
Average Mean									4.08	0.52

Source: Field survey (2020)

As it is shown in Table 4.3 above, the majority of the respondents 59(79.7%) disagreed with the availability of a sufficient number of computers for teachers' and use computer for instructional purpose, 8(10.8%) of them agreed and 7(9.4%) of the respondents were neutral. Regarding issues related to students instruction would have conducted through plasma provided from the ministry of education, almost all respondents 66 (89.2%) responded that disagree with the statement, a very few 5(6.8%) of them were neutral and 3(4.05%) of them were agree.

The Table 4.3 also indicated that almost the majority of respondents 63(85.1) responded disagree with the statement about school-net technology has to keep properly and functional in the school, a very few 8(10.8%) of them were neutral and 3(4.05%) of them agreed. Concerning issues related to ICT/plasma maintenance and technical support in the school, almost all respondents 66 (89.2%) responded that disagree with the statement, a very few 2(2.7%) of them were agree and 6(8.1%) of them were neutral.

The same manner table 4.3 shows that, about the availability of software and plasma spare parts for instructional purposes, a lion share of the respondents 59(79.9%) disagreed, 5(6.7%) of the respondents were replied agree and 10(13.5%) of them were neutral. Lastly, they asked also about the support of sector to access with new technology, policy or procedures, the majority of the respondents 55(74.3%) were responded disagree, 16 (21.6%) of them were neutral.

The result of the average mean value 4.08 revealed that teachers' response rated in the low-level range which required improvement. But the existent of responses variation (0.52) from average mean value is smaller or less than 1.00, which shows the consistency of the response. The result was consistent with the previous study of Kamar (2006) in his book has identified factors hampering effective management of information as unqualified man power, poor data quality, information illiteracy, poor ICT infrastructure, lack of national information policy, and poor remuneration for ICT workers. But, the non-utilization of ICT infrastructure comes from a lack of computers, electronic devices and computer laboratories at secondary schools in a satisfactory manner. Thus, there is a need to computerize secondary schools to have effective ICT utilization in schools.

In addition, according to the interview and FGD result the ICT infrastructure is minimal and not functional and absence for the rest two secondary schools. Yet except for a few teachers, it's difficult for many staff to operate computer applications and lack of internet and Wi-Fi service in all schools under study.

4.5.2. Promoting Professional Skill Development.

As argued in the review literature in chapter two above; well designed and executed staff development should leave an impact on teachers with learning becoming more exciting and significant for students. The staff development program should result in new teaching competencies, broader and deeper, up to date knowledge of the education and leadership skills. To assess the factor five items were administered and organized from respondents by SPSS for more advanced statistical operation and decision making was presented in the table below.

Table 4.4. Professional Skills Development as a factor affects SLE.

No	Description	Likert Scale						Number	Mean	SD
		Agree		Neutral		Disagree				
		F	%	F	%	F	%			
1.	Create awareness in teacher professional development.	14	18.9	13	17.6	47	63.5	74	4.17	0.798
2.	Identify the professional development needs of teachers.	20	27.2	10	13.5	44	59.5	74	3.58	0.875
3.	Enhances a mechanism of experiences sharing among teachers.	27	36.5	13	17.6	34	46.9	74	3.8	0.905
4.	Job training within the school helps me in increasing overall performance.	13	17.6	27	36.5	34	46.9	74	3.88	0.90
5.	Assigns adequate time for teachers' professional development.	27	36.5	13	16.2	34	46.9	74	3.73	0.914
Average Mean									3.83	0.88

Source: Field survey, (2020)

As can be seen from Table 4.4 above first items indicate, respondents were asked about awareness of teachers' professional development in secondary schools. Accordingly, 14(18.9 %) of the respondents were agree with professional skills development awareness is created and used, 13(17.6 %) were neutral about the statement and larger number of the respondents 47(63.5 %) were disagree with awareness about teachers professional development are well informed and created.

As indicated item 2, in the case of teachers professional development needs identified was participatory and helpful for continuous skill development, 20(27.2%) of them were replied it was participatory, 10(13.5%) of the respondents have no idea and 44(59.5%) of the respondents replied it is not participatory.

In the same table above item 3 illustrated, about mechanisms or criteria for professional skill development identified was helpful for teachers experience sharing 27(36.5%) of the respondent agree that it is helpful for sharing their experience. Whereas 13(17.6%) of the respondents have no idea about the issue and the majority of the respondents 34(46.9%) were replied that it is not helpful for sharing their experience.

From the same table item 4, Concerning the issue related to offering teachers the opportunity of job training helps to increase performance based on their subject area, 13(17.6%) of the respondents were agreed, 27(36.5%) of the respondents have no idea and 34(46.9%) of the respondents disagree about the issue and in last items we look at the professional skill development was certain adequate time, 27(36.5%) agree, 13(16.2%) have no idea and 34(46.9%) responded that there was no adequate time fixed for professional skill development.

In line with this, the average mean and standard deviation of teacher's responses indicated that professional skill development had 3.83 and 0.88 respectively. This implies the professional skill development of secondary school staff required improvement with consistent opinion. As indicated in the above table 4.4 professional skill development are well organized and used as well as participatory, more than half of the respondents responded that the professional development was not organized and well implemented.

From the interview question out of 12 respondents, 9 (75%) answered that there was no awareness created regarding professional skill development activities in the schools due

to lack of budget and lack of knowledge from concerned bodies on the issues. This shows that professional skill development was not effectively practiced in the sampled schools. The result is inconsistent with Anbassa (2011) & Abriham (2015) with Addisu (2014) & Bogale (2014) who find that 88.2% of participant agreed limited resource was allocated to teachers' professional development. In line with this school leaders have a gap in promoting staff development specifically in the area of, identifying teachers needs of professional growth, take definite steps to aid teachers professional growth, and groups of staff receive in-service training to create a spirit of cooperative working atmosphere. This implies that school leaders offer less focus of identifying teacher's professional growth, poorly allotted time for teacher's professional growth, and lack of facilitating workshops and in-service training which make school leader's role effective.

4.5.3. School Resource Availability factor affects SLE

The second factor was the school leadership role in school resources mobilization and allocation for the instructional purpose. The allocation of school resources gives an indication of how the school-based activities frequently implemented and realize the appropriateness of instructional materials. The factor also refers to how often the school leadership was certain to allocate personnel, budget and physical resources in support of school instruction. This factor contains seven Likert scale items and was used to rate the degree of availability or scarcity of the educational resources that each school needed had presented below. To assess the factor seven items were administered and organized from respondents by SPSS for more advanced statistical operation and decision making was presented in the table below.

Table 4.5.School resource availability as a factor affecting SLE

No	Statement	Likert Scale						Number	Mean	Standard Deviation
		Agree		Neutral		Disagree				
		F	%	F	%	F	%			
1.	The required school resources are mobilized to run school activities.	9	12.2	14	18.9	51	68.9	74	3.23	0.704
2.	School leadership supervises school operation, construction, and maintenance work as designed.	21	28.4	14	18.9	39	52.7	74	3.18	0.872
3.	The school is assigned for students as set by the standard.	57	77.0	10	13.5	7	9.45	74	3.62	0.635
4.	The school budget is utilized properly as scheduled for the desired purpose.	14	18.9	13	17.6	47	63.5	74	3.67	0.797
5.	Your school equipped with adequate supplementary instructional materials and facilities.	11	14.86	16	21.6	47	63.5	74	3.69	0.749
6.	The School laboratories supplies with the necessary equipment.	10	13.5	7	9.45	57	77.0	74	3.95	0.730
7.	School library delivered by different relevant reference books for the instructional process.	9	12.2	14	18.9	51	68.9	74	3.36	0.716
Average Mean									3.52	0.743

Source: Field survey (2020)

Table 4.5 above indicated that, the required school resources are mobilized to run school activities with wise use of the resource, 9(12.2%) of the respondents agreed, 14(18.9%) were neutral and 51(68.9%) of the respondents were disagree. Similarly, Pertaining to school leadership supervises school operation, construction, and maintenance work as designed, in the same table 4.5 above, 21(28.4%) of them were agree with the idea,

14(18.9%) of them were neutral and 39(52.7%) of them were not agree with the issue. Regarding school budget allocated for students as set by the standard, majority of the respondents 57(77.0%) agreed, 10(13.5%) of them were neutral and a very small number of the 7(9.45%) disagreed about the school budget allocated asset criteria of the region.

Also, respondents were asked about the school budget utilized properly as scheduled for the desired purpose, 14(18.9%) of the respondents were agree with efficient budget implementation in their respective school, 13(17.6%) were neutral and 47(63.5%) were replied that budget implementation was efficient use in the school.

Concerning whether their school equipped with adequate supplementary instructional materials and facilities or not, 11(14.86%) of them were agree their schools had furnished with abundant school materials and facilities, 16(21.6%) of them were responded neutral and 47(63.5%) of them disagreed.

Regarding items which is about the school laboratories supplies with the necessary equipment, 10(13.5%) of the respondents were agree, 7(9.45%) were neutral and the majority of the respondents about 57(77.0%) were replied the school laboratories supplied with training tools is not sufficient. In the same manner, about the school library delivered with different relevant reference books for the instructional process, 9(12.2%) were agree, 14(18.9%) were neutral and most of them 51(68.9%) disagreed.

The result of the average mean value and the standard deviation was 3.52 and 0.743 respectively. This implies the average mean value of school resource mobilization and allocation is low which required improvement. But the extent of dispersion from the mean is less than 1.00 which reveals teachers responses close to each other.

The majority of the respondent also replied to their view that the school leaders inefficiently mobilize and allocate school resources (manpower, materials, and budget). Likewise, there is insufficient laboratory equipment, library materials, and instructional materials. As a reason instruction in the schools gets worse and students often challenging for school leadership for improvement. The mean values of respondents also imply that there are insufficient resources to run school activities and challenges the effectiveness of school leadership performance. To conclude, teacher respondents believed that the avail-

ability of resources had been insufficient and affects the effectiveness of school leadership in the respective school's understudy. Consequently, it would be difficult to expect effective school leadership devoid of adequate instructional materials, absence of laboratory equipment, insufficient library supplies, and unsatisfactory budget allocation and utilization.

In the same manner, from the FGD responses of respondent's views the reason why the school resources were not mobilized and allocated properly is the workload, time constraints and lack of support from administration, and lack of knowledge in project development to generate the school resources. In addition, interview respondents also added that the school asks the district education office expert and leader and P, VP and Supervisors to supply school facilities but still no response.

4.5.4. Creating School culture

Essentially in school, everything began with the relationship among teachers, school leaders, students, communities and other stakeholders for resource allocation, decision making and running of overall activities. Such an environment contributes to effective instruction and genuine communication within and outside the school. To assess the effect of school culture on the effectiveness of school leadership five Likert scale questions were administered for respondents.

Table 4.6.School culture as a factor affecting SLE

No	Statement	Likert Scale						Number	Mean	Standard Deviation
		Agree		Neutral		Disagree				
		F	%	F	%	F	%			
1.	SL Facilitate a supportive atmosphere that helps to encourage teachers, students and parents work as a team.	27	36.5	6	8.1	41	55.4	74	3.13	0.941
2.	Promotes open communication within the school and Create a culture of trust and respect among teachers, students, and parents	26	35.1	14	18.9	34	46.0	74	3.55	0.895
3.	Foster a sense of ownership among students, teachers, and parents	24	32.4	15	20.3	35	47.3	74	3.87	0.887
4.	Build the team through appreciation, rewards, and motivation	19	25.6	13	17.6	42	56.8	74	3.69	0.860
5.	Create a culture of the school to invite parent involvement in decision making.	31	41.89	8	10.8	35	47.3	74	3.48	0.947
Average Mean									3.47	0.906

Source: Field survey (2020)

As the survey result shows in items table 4.6 above, respondents were asked about the school leadership facilitate a supportive atmosphere that helps to encourage teachers, students and parents work as a team. Thus, 27(36.5%) of them replied agree, 6(8.1%) of the respondents have no idea about the issue and more than half of the respondents 41(55.4%) were not agree with school leadership facilitate supportive atmosphere that helps to encourage teachers, students and parents work as a team.

As indicated in item 2 the school leadership create a culture of trust and respect among teachers, students and parents, 26(35.1%) of them were agree, 14(18.9%) of them were neutral and 34(46.0%) of the respondents were disagree about the existence of trust and respect among stakeholders in the schools under study.

With regard to item 3 of the same table 4.6, show that about 24(32.4%) of the respondents were agree about the school leadership promotes open communication within the school community, 15(20.3%) of them were neutral and 35(47.3%) of them disagreed about the issue. regarding item 4 of table 4.6, about the school leaders foster a sense of ownership among students, teachers, and parents, 24(32.4%) were agree, 15(20.3%) were neutral and 35(47.3%) were disagree about the issue. Similarly, concerning the building team through appreciation, rewards, and motivation, 19(25.6%) of the respondents agreed, 13(17.6%) of them were neutral and more than half of the respondents 42(56.8%) disagreed.

At the last point from item 5 of table above, the respondents were asked about the school leadership enhances a culture of collaboration with parents participation in decision making, accordingly, 31(41.89%) agreed, 8(10.8%) were neutral and 35(47.3%) were responded disagree.

In line with the result above table 4.6., teachers responses of average mean value and standard deviation with 3.47 and 0.906 revealed that encourage supportive atmosphere among stakeholders; build a culture of trust and respect among school communities; ensure open communication within the school and foster a sense of school ownership were rated in the range of required improvement and their responses were consistent or closer to each other and creating positive student learning and teaching process.

To see the dominant cases from the above table, more than half of the respondents respond that the school culture was not conducive enough to enhance the stakeholders' relationship and to fill their gap of performances. The respondents also replied that the culture in the school was the absence of teamwork, lack of information exchange and lack of trust and respect to each other that makes a gap in the school performance. According to Wanzare & Da Costa (2001) teachers do not always recognize the school leaders as the leader of the school.

4.5.5. Conflict Management as a Factor affecting SLE

Basically, it is vital to minimize affective conflict at all levels, attain and maintain a moderate amount of substantive conflict and use the appropriate conflict management strategy for diagnosis and intervention of the right problem. To assess conflict management as factors of school leadership six items were presented below.

Table 4.7. Conflict management as a factor affecting SLE

No	Statement	Likert Scale						Number	Mean	Standard Deviation
		Agree		Neutral		Disagree				
		F	%	F	%	F	%			
1.	I mostly heard conflicts that occur between school leaders and stakeholders.	56	75.7	3	4.05	15	20.3	74	2.55	.818
2.	Conflict among school leaders and district education office use problem framing and solving skill effectively	15	20.3	4	5.4	55	74.3	74	1.46	0.808
3.	In the school, school leaders challenging and mediating affective conflict with stakeholders.	16	21.6	2	2.7	56	75.7	74	1.47	0.828
4.	School leadership confronts and resolves problems in a timely manner	10	13.5	3	4.0	61	82.4	74	1.31	0.692
5.	School leader provides a safe and supportive environment	11	14.9	3	4.0	60	81.08	74	1.35	0.734
6.	School leaders exploit Aba Gada as a conflict resolution method among stakeholders.	10	13.5	7	9.45	57	77.2	74	1.48	0.847
	Average Mean								1.60	0.788

Source: Field survey (2020)

As it is depicted in Table 4.7 above, the majority of the respondents 56(75.7%) agreed with the prevalence of conflict between the school leaders and stakeholders, 3(4.05%) of them were neutral and 15(20.3%) of the respondents were disagree. Regarding the school leaders and district education office use problem framing and solving skill to resolve conflict effectively, the majority of the respondents 55(74.3%) disagreed, 15(20.3%) agreed and 4(5.4)% of them were neutral. In the case of school leaders challenging and mediating affective conflict with stakeholders, the majority of the respondents 56(75.7%) responded disagree, 16(21.6%) were replied agree and 2(2.7%) of them were replied as neutral.

Similarly, in the same table 4.7 above, regarding the school leadership confronts and resolves problems in a timely manner, 61(82.4%) of them disagreed, 10(13.5%) were agree and 3(4.0%) of them were replied neutral about the school leaders timely resolution of conflict. Whereas concerning the school leader endeavor of a safe and supportive environment, 60 (81.08%) were replied as disagreed, 11(14.9%) were replied as neutral and 3(4.0%) were replied agreed.

Lastly, regarding school leaders exploit Aba Gada as a conflict resolution method among stakeholders, the majority of the respondents 57(77.2%) of them disagreed, 10(13.5%) of them were neutral and 7(9.45%) of them were agree.

Moreover, the result of the average mean value and the standard deviation was 1.60 and 0.788 respectively. This indicated the responses of respondents rated at a low performance or require improvement. However, the existent of responses deviate from the average mean value is smaller or less than 1.00, which shows the consistency of the response. To stress on the dominant variables above about the management of conflict is underway within and among the external communities, more than half of the respondents responded that it was externalized to PTA and school board as a reason not come to school as scheduled even when called through letter for a solution as wanted.

The major cases of conflict management respondents asked the presence and ways of resolution between schools and wider communities, there were the existence of conflict but absence of timely resolution, lack of participating Aba Gada remains a problem. The rationale for why school leaders mostly relay on school rules and regulations that had not been rendered a permanent cure to the problem.

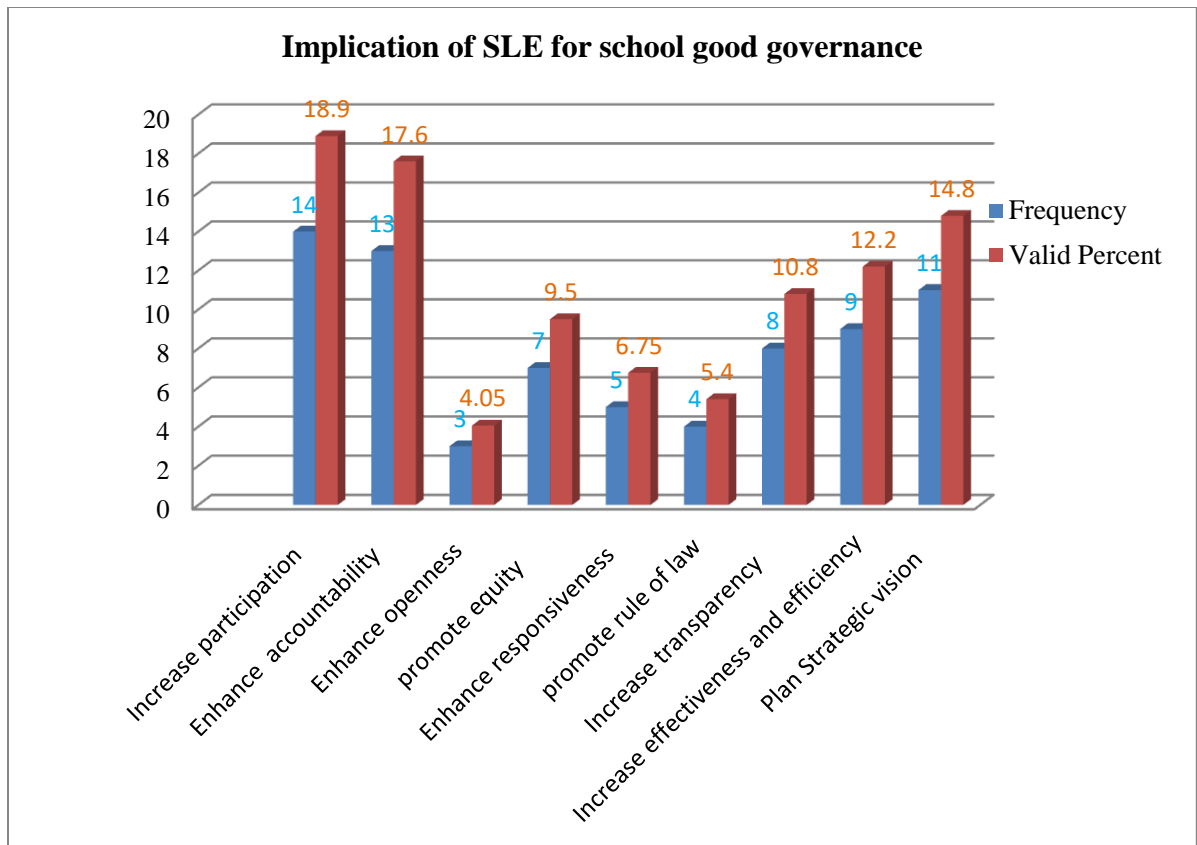
4.6. SLE and Implication for School Good Governance in Study Area

Table 4.8.SLE and implication for school good governance in study area

S.N	Description	Category	Frequency	Valid percent
1	Do you think that the Effective school leadership has Implication for school good governance in study area?	Yes	74	100
		No	–	–
		Total	74	100

Source: From survey data and own computation (2020)

Accordingly, as indicated in Table 4.8, all 100 percent of the all surveyed respondents replied “Yes” to show that effective school leadership has implication for school good governance in study area. But, none of the respondents replied “No” to show that effective School Leadership has no implication for school good governance in study area. From this result, one can understand that without an effective school leadership we may not ensure school Good Governance in study area. This finding is related with (Keohane, 2010) that stated effective Leadership can be understood as the act of setting or clarifying goals for a group, and mobilizing the energies of members of that group to pursue those goals leadership and promoting school good governance . In addition, the findings of Othman & Rahman (2014) stated that the connection of leadership with governance is seen in Effectiveness and efficiency, Equity, strategic vision, responsibility, transparency and accountability.



Source: From survey data, 2020

Figure 4.2: Implication of SLE for school good governance in study area

As figure 4.2 above illustrated that the Majority of respondents about 14(18.9%) of respondents were replied as SLE promoting school good governance by increase participation, 14(18.9%) of respondents were replied as SLE promoting school good governance by increase participation, whereas 17(17.6%) of respondents were replied as SLE promoting school good governance by enhancing accountability, 11(14.8%) of respondents were replied as SLE contribute promoting school good governance by developing strategic vision plan, 9(12.2%) of respondents were replied as SLE contribute to promoting school good governance through increase effectiveness and efficiency, 8(10.8%) of respondents were replied as SLE contribute to promoting school good governance through increase transparency, 7(9,5%) of respondents were replied as SLE contribute to promoting school good governance through promoting equity, 5(6.75%) of respondents were replied as SLE contribute to promoting school good governance through enhancing re-

sponsiveness, 4(5.4%) of respondents were replied as SLE contribute school good governance through promoting rule of law, and the least 3(4.05%) of respondents were replied as SLE contribute to promoting school good governance through enhancing openness. From this finding one can understand that majority of respondents replied as SLE has contribution toward promoting and practice school good governance through Increase participation, Enhance accountability, Plan Strategic vision, Increase effectiveness and efficiency, promote equity, Enhance responsiveness, Increase transparency, promote rule of law and Enhance openness. This result is agreed with (Rugh & Bostert, 1998) finding that argues that school good governance requires SLE that enhances accountability and transparency openness, equity, participation responsiveness and strategic vision plan for the delivery of public services, school activities.

Data from FGD and interview also indicate that SLE with good governance in school is seen in efficiency, probity, responsibility, transparency and accountability. Supporting the nexus of school leadership effectiveness and good governance are so intricately related that one circumscribes the other.

In addition, 2018 and 2019 Jida woreda Education office report recommend that the effective leadership is the most important in school good governance mainly in current situation because without effective leadership and good governance at all levels in school, it is arguably virtually impossible to achieve and sustain effective administration, achieve goals, sustain quality and deliver first-rate services in school. Moreover, during interview Woreda education office leader Ato Temesgen Aga explained that “Effective school leadership and Good Governance are two sides of the same coin.” The two has one element in common. Therefore, without an effective leadership we may not ensure Good governance in school totally. SLE is a key for governance or leadership practices that promote cooperation and commitment i.e. promoting open communication with the staff, leaving instructional autonomy to teachers, creating a common vision for school improvement, actively involving staff in planning and implementing this vision, solving problems in cooperation with the teachers, implementing participative decision making processes, facilitating decision making by consensus, discussing school affairs with the teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the overview of the thesis major findings, conclusion and recommendation. Accordingly, the chapter is arranged into three major parts: the first part is summary of findings, the second part is the conclusion, and the third part presents the recommendation forwarded by the researcher.

5.2 Summary of Findings

The researcher tried to assess the factors affecting school leadership effectiveness and Implications for school good governance in the study area based on the objectives of the study and finally the pinpoints the summary of findings as follows.

- ❖ Regarding factors affecting school leadership effectiveness in study area, majority of surveyed (32.4%) and interviewed respondents were replied that the ICT usage and that followed by professional development, resource availability, creating conducive environment and conflict management are the factors hindering school leadership effectiveness in study area. Therefore, ICT usage, the professional skill development, resource and availability were the critical factors in improving the process of teaching-learning process, creating conducive environment.
- ❖ Regarding the second objective of the study on how each factor affecting school leadership effectiveness in the study area justified as follows:

1. Factors Related to Technology or ICT Application

The result of the average mean value 4.08 revealed that teachers' response rated in the low-level range which required improvement. But the existent of responses variation (0.52) from average mean value is smaller or less than 1.00, which shows the consistency of the response. Moreover, the interview result indicated the absence of technology infrastructure, and unsatisfactory technology know-how had been seen as a major factor to school leadership effectiveness.

2. Factors Related to Professional Skills Development

Regarding professional skill development the average mean and standard deviation of teacher's responses indicated that professional skills development in secondary schools had 3.83 and 0.882 respectively, which required improvement with consistent opinion. Moreover, interviewees and FGD data revealed that almost all school leaders and WEOs heads perceived professional skills development as a superficial task and the activity were poorly implemented in the school. Thus, staff professional skills development program was the important factor in improving the effectiveness of school leadership, should be planned and available on the shelf for implementation. Yet school leaders have a gap in promoting staff professional skills development specifically in the area of, awareness creation, identifying teachers needs of professional growth, take definite steps to aid teachers professional growth, and arrange workshops, conferences, in-service training to create a spirit of cooperative working atmosphere.

3. Factors Related to School Resource Availability

Unless adequate instructional materials, school facilities, budget and human resources allocated, it would be difficult to expect effective school leadership and successful educational outputs. The result of the average mean value 3.52 about school resource mobilization and allocation is low which required improvement. But the extent of dispersion 0.743 from the mean is less than 1.00 which reveals teachers responses close to each other. From interview and FGD results school resources are not properly mobilized and the resources on hand were inefficiently used because of time constraints and lack of support from administration, and lack of knowledge in project development to generate the school resources.

4. Factors Related to Favorable School Culture

Creating conducive and healthy school environment identified as vital to promote relationships within students, teachers, community and other stakeholders, the absence of supportive atmosphere, lack of sense of ownership, ceremonies and celebrations were challenges of relationships among school community. Moreover, lack of coordination and teamwork, insufficient participation in decision making, and lack of ap-

preciations and motivation as the major components of their practical problems of school culture. The result of teachers responses revealed the average mean value and standard deviation with 3.47 and 0.906 such as encourage supportive atmosphere among stakeholders; build a culture of trust and respect among school communities; ensure open communication within the school and foster a sense of school ownership were rated in the range of required improvement and their responses were consistent or closer to each other. In line with this open ended questions and interview result indicated that the relationship in the school was occurred by favoritism some time and individualism in the part of teachers by putting aside their common goal also hampered the school leadership effectiveness.

5. Factors Related to Conflict Management

Conflict within and among stakeholders was obvious but poor mechanism of resolution because of school leaders' lack of conflict framing and solving skills, absence of creating a safe and supportive environment, failure to follow local norms in conflict management was major factors to school leadership in the schools. The result of the average mean value 1.60 indicated the responses of respondents rated at a low performance or require improvement. However, the existent of responses deviate from the average mean value is smaller than 1.00, which shows the consistency of the response. From interview conflict occurs within the school community and among external societies but mechanism and timely resolution was a major problem.

- ❖ The third objective of the study was assessing the school leadership effectiveness and Implication for school good governance in the study area. The effective leadership is the most important in school good governance mainly in current situation. Because without effective leadership and good governance at all levels in school, it is arguably virtually impossible to achieve and to sustain effective administration, achieve goals, sustain quality and deliver first-rate services in school. Therefore, the findings from this study revealed that SLE has contribution toward promoting for school good governance through Increase participation, Enhance accountability, Plan Strategic vision, Increase effectiveness and efficiency, promote equity, Enhance responsiveness, Increase transparency, promote rule of law and Enhance openness.

5.3. Conclusion

School leadership has an important role in helping the education sectors to achieve their objectives when it is implemented and managed effectively. This section concludes major findings noted based on the survey of questionnaires, FGD and interviews with school the selected respondents of the studied area.

Technology or ICT utility is one of the major factors that affect the effectiveness of SL in secondary schools. It means effective school net technology setup, plasma instruction, ICT infrastructure and effective communication with external top management are the factors related to Technology or ICT utility in study area. The problem identified in this area was ICT application that means the difficulty of integrating ICT in instruction because of lack of effective training in solving technical problems, lack of ICT technician and lack of access to resources. In addition to this lack of ICT laboratory and internet services in the secondary schools were identified.

Professional skills development plays a critical role in improving school leadership effectiveness in school. It means the school leaders organize and plan a professional skills development program for teachers and encourage teachers to review individual professional growth goals consistent with school goals and priorities were a factor affecting effectiveness of SL in study area.

From the analysis of data school leaders are not playing active role in facilitating teacher's professional development, in providing a workshop that helps parents work with their children, there is no staff training and no adequate time for professional development at school level. In addition, school leaders do not encourage teacher to collaborate with surrounding schools for experience sharing, do not review individual professional growth and do not create awareness on teachers about professional learning.

The problem observed in this study is related to professional development, school leaders was no found developed criteria's for teachers professional growth, encourages only significant number of teachers to collaborate with the surrounding schools for experience sharing while the majority of the teachers are not supported, due to lack of skills, incompetence to organize training, and lack of commitment and interest.

The conducive and healthy school culture plays a critical role in the effectiveness of school leadership. It means the presence of parent participation and coordination in school affairs, effective communication between parents and school, community school relationship were factors affect the effectiveness of SL in secondary schools. The problem identified here as there was a lack of good relationship and support from parents, community, PTA, supervisor and even from teachers in secondary schools. This implies the leading functions given at the schools by the school leadership were found to be insufficient in the secondary schools of study area.

The Availability and utilization of school resources play a critical role in improving school leadership effectiveness in schools. It means the school leaders awareness on school needs and supports through financial and non-financial items were a factor affect the effectiveness of school leaders in study area. The problem observed in this study in related with school resource availability was sufficient resources were not sourced from potential supporters, inadequate instructional materials, insufficient school facilities, no funds provided to school leaders as bonuses and compensation that can initiate them. In addition, there were insufficient working materials for school leaders and teachers.

The occurrence of conflict within and among the school community and external societies noticeable but mechanism and timely resolution was a major problem. This means that school leaders' capacity of resolving conflict among stakeholders was not more affect the effectiveness of school leadership.

The effective school leadership is the most important in school good governance. Without effective school leadership and school good governance at all levels in school, it is arguably virtually impossible to achieve and sustain effective administration, to achieve goals, sustain quality and deliver first-rate services in school. Therefore, SLE has contribution toward promoting school good governance through Increase participation, Enhance accountability, Plan Strategic vision, Increase effectiveness and efficiency, promote equity, Enhance responsiveness, Increase transparency, promote rule of law and Enhance openness.

5.4. Recommendation

In lights of the finding and conclusion of this study, the researcher would like to pinpoint and suggested the following possible solutions as recommendations which have paramount importance for the secondary school leadership to be effective and promoting school good governance.

- Regarding the ICT utility, the study proved that the use of technology or ICT was one of the factors affecting school leadership effectiveness in study area. Therefore, School leadership effectiveness could be enhanced by the use of technology such as the internet, computer services, and proper assignment of ICT technician. The researcher recommends infrastructure facilities like the construction of computer laboratories, and a setup of school net-technology should be provided to facilitate the implementation of ICT projects in the study area. The school leaders should familiarize themselves with the national education ICT policies that would enable them to the integrated use of ICTs in the schools and also recommended providing in-service staff training to keep them up to date with technological advancement.
- The findings of the study reveal that professional development is a factor that affects school leadership effectiveness. Therefore, the researcher recommends school leaders encourage teachers to work collaboratively with school management and to take control of their own professional aspirations. At the same time as school-based training is prioritized, school leaders screen the excess of professional development programs and encourage staff to attend these outside speculative times. School leaders made every effort to have a highly capacitated and competent school leadership component so that teachers are continuously exposed to relevant staff development. Allocating sufficient budget and school facilities is recommended a suggestion for the Woreda education office.
- The study proved that school culture is another factor affecting SLE. As it is observed from the findings of the study about stakeholders support and collaboration problems were observed. Therefore, the researcher recommends school leaders value is primarily establishing healthy didactically sound relationships within the school and also was

aware of the importance of relationships with staff, parents, and feeder schools. Relationships were based on trust and entailed engaging with others with the utmost amount of care, respect, and support in order to establish a sense of belonging. Thus, school leaders are recommended to enhance their staff encouraged to engaging in democratic, consultative decision making and promoted free communication and adopted an open-door policy placing value on listening as a skill.

- The resource availability was also another factor that contributes to school leadership effectiveness. Therefore, the researcher recommends school leaders plan, organize and utilize the available scares school resources. The WEO and OEB to support schools by providing sufficient budget and working materials is another recommended idea for education sectors at different level.
- The study also proved that conflict management is a factor that affects SLE at the least extent. As it is observed from the findings of the study stakeholder's participation, support and collaboration problems were observed. Therefore, the researcher recommends WEO in collaboration with Woreda administration shall provide support and take part in issues beyond the capacity of school communities.
- Finally, regarding SLE and implication for school good governance the study revealed that SLE has implication for exercising of school good governance through enhance good governance principle. On the other hand, lack of transparency, accountability, participation, etc. was the major factors that contributed to ineffectiveness of school leadership in study area. Therefore, the researcher recommends that to realizing good governance in secondary school JWEO together with woreda administration and OEB should work hard on effective school leadership and also school leadership commitment should be encouraged. JWEO leaders and Experts are responsible to give direction, solving problem and guidelines in the each factors affecting SLE, that whenever shortcomings and gap observed.

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APPENDICES

Appendix- A

Addis Ababa University

College of Education and Behavioral Studies Department of Educational Planning and Management

Questionnaire to be filled by Teachers

Dear Teachers,

This questionnaire is prepared/designed by Fetene Adugna, MA student in the AAU Department of Educational planning and Management for partial fulfillment of master degree by school Leadership. The aim of this questionnaire is to assess teacher's current status of school leadership effectiveness and school good governance performance and to investigate some of the factors that affect school leader effectiveness and good governance in governmental secondary schools to conduct Master Thesis (Research) for the partial fulfillment of Master's Degree in school Leadership from Addis Ababa University. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study and the researchers as well. Please, read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance to your kind cooperation!

For more information Phone No: 0913844135

General Direction

1. No need of writing your name and school name
2. Please put (√) that is appropriately represents your response in the multiple choice questions.
3. To the open-ended questions, please write your response on the space provided.

Part I: Personal profiles / Demographic Data:

Direction: Indicate your response by putting this mark(x) on the space provide.

1. **Sex:** a) Male b) Female
2. Age a) 21-30 b) 31-40 c) 41-50 d) 51-60 e) 61 and above
3. Educational qualification:
a) Diploma b) BA/ B.Sc. /B.E c) MA/M.sc Degree d.) Degree
4. Field of specialization:
a) Educational Planning and Management (EDPM) c) Social Science
b) Natural Science d) Other Specify _____
5. Number of years of experience you work as a teacher: _____

Part II. The questionnaires concerned with factors affecting SLE

6. What do you perceive to be the factors affecting school leadership effectiveness in your school? (**multiple response is possible**)
 1. Professional development
 2. Conducive school environment
 3. Resource availability
 4. Conflict management
 5. ICT usage

Part III. The questionnaires concerned with how each factors affecting school leadership effectiveness.

The Questionnaire is prepared in a Likert-scale form with five (5) point scales. I ask you to tick (√) under the appropriate scale (point) that indicates your opinion in the table below regarding each different factors affecting school leadership effectiveness. The values of scales are:

1= strongly agree, 2= agree, 3= Neutral, 4= disagree, 5= strongly disagree

S No.	Item	The Scale				
		1	2	3	4	5
7.	How Professional Development affecting SLE?					
1	Create awareness of teacher professional development					
2	Identify the professional development needs of teachers					
3	Enhances a mechanism of experiences sharing among teachers.					
4	Facilitate on the job training at school level by preparing academic seminar and workshops.					
5	Assign adequate time for teachers' professional development.					
8.	How Create Conducive School Culture as a factor SLE					
1	The school leadership facilitates a supportive atmosphere that helps to encourage teachers, students and parents work as a team.					
2	School leadership ensures open communication within the school.					
3	School leadership foster a sense of ownership among students, teachers, and parents					
4	School leadership build team through appreciation, rewards, and motivation					
5	School leadership create a culture of the school to invite parent involvement and facilitate teaching –learning process					
9.	Resource Mobilization and Utilization as factor SLE	1	2	3	4	5
1	The required school resources are mobilized to run school activities.					
2	School leadership supervises school operation, construction, and maintenance work as designed.					
3	The school is assigned for students as set by the standard.					
4	The school budget is utilized properly as scheduled for the desired purpose.					
5	Your school equipped with adequate supplementary instructional materials and facilities.					

6	The School laboratories supplies with the necessary equipment.					
7	School library delivered by different relevant reference books for the instructional process.					
10.	Conflict managements as Factor to SLE	1	2	3	4	5
1	I mostly heard conflicts that occur between school leaders and stakeholders.					
2	Conflict among school leaders and district education office use problem framing and solving skill effectively					
3	In the school, school leaders challenging and mediating affective conflict with stakeholders.					
4	School leadership confronts and resolves problems in a timely manner					
5	School leader provides a safe and supportive environment					
6	School leaders exploit Aba Gada as a conflict resolution method among stakeholders.					
11.	Usage of Technology/ICT as factor SLE	1	2	3	4	5
1	My school has a sufficient number of computers for teachers' use.					
2	Teachers' have sufficient knowledge/skills in using computers for instructional purposes and Students learning have conducted through plasma.					
3	School-Net technology has established and functional in school.					
4	There is an excess of ICT/plasma maintenance and technical support in your school.					
5	Your school has enough copies of software and plasma spare parts for instructional purposes					
6	The office/sector supports me to introduce myself with new technology, policy or procedures when it is necessary.					

Appendix -B
Addis Ababa University
College of Education and Behavioral Studies Department of
Educational Planning and Management

Interview Guide for School Principal, VP, Supervisor and UL

Section One: Questions Related to Professional Development

1. Do you create awareness about teachers' professional development? If no, please why?
2. Does the professional development needs for teachers identified? If no, please why?
3. What kinds of the mechanism are developed by which competed and motivated teachers to share their experiences teaching methodologies with their colleagues? Why?
4. Do you provide continuous on the job training at school level by preparing academic seminar and workshops? If no, please specify the reason?

Section Two: Questions Related to Conducive School Culture

5. Do you facilitate a supportive atmosphere that helps to encourage teachers, students and parents work as a team? If yes (a) by what mechanism? (b) To what extent do you discuss the school leadership factors with them?
6. Is there a culture of trust and respect among teachers, students, and parents? If yes, please how?

Section Three: Questions Related to Resource Mobilization and Utilization

7. Do you mobilize and utilize the required resources to run school activities?
8. Does the laboratory, library, and classrooms equipped with the necessary equipment? If no, please why?
9. Does the school budget assigned for students as a standard set and utilized as scheduled for the desired purpose? If no, please why?

Section Four: Questions Related to Conflict Management as a factor of SLE

10. What do you think are the main causes of conflict in your school?
11. What techniques are used for conflict resolution in your school?

Section Five: Questions Related to Technology/ICT Usage

12. Does your school have sufficient computers, plasma and spare parts for instruction?
If no, please specify the reason?
13. Is there a technician for repair in case of damage?
14. Do teachers, students have access to ICT usage? If no, please why?

APPENDIX- C

Addis Ababa University

College of Education and Behavioral Studies Department of Educational Planning and Management

Questions for FGD (WEB Expert and leader, PTA, School Board Members)

1. Do you think that there is effective school leader in your school: how you understand?
2. How do the school leaders apply the principle of school good governance to teachers, students, and parents? What mechanisms does he use to do so?
3. What are the factor barriers/affect to school leadership effectiveness?
4. Would you please forward your idea regarding the activities done so far in your schools with regard to school good governance?
5. From your own view what you understand about the school leadership effectiveness and its implication for school good governances?
 - ❖ 1= very low
 - ❖ 2= Low
 - ❖ 3= moderate
 - ❖ 4= high
 - ❖ 5= very high

Please explain the reason for your answer?

6. What possible measure should be under taken by the school leader to reduce conflict among teacher, students and all school stakeholders?
7. What solution do you suggest to solve the problem mentioned above?

Duuka Deemtuu:D

Yunivarsiitii Finfinnee

Kolleejjii saayinsii hawaasaatti muummaa karoora fi Bulchiinsa Barnootaa

Gaaffilee Barreeffamaa Barsiisota Manneen Barnootaa Sadarkaa Lammaffaa tiif

The Afan Oromo version questionnaire translated from English to the local situation for having accurate information on the issue.

Jalatamtoota Deebii kennitoota

Ani maqaan koo **Faxxanaa Addunyaa** jedhama, yeroo ammaa kana Yunivarsiitii Finfinneetti(AAU) barataa gosa barnoota bulchiinsa Mannen Barnoota(ScL) **Digrii 2^{ffaa}** barachaa jiruu fi qorannoo mata duree *Danqaa Milkaa'iinsa Hooggansa fi agarsiistuulee bulchiinsa Gaarii Manneen Barnootaa Sadarkaa 2^{ffaa} Aanaa Jiddaa irratti* hojjachaa kanaan jiru dha.

Kayyoon qorannicha odeeffannoo isin kennitan bu'uura godhachuudhaan *Danqaawwani Milkaa'iinsa Hooggansa fi agarsiistuu lee bulchiinsa Gaarii Manneen Barnootaa Sadarkaa 2^{ffaa} Aanaa Jiddaa* irra gahu walqabatu adda baasuun kallatti falaa kaa'uu dha. Yaadni isin naaf kennitan milkaa'ina qorannoo kootiif bu'aa guddaa qaba. Wanti nuti irratti waliigallu maqaa keessan barreessuu ykn himuuf kan hin dirqamnee fi odeeffannoon isin keennitan kamiyyuu iccitiin kan eegamu ta'uu fi qorannoo barumsaa kanaaf qofa kan oolu ta'uu isin hubachiisuun barbaada.

Gaaffilee dhiyaatan kanneeniif deebii kennuuf fedhii keessan waan ta'eef dursee galata guddaan isinii qaba. Odeeffannoo dabalataa yoo barabaddan lakkoofsi bilbilaakoo kan armaan gaditti:

Faxxanaa Addunyaa: 0913844135

Ajaja waliigalaa:

1. Gaaffilee filannoo ta’aniif mallattoo (√) naaf ka’aa.
2. Gaaffilee Banaa ta’aniif yaada keessan nuuf kennaa.
Deeggarsa keessaniif galannikoo guddaadha!

Kutaa I. Gaaffilee waliigaa waa’ee Hooggansa Manneen Barnootaa fi Barsiisota

1. Saala: 1. Dhiira 2. Dubartii
2. Umrii keessan: 20-30, 31 hanga 40, 41 hanga 50, 51 ol
3. Gosa barnootaa keessanii: 1. Karooraa fi Bulchiinsa Barnootaa
2. Saayinsii Peedaagojii 3. Barsiisumma
4. Kan biro yoo jraate_____
4. Sadarkaa barumsaa: 1. Kutaa 10 fi isa gadii 2) Diippilomaa
3) Digirii 1^{ffaa} 4) Digirii 2^{ffaa} fi isaa oli
5. Muuxannoo hojii keessan waliigalaan_____

Kutaa II: Gaaffilee Barreeffamaa walqabatan.

Gaaffilee kun liikarti iskeelii abbaa qabxii shaniin qophaa’e. Kanuma irratti hundaa’uudhaan gaaffilee armaan gadii maallattoo (√) kaa’uun yaada itti waaliigaltee keetii kenni. Ulfaatina iskeelichaaf kenname **1= Bay’een itti waliigala, 2= Waliin gala, 3= Murteessuuf nadhiba, 4= Nan morma, 5= Baay’een morma**

Lak k	Mul’istoota	Rating scales				
		1	2	3	4	5
I.	Dagaagina ogummaa- Hooggansi barnootaa....					
1	Hubannoo dagaagina ogummaa barsiisotaaf ni kennu.					
2	Fedhii dagaagina ogummaa barsiisotaa yeroon adda ni baasu.					
3	Waltajjii barsiisotni itti muuxannoo isaanii gabbifatan haala ni mijeessu.					
4	Dagaagina ogummaa ilaalchisee leenjiin garaagaraa ni kennam.					
5	Dagaagina ogummaa ilaalchisee yeroon gahaan ni ramadama.					
II.	Haala mijataa mana barumsaa uumuu ilaalchisee:	1	2	3	4	5
1	Dhimmamtootni mana barumsaa akka hojjetaniif deeggarsi ni taasifama.					
2	Dhimmamtoota M/B jidduuttii aadaan walamanuu, walkabajuu fi waliin hojjechuu jira.					
3	M/B keessa aadaan iftoominaan mari’chuun rakkoo waliin hiikuu jira.					
4	Dhimmamtootni M/B miira abbummaan nagalcha jedhanii ni hojjetu.					

5	Milkaa'iinsa caaluuf kaakaasuu barnootaa cimaa ijaaruuf mana barumsaa keessatti onnachiiftuun nikennama.					
III.	Qabeenyaa maddisiisuu fi itti fayyadama ilaalchisee	1	2	3	4	5
1	Milkaa'ina barnootaatiif kan oolu qabeenyaan barbaachisu walitti ni qabama.					
2	Gosa barnootaatiin rammaddin barsiisotaa gahaa ni taasifama.					
3	Akkataa qajeelfama Biiroo Barnootaa Oromiyatiin baajatni gahaa ta'e mana barnootaatiif ni ramadama.					
4	Manni barnootaa keessan galteewwan (inputs) barbaachisoo qaba.					
5	Manni yaalii muummee hundaaf meeshalee barbaachisuun guutameera.					
6	Manni dubbisaa kitaabolee wabiin guutamee tajaajila gahaa kennaa jira.					
IV.	Waldhabdee hiikuun walqabatee:	1	2	3	4	5
1	Yeroo baay'ee walitti bu'iinsa mana barnootaa fi hawaasa naannoo gid-duutti ni mul'ata.					
2	Walitti bu'iinsi hooggansa mana barnootaa, hoogganaa wiirtu fi hooggansa aanaa gidduutti uumamu karaa mareetiin hiikama.					
3	Hooggansi mana barnootaa walitti bu'iinsa uumamu osoo sadarkaa mi-idhaa qaqqabsiisurra hin gahiin qaama illaallatu wajjin furmaata laatu					
4	Hooggansi manneen barnoota nageenyi amansiisaan akka jiraatuuf dhimmamtoota faana ni hojjetu.					
5	Manni barnootaa waldhabdee uummu furuuf abbootii gadaa irratti ni hirmaachisu.					
V.	Jiraachuu fi ittifayyadama tekniiloojii	1	2	3	4	5
1	Milkaa'iinsa hojii barnootaatiif manni barnoota kompiitara barbaachisu guuttatee jira.					
2	Barnootni mana barnootaa kana keessatti pilaazimadhaan kennamaa jira.					
3	Tajaajilli tekniiloojii mana barnootaa hundaa'ee hojjiirra jira.					
4	Ogeessi suphaa meeshaalee tekniiloojii yeroo barbaadametti mana barnootaatti argamee deeggarsa ni keena.					
5	Milkaa'iinsa hojii barnootaatiif kan oolu meeshaaleen jijjiirraa fi soofti weerii tekniiloojii akka barbaadametti ni argama.					
6	Caasaan barnootaa ol'aanoon hubannoo tekniiloojii akkan qabaadhuuf leenjii barbachisu ni kennama.					

DUUKA DEEMTUU: E

Yunivarsiitii Finfinnee

Kolleejjii saayinsii hawaasaatti muummee karoora fi Bulchiinsa

Barnootaa

Gaaffilee Af-gaaffii Supparvayziraa, Hooggaanaa, I/A hooggaanaa M/B fi Qindeessitoota yuunitii tiif qopha'e

The Afan Oromo version questionnaire translated from English to the local situation for having accurate information on the issue.

Jalatamtoota Deebii kennitoota

Kutaa 1^{ffaa}: Dagaagina Ogummaa ilaalchise

1. Hubaannoo waa'ee dagaagina ogummaa kenname jira?Lakkii, yoo jette maalii?
2. dagaagina ogummaa barsiisummaa addaa bahe jira kenname jira?Lakkii, yoo jette maalii?
3. Tooftaleen DOW ittin guddifatani,dorgomaa ta'ani fi si'eessummaa barsiisoonii hiriyyummaan muuxannoo waali jijjiraani jira? Ibsi.
4. leenjii gaggaababoon hojii irraa qopheessuun jira
5. Barsiisonni ogummaa dubbisuu barreeffama maxxansalee addaa addaa akka horatani godhame jira?

Kutaa 2^{ffaa}: Haala mana barnoota mijaawa gochuu

7. Haala mana barnoota mijaawa gochuun ni danda'ama? Gaheen barattoota,barsiisota fi maatii irra eegamuu maali fa'a?
8. Walitti dhufeenyi hawaasa fi M/B akka cimu gochuun
9. Dhimmamttoota mana barumsaa jidduuttii aadaan walamanuu, walkabajuu fi waliin hojjechuu jira?

Kutaa 3^{ffaa}: Ieccaalloo Maddisisuu

10. Ieccaalloo Maddisisuun hojilee M/B sochosuuf ni barbaachisa?
12. M/D/Kitaaba, laabratoorii fi kutaa barnoota keessaa meeshaaleen baruu barsiisuu guutame jira?
13. Baajanni M/B Barattootaaf qabamekaroora qabame fi rammaddii isa kan eeggee hojii irra oola?
14. Hooggansi mana barumsaa qabeenyaan manneen barnootaa karaa qusannoo, milkaa'iinsaa fi ga'umsa qabu akka hojiirra oolu taasisaa jiru?

Kutaa 4^{ffaa}: Walitti bu'insa hiikuu ilaalchisee

16. Mana Barumsa keessaatti Maddoonni walitti bu'insa gurguddoon maalii jette yaadu maalii? tarreessi
17. Mana Brumsa keessaatti Maddoonni walitti bu'insa akkamitti hiikuun danda'ama?

Kutaa 5^{ffaa}: Technology/ICT fayyadamu

18. M/B keessa koomputeerii fi pilaasma qaamoole isa jiru gahadha?
19. Koomputeerii hojjachuu dhiisee deebisani suphuun jira?
20. Barsiisonni, barattoonni hundinu teeknooloojii ni fayyadamu?
21. Hooggansi mana barumsaa sirna odeeffannoo sirrii ta'e mana barnootaa fi hawaasa alaa jidduutti iftoominaan taasifamaa jira.

Kutaa 6^{ffaa} Rakkolee danqaa hooggansa M/B Walqabatu

22. Rakkolee danqaa hooggansa M/B Walqabatu maalii fa'a? Agarsiistoonni bulchiinsa gaarii M/B tiif barbaachisu maalii fa'a?
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23. Hooggansi manneen barnootaa ofitti amantaa waan qabaniif gahumsa ittiin umamaa fi hamma hojiilee dadhabsiisoo addan baafatan qabu.
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23. Tooftalee rakkolee danqaa milkaa'isaa hooggansa fi agarsiistuu bulchiinsa gaarii ta'ani akkamiti furmaata argatu?

Hirmaannaa keessaniif Guddaa Galatoomaa!

DUUKA DEEMTUU: F
Yunivarsiitii Finfinnee

Kolleejjii saayinsii hawaasaatti muummaa karoora fi Bulchiinsa
Barnootaa

Gaaffilee Marii Garee xiyyee GMB fi BBLG

1. Hooggansi mana barumsaa bu'a qabeessaan gaggeessa jira jette yaada? Akkamitti hubaate?
2. Hooggansi mana barumsaa karaa gahumsa qabuun rakkoolee immataa fi qajeelfamootaa wajjin walqabatan addaan baasuun mana barnootaa isaaniitiif sona nidabalu?
3. Sababooni bu'a qabeessummaa hooggansa barnoota danqaa maalii?
4. Hooggansi manneen barnoota dandeettii qajeelfamootaa agarsiistuu Bulchiinsa Gaarii fi seerota mana barumsaa jiru hubatniitu ittin hojjechaa jiru.
5. Rakkoolee bu'a qabeessummaa hooggansa barnoota fi agarsiistuulee bulchiinsa gaarii M/B ta'ani maali?
6. Gaheen hojii hooggansa Aanaa fi ogeeyyii barnootaa amma agarsiistuu bulchiinsa gaarii bocameef milkeessuuf gahaadha.
7. Rakkoolee bu'a qabeessummaa hooggansa barnoota fi agarsiistuun bulchiinsa gaarii M/B irratti hubaannoo hammami qabda?
 - Olaana
 - Xiqqaa
 - gidduu galeessaa
 - Jijjiramni hin jiru sabaaba kee ibsi?
8. Tooftalee rakkolee danqaa milkaa'isaa hooggansa fi agarsiistuuwwan bulchiinsa gaarii M/B ta'ani maali fa'a? akkamiti furmaata argatu?
9. Waajjirri barnootaa ga'umsa hooggansa mana barnootatti gammadoodha rakkoo isn qunnamu ofidanda'anii waan hiikachaa jiraniif.

Hirmaannaa keessaniif Guddaa Galatoomaa!