

LEADER ROLE BEHAVIOR OF  
SENIOR SECONDARY SCHOOL PRINCIPALS  
IN ETHIOPIA

A THESIS PRESENTED TO  
THE GRADUATE SCHOOL OF  
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE  
DEGREE OF MASTER OF ARTS IN  
EDUCATIONAL ADMINISTRATION

BY  
ZENEBE BARAKI

June, 1992

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

LEADER ROLE BEHAVIOR OF SENIOR SECONDARY  
SCHOOL PRINCIPALS IN ETHIOPIA

By

Zenebe Baraki

Faculty of Education

Approved by the Examining Board

*Agalew Shibehi*  
Advisor

*Ab. A. L.* June 24, 1992

*Tafesse Asfaw*  
External Examiner

*[Signature]* June 24, 1992

*Dr. Gelahun Workench*  
Internal Examiner

*Gelahun* July 2/92

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

Name: Ayalew Shibeshi (Ato),  
Assistant Professor.

Sig:

A handwritten signature in black ink, appearing to read 'Ayalew Shibeshi', is written over a horizontal line.

CONTENTS

	<u>Page</u>
LIST OF FIGURES AND TABLES - - - - -	iv
ABBREVIATIONS - - - - -	vi
ACKNOWLEDGEMENT - - - - -	vii
ABSTRACT - - - - -	viii

CHAPTER I

1. THE RESEARCH BACKGROUND

1.1 Background to the Problem - - - - -	1
1.2. Statement of the Problem - - - - -	3
1.3 Importance of the Study - - - - -	4
1.4 Scope of the Study - - - - -	5
1.5 Limitation of the Study - - - - -	6
1.6 Definition of Terms used - - - - -	7
1.7 Organization of the Study - - - - -	9
Footnotes - - - - -	10

CHAPTER II

2. REVIEW OF RELATED LITERATURE

12

2.1 An Overview on the Conceptions of Leadership - - - - -	14
2.1.1 Basic Conceptions in Administration - - - - -	14
2.1.2 Reflections of Effectiveness - - - - -	17
2.2 Leadership Theories in Perspective - - - - -	21
2.2.1 Trait Theory: A Classical Approach - - - - -	22
2.2.2 The Behavioral Theory - - - - -	23
2.2.3 Contingency Theories - - - - -	27
2.3 Role Behavior of a Secondary School Principal - - - - -	30
2.3.1 Role Behavior Determinants - - - - -	32
2.3.2 Primary Duties of the Principal - - - - -	36

	<u>Page</u>
2.4 Secondary School Principal in Ethiopia - -	39
2.4.1 Modern Education on the Stage - - -	39
2.4.2 Centralization and the Principal's Powers - - - - -	45
2.4.3 Challenges to the Principal - - - -	47
2.4.4 Principals Appointment and Training - - - - -	49
Footnotes - - - - -	53

CHAPTER III

3. PLAN OF THE STUDY: PROCEDURES AND METHODOLOGY	60
3.1 A Conceptual Framework - - - - -	61
3.2 The Instrument - - - - -	67
3.3 The Research Design - - - - -	69
3.3.1 The Sampling Procedure - - - - -	69
3.3.2 Survey of the Variables in the Data-	73
Footnotes - - - - -	76

CHAPTER IV

4. THE RESULTS: ANALYSIS AND DISCUSSION	
4.1 Description of the Samples - - - - -	77
4.2 Analysis of the Variables - - - - -	80
4.2.1 Background Data - - - - -	80
4.2.2 Job Characteristics - - - - -	84
4.2.3 Principal's Effectiveness: Some Correlates - - - - -	106
Footnotes - - - - -	120

CHAPTER V

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	
5.1 Summary of Findings - - - - -	121
5.1.1 General Findings: The Background Factors - - - - -	122
5.1.2 Findings on the basis of criterion variables - - - - -	127
5.3 Conclusion - - - - -	131
5.4 Recommendations - - - - -	134

**Bibliography**

**Appendices**

- A. **Figures on Leadership Theories**
- B. **Summary of Raw-Data**
- C. **Questionnaires**

LIST OF FIGURES AND TABLES

FIGURE		<u>Page</u>
1	Interactive sub-systems in complex organizations -	15
2	A Social Behavior Model - - - - -	62
3	The Basic Leadership Styles - - - - -	64
4	Number and Percent of Principals' scores above and below the mean on both dimensions - - - - -	110

TABLE

1.	Primary and Secondary School Growth (1974/75- 1983/84) - - - - -	43
2.	MOE-Based Inservice Training for Principals and Regional Education Officers 1981-1990 - - - -	52
3.	A Distribution of the sample schools by location, size and work patterns - - - - -	78
4.	Personal Attributes of Respondents - - - - -	79
5.	Principals Field of Training - - - - -	82
6.	Responses of Teachers and Principals on their Work Experience - - - - -	84
7.	Work Experience as a Principal - - - - -	86
8.	Responses of Teachers on the Frequency of Meetings Held - - - - -	90
9.	Principal's Responses on Available Conditions for 'Open' Interaction in the School - - - - -	92
10.	Some Indicators in the Motivation of Teachers - -	93
11.	Some Factors in Teachers Motivation - - - - -	94
12.	Outcomes in Teachers Job Motivation - - - - -	95
13.	Teachers Aspirations for Achievement Motivation-	96
14.	Factors in Principal Motivation - - - - -	97
15.	Outcomes of Principals Job Motivation - - - - -	98
16.	Time Estimate on The Different Job Demands (Activities) by Principals - - - - -	100
17.	Teachers and Regional Education Officers Perceptual Agreements on Principalship - - - - -	101

<u>TABLE</u>	<u>Page</u>
18 Perceptual Agreements by Teachers and Regional Education Officers on Principals' Practices of Teachers Performance Evaluations - - - - -	105
19 t-Ratios of Mean Differences for Small and Large School Principals on Both Dimensions - - - - -	109
20 A Test of Independence ( $\chi^2$ ) of Qualification and the Staff Ratings of Principal's on Both Behavior Dimensions - - - - -	111
21. Summary of Analysis <sup>of</sup> Variance with Respect to Staff Motivation Level on Principal's Initiating Structure Dimension - - - - -	112
22 Summary of Analysis of Variance with Respect to Staff Motivation Level on Principals' Consideration Dimension - - - - -	113
23 t-Ratios of Mean Differences for Principal sub-groups of Graduates in Educational Administration, Pedagogical Science and Subject major on Both Dimensions - - - - -	115
24 Summary of Analysis of Variance with Respect to Principals and REO's Perceptions on Initiating Structure Dimension - - - - -	117
25 Summary of Analysis of Variance with Respect to Principals and REO's Perception on Consideration Behavior - - - - -	117
26 ANOVA table for Staff and REO's Perception on Principal's Initiating Structure Behavior - - -	118
27 ANOVA table for Staff and REO's Perception on Principal's Consideration Behavior - - - - -	118

### ABBREVIATIONS

The following acronyms appear in the text as stated here-under.

L B D Q - 'Leader Behavior Descriptive Questionnaire'.  
It is the adopted data collection instrument which was designed by Ohio State University research team in the 1950's.

M O E - 'Ministry of Education' of Ethiopia.

R E O - 'Regional Education Officer' and it refers to the

- 1) the 'Deputy Manager for Academic Affairs', and
- 2) the 'Chief Inspector' in the region understudy.

### ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to my advisor, Ato Ayalew Shibeshi, who stimulated my thinking regarding the topic, who generously devoted his time to giving me appropriate suggestions, and who tirelessly marked the draft. I am also grateful to Dr. Lakew W/Tekle (Psychology Department) who helped me design the questionnaires. Ato Feleke Desta (IER Staff) whom I always consider a close friend, should also be credited for carefully going through my draft manuscript. The verification regarding the statistical calculations was duly made by Ato Desalegn Chalchisa (Testing Centre staff), whom I owe my thanks.

I would like to acknowledge my indebtedness to my relatives Ato Birhanu Haile (E.C.A. staff) and Ato Assefa Baraki for their generous material and morale support they rendered me and which contributed toward the success of my study. My thanks are also due to W/ro Yayineabeba Berhanu for typing the first draft, and W/t Debrity Mamo who patiently and diligently typed the final script.

## ABSTRACT

This study was undertaken to assess the level of effectiveness of senior secondary school principals in Ethiopia as they predispose their influence over their staff both in task performance and group satisfaction (morale) activities. The analysis was based on the application of Halpin's 'Behavioral' model.

A rigorous statistical procedure was employed on the data derived basically from the perceptual ratings of the three independent groups that bear a direct impact on the principals' leadership role. The outcome of the data analysis revealed that, fewer principals were on the 'transactional style' with the largest proportion emphasizing a consideration behavior- perhaps affecting school effectiveness.

On the whole, the findings showed that factors significant in school leadership are centred around student enrollement size, staff motivation, principals' management training, and the attitudes of the work groups towards the power of the principal.

It was thus suggested that to improve the leadership capacity of principals the present status of schools with respect to ever increasing enrollement, lower staff morale, and bottlenecks in finance and facilities must be tackled adequately before individual principal's excellence and effectiveness can be realized.

## CHAPTER I

### 1. THE RESEARCH BACKGROUND

#### 1.1. Background to the Problem

A social organization is established with definite goals and objectives. Any organization ultimately produces a certain out-put in the form of a commodity or public service that is intended to benefit a given target population at various levels. Whatever the product the organization as an 'open system interacting with its environment'<sup>1</sup> could survive and develop when it is dynamic, flexible, adaptive and innovative so as to lead to and cope with changes.

Once an organization is made to exist there is the need for competent management or administration to guide and coordinate the efforts of the work group so as to keep the system going. The educational system is a service organization. Just like any other social system it is hierarchically structured with the desired formal relationships between and within the central administration and the basic units. Along the over-all system of the educational ladder there are school systems each independent and yet knitted together to fit into one complex system. The secondary school, for instance, forms a basic unit and a system by itself.

For the achievement of system goals, in this case the effective implementation of the school's program, the school

administration plays a pivotal role. This does not preclude the other components like the quality and commitment of teachers, the relevance of the curriculum, and the adequacy of educational facilities. Rather, it is to emphasize that appropriate organization (i.e., task or role assignment), coordination (through departmentation) and control (or evaluation) by the principal is highly essential.

The central role in the organization of the school is played by the principal. Blase asserts, "Among all school administrators the principal is now seen as having the greatest impact on teacher performance and student learning and, as a result, is being held more accountable for educational outcomes."<sup>2</sup> Although not an all-decisive factor in the success of the school, he is mainly the initiator of plans (structure) and the integrator of all activities particularly in maximizing group performance. Group effort, thus, is directed and controlled effectively when there is competent leadership in the school.

Effective principalship is, in general, a function of adopting the appropriate leader behavior contingent on the school condition. Failure to engage in appropriate leadership behavior would lead to subordinate action to be dysfunctional rather than become productive and satisfied. Thus, the maxim 'as the principal goes so goes the school'.<sup>3</sup>

It is evident today there exists problems in the achievements

of school systems in Ethiopia.<sup>4</sup> Part of the problem may be attributed to the poor leadership of those charged with the task. Conditions in Ethiopian schools are changing very fast. There is rapid increase in student enrollment, and despite the meagre budget, inadequate facilities and less motivated teaching staff there is more and more demand for service from the school by the authorities as well as the public. To all the demands and expectations principals always feel highly concerned and would be faced to act one way or another. But, do they behave or act appropriately? This is the basic question that initiated this study and that led to the testing and verification of the various derived hypotheses (stated under section 4.2.3 of Chapter IV).

## 1.2. Statement of the Problem

The purpose of the present study is to investigate secondary school principal's patterns of role behavior as perceived by themselves and two other referent groups in Ethiopia, that is, the teaching staff and the immediate superiors in the Regional Office.

In the investigation the five hypotheses (as expressed on page 107) have been tested statistically. They refer to effects of training, school size by enrollment, staff motivation, and above all the perceptions of the different groups that explain the leaders' behavior patterns.

### 1.3. Importance of the Study

Among other things, a school principal has the primary responsibility of maximizing the performance of teachers who are central in the teaching-learning process. In order to ensure higher performance of the work group and induce extra effort among the teachers, the principal must influence favourably all his subordinates beyond his position power. The degree of his influence is related to a given behavior pattern when he attempts to lead his group.

The general purpose of this study was to analyze and understand the phenomena of leadership in senior secondary schools and thus contribute to theory and policy formulation regarding it. Specifically, the study addresses itself to the rationale stated hereunder:

a) The compilation of information on prevailing patterns of principal role behavior is important for practitioners in the field of educational administration to learn the reality and strive for adopting the appropriate leadership behavior in a given school setting.

b) It will also reveal to those aspiring for the post the social and environmental pressures they will be confronting and thus vary their style according to the situation. The study will, in general, increase the awareness of principals as to how they would be people-oriented in reconciliation with task structure.

c) It might also provide suggestions to the concerned authorities some considerations for future development of leadership in schools at secondary and even at primary level.

d) Although the study does not claim to be rigorous or extensive the researcher believes that it would contribute to the literature on Ethiopian educational leadership and initiate some insight for further study.

#### 1.4 Scope of the Study

This research has attempted to investigate the leadership role behavior of principals as perceived and evaluated by themselves, the school staff and their superiors specifically the Regional Deputy Manager for Academic Affairs and the Chief Inspector. It also examines the main functions that make the principal an effective leader of his school.

The study has been delimited to government senior secondary schools. The other non-government secondary schools (that is, public, private or mission) are excluded from sampling mainly due to variations observed in employment, supervision and resource capabilities. Accordingly, on the basis of the sampling procedure followed in Chapter III the twelve senior secondary schools taken as study sample units were:

- . Menelik II and Sebeta Senior Secondary Schools in Addis Ababa Administrative Region,
- . Haile-Mariam Mamo and Sheno Senior Secondary Schools in North Shoa Administrative Region,

- Hotie and Haik Senior Secondary Schools in South Wollo Administrative Region,
- Nazreth and Debrezeit Senior Secondary Schools in East Shoa Administrative Region,
- Awasa and Aleta-Wondo Senior Secondary Schools in Sidamo Administrative Region, and
- Asela and Didea Senior Secondary Schools in Arsi Administrative Region.

The sample regions are confined to areas within the vicinity of Addis Ababa due to manageability of data gathering. Primary data is obtained from questionnaires distributed to the principals, their academic staff and their superiors in the respective regions.

#### 1.5 Limitation of the Study

The researcher had intended to make the survey from a wider school distribution throughout the country. However, due to problem of accessibility and cost constraints on the one hand and a tense political milieu on the other fewer samples have been taken.

Available literature on the status of principalship in Ethiopia has been very scanty to provide the ground for through research.<sup>5</sup> Nevertheless, a modest attempt has been made to discuss some of the critical problems in secondary school leadership and then suggest feasible solutions.

To increase the value of this study the need for better data and more extensive survey would have been helpful and as such future research along this line should focus on this limitation.

#### 1.6 Definition of Terms Used

The following terms are used throughout this study as operationally defined hereunder.

Behavior - In psychology it refers to "anything a person or animal does that can be observed in some way"<sup>6</sup> while in management a role behavior is defined as "an actual performance of an incumbent of a position..."<sup>7</sup> To be precise, "leader behavior refers to specific acts which a leader engages in while directing or coordinating the work of his group."<sup>8</sup> Thus, operationally defined, a principal's behavior is what he does (act or say) with reference to his role as leader of the school and that can be observed by his staff in the course of their interaction towards goal achievement.

Leadership - It means "a process of encouraging and helping others to work enthusiastically toward objectives"<sup>9</sup> In the context of this study it refers to the behavior of the principal by which his staff is influenced to achieve school goals in a specific situation.

'Style' and 'effectiveness' are the terms often used as qualifiers of leadership. "A leadership style is the behavior

a leader exhibits while guiding organization members in appropriate directions."<sup>10</sup> 'Style' is an identifiable behavior pattern in relation to the principal's preferred way of acting within his group while the term "Effective leadership is marked by followers being motivated to do what the leader indicates."<sup>11</sup> Thus, 'effective leadership style' can be used as a conceptual term to describe a distinct style whose outcome in group performance is desirable or productive.

Perception - It generally "refers to a person's immediate experience (awareness) of the world."<sup>12</sup> Here, it stands for opinions (attitudes) formed and expressed by someone about the behavior or actions of the principal. What can be observed about a principal's role behavior can be interpreted differently by a certain group in an organization. Thus, we say staff perception, R E O perception or self-perception of the principal leader role behavior or his leadership style.

Principal - "The administrative head and professional leader of a school division or unit, such as a high school ... usually carrying a teaching load in small ones."<sup>13</sup> The term designates to the formally appointed, executive head of a senior secondary school. The principal as "school head is formally charged with control of 'the internal organisation, management and discipline of the school'."<sup>14</sup> In various other literatures<sup>15</sup> we may encounter these synonymous terms like school 'director', school 'administrator', 'school head', or 'head-teacher'.

Role - It is an organization term that refers to "the set of expected behaviors associated with an individual's position in a group."<sup>16</sup> In this research, it means a pattern of actions related to the various tasks of the principal in dealing with his staff or other relevant groups. A principal's role therefore, corresponds to his executive powers as leader in a senior secondary school.

Senior Secondary School - A school system following the elementary school solely established to offer general (not technical) education courses to students from grade nine to twelve.<sup>17</sup> An alternative term used by others may be 'senior high school'.

### 1.7 Organization of the Study

This thesis contains five chapters. Chapter one provides introductory statements on the rationale, scope and method of the study. Chapter two is devoted to a review of the related literature with a section on the Ethiopian school settings viz-a-viz principalship. Then, the third chapter reports the procedures pursued during the empirical survey as dictated by the research design. Moreover, it specifies the conceptual models adopted and the main variables considered. In chapter four the data gathered is statistically manipulated so as to make it palatable for objective judgement. Finally, chapter five summarizes the investigation upon bringing forth the findings obtained, the conclusion drawn and then the recommendations made.

FOOTNOTES

<sup>1</sup>F.E. Kast and J.E. Rosenzweig, Organization and Management: A Systems and Contingency Approach, McGraw-Hill Book Company: New York, 1985, p. 120.

<sup>2</sup>J.J. Blase, "The Effective School Principal: Perspective On School Leadership", Educational Administration Quarterly, 23:2 (1987) 85-98.

<sup>3</sup>Ibid.

<sup>4</sup>Critics on aspects of progress in Ethiopian education in general has so much been recurrent since the 1970's. See, for example, Teshome Wagaw (1979) assessment of the 'Education Sector Review'; Ole Christian Bjerkan (1972) analysis of educational achievements in view of the government's plans, targets and trends; Desta Asayehegn (1977) focus on high school students 'alienation' contributing to more dropouts or student unemployment; Tekeste Negash (1990) arguments on the basic causes for the 'crisis of Ethiopian Education' with reference to the official investigation - the 'Evaluative Research on the General Education System in Ethiopia'.

<sup>5</sup>The only relevant literature entirely devoted to the issue and available to the researcher was that of Teshome Bishaw's (1975) work, The Secondary School Principalship in Ethiopia, Unpublished Ed. D dissertation, Columbia University.

<sup>6</sup>C.T. Morgan, et al., Introduction to Psychology, McGraw-Hill Book Company: New York, 1986.

<sup>7</sup>N. Gross, W.S. Masson and A.W. McEachern, Explorations In Role Analysis: Studies of the School Superintendency, John Wiley & Sons Inc.: New York, 1965, p. 67.

<sup>8</sup>F. Fiedler, "Style Or Circumstance", in F. Griffith, Administrative Theory In Education: Text and Readings, Pendell Publishing Company: Michigan, 1979, p. 155.

<sup>9</sup>K. Davis and J.W. Newstrom, Human Behavior At Work: Organizational Behavior, McGraw-Hill International Edition: New York, 1985, p. 616.

<sup>10</sup>S.C. Carto and S.H. Appelbaum, Principles of Modern Management: A Canadian Perspective, Wm.C. Publishers, Dubuque: Iowa, 1986, p. 344.

<sup>11</sup>R.G. Owens, Organizational Behavior in Education, Prentice-Hall, Inc., Englewood Cliffs: New Jersey, 1987, p. 136.

<sup>12</sup>Morgan, et al., Introduction to Psychology.

<sup>13</sup>C.V. Good (ed.), Dictionary of Education, McGraw-Hill Book Company: New York, 1978.

<sup>14</sup>Don Field, "Headship in the Secondary School", in M. Hughes, P. Ribbins and H. Thomas, (eds.) Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987, p. 308.

<sup>15</sup>Different labels for the term principal can readily be found in many of the articles in M.G. Hughes et.al. (eds.) book entitled Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987; see also Teshome Wagaw, Education in Ethiopia: Prospect and Retrospect, Ann. Arbor University of Michigan Press, 1979.

<sup>16</sup>R.P. Vecchio, Organizational Behavior, The Dryden Press: Chicago, 1988, p. 537.

<sup>17</sup>Good, Dictionary of Education.

## CHAPTER II

### 2. REVIEW OF RELATED LITERATURE

This study is concerned with aspects of leadership styles as it applies to secondary school principals. In order to proceed with the theoretical constructs this part of the research starts by making an attempt to answer the following queries: What is leadership? How important is it to an organization? What are the factors that contribute to the variations in leader behaviors? How do we relate organizational effectiveness to specific leadership styles? What is the state of principalship in Ethiopia? A critical review of the literature, thus, may provide some satisfactory answers to these questions and may also show the knowledge gap until the present.

Leadership is a key organizational function that binds the activities of the work group or groups towards the achievement of organizational goals. It can be considered as the heart of organizational machinery without which task accomplishment is difficult, if not, impossible.

As an organ of primary responsibility the leader must influence others to carry out the various tasks of the organization as intended. Without the active guidance and direction of the leader goal achievement <sup>could</sup> ~~can~~ not be optimized or the organization may even stagnate. Despite the written policies that provide the same working rules,

procedures and influencing rights for persons in the role position, different leaders tend to vary in their practical application of leadership.

Broadly conceived, the practices and processes of leadership as a function vary among organizations depending on the unique demands of the socio-political and economic set-up of the particular institution. Moreover, the act of leading is typified with the personal preferences (idiosyncracies) of the role incumbent for which leadership styles vary among different people even under similar organizational situations. Put in another way, no two leaders behave exactly alike while performing their role. This implies that there are a range of possible leadership options.

With respect to school leadership the variations or consistencies in the work behavior of principals can be explained upon reviewing the relevant theories alongside conducting empirical research pertinent to education. The emphasis in this study would, therefore, be to examine actual leadership practices and thereby determine the appropriate behavioral orientation (style) most effective for a given senior secondary school system in this country.

To elaborate the fundamental issues it is the purpose of this section of the thesis to present the discussion on leader role behavior under four major topics with their underlying subdivisions. Thus, the main issues relate to general conceptions of leadership, the major leadership

theories, the nature of principal role behavior, and some aspects of principalship in Ethiopia. Some highlights on all of these ideas are presented below with particular reference to administrative practices in education.

## 2.1 An Overview of the Conceptions of Leadership

### 2.1.1 Basic Conceptions in Administration

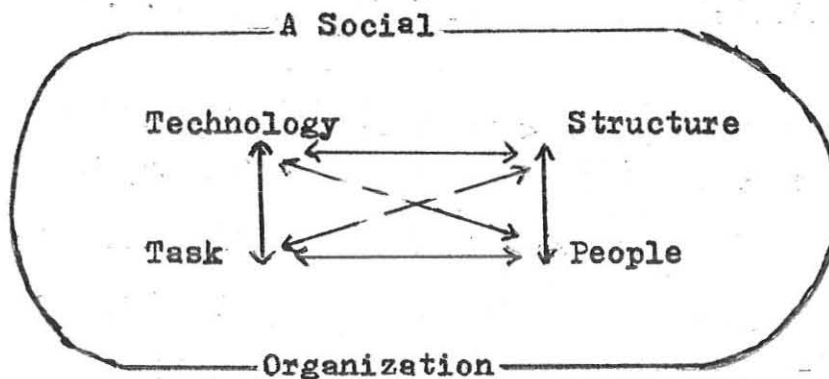
Leadership cannot be conceived apart from management or administration; they are "closely related conceptually and practically ... each having an influence on the effectiveness of the other."<sup>1</sup> Within the context of a formal leader in an organizational hierarchy the concept of leadership refers to his attributes and actions. A holistic perspective of leadership can actually be viewed in terms of the following four elements: as a status position, as a focal person, as a function, and as a process.<sup>2</sup> Of these, special emphasis is to be laid on the process of the interpersonal relations and actions of the leader among his work group (i.e., his subordinates) rather than on the details of his managerial or administrative functions.

Needless to say, leadership occurs in a social organization such as a public school, a hospital, a business enterprise, a military institution, etc., each of which is a definable unit on its own. Owens<sup>3</sup> identifies the major components of any social system to comprise structure, tasks, people and techniques each of which is a subsystem by itself.

These components (refer to Figure 1) are then, linked together and utilized in the interactive process to produce the intended out-put, that is, a product or service.

Figure 1

Interactive Sub-systems in Complex Organization



Source:

Adapted from H.J. Leavitt, "Applied Organizational Change in Industry: Structure, Technological and Humanistic Approach," in R.G. Owens, (1987), Organizational Behavior in Education, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, p. 77.

Constituting part of the people (work group) subsystem, a leader in a formal organization occupies the pivotal or central position in a hierarchical structure. He/she is then granted with the formal authority to exercise power over others in that organization. Obviously, in most cases an organizational structure shows the manager or the administrator at the top to occupy the leadership position.

In an attempt to lead the group, with varying frequency,

the leader must actually carry out the managerial functions of planning, organizing, co-ordinating, communicating, deciding, and controlling. In Gregg's terms these functions constitute the basic components in the 'administrative process'.<sup>4</sup> But not all managers and administrators are leaders in their own right. A leader role goes beyond the task of performing the administrative duties. Influencing others for better results rather than merely attending to the daily activities underlies the difference in the leader's role.

If one would like to clarify the ambiguity in the meaning of these three terms it can be put as follows: 'Administration' has the connotation of governmental or other non-profit organizations whereas 'management' has been mainly attached to business enterprises.<sup>5</sup> In contrast to a managerial or administrative role, 'leadership' focuses much less on routine duties to which his assistants would attend to. But the leader persists on attempting to influence the employees to strive to achieve better performance and higher morale.

Ofcourse, 'leading' is narrower in scope than managing but deeper in effect to deal with behavioral issues. It is simply an influencing function and of all the tasks of the leader motivating workers is critical and the most difficult one.<sup>6</sup> In sum, leaders are not strictly administrators or managers. Good leaders are very close to the organization and to their work group whose influence is instrumental to development and group satisfaction.

The leader with all the available resources and power is expected to help his group carry out its activities. The real power of a leader as Owens<sup>7</sup> states, is that which is voluntarily granted by the group in the first place and then the members accept his or her influence and direction by shared agreement. An influence power of the leader goes beyond vested authority and the strict organizational rules. It is expected that the leader tries to change or improve methods and procedures in some significant way to result in better performance and improved morale. What is important in leadership conceptualization is that the designated leader has the most influence, devotes more time, and is the most responsible person to his own group or his organization at large.

On the basis of the foregoing premises it is generally argued that leaders have substantial impact on group performance. Better group performance may be determined, among others, by the appropriate leader role behavior. Thus, identifying the pattern of leader behavior that is most appropriate to a given organization at a specific time remains the central issue in leadership theories and research.

### 2.1.2 Reflections of Effectiveness

To say that organizational success depends partly on its leadership is not to over-emphasize the matter. More often than not, the achievement of an organization is attributed

to the effectiveness of the leader. Leaders are, thus, answerable to the end results of group performance. Mitchell illustrates this idea as follows:

When a business venture, a university, or an athletic team is successful, it is the president or coach that often received credit, when failure occurs, it is usually the same individual in the top that is replaced.<sup>8</sup>

Nwankwo<sup>9</sup>, likewise, asserts that an organization or the group reflects the image of its leader. Hence, the maxim, 'as the leader so the group' may often hold true.

Leader influence is not the sole determinant of organizational outcomes.<sup>10</sup> Infact, there are other situational variables that have an impact on group performance and morale. These variables may categorically be included under intra-organizational and external factors that together constitute the nature of the task, technology, workers ability and motivation, interest of pressure groups and other constraints.<sup>11</sup>

While various input variables may account for the success of the organization the proper functioning, integration, and achievement lie within the reach and capability of the leader. If he/she is well equipped with the required leadership skills (i.e., human, technical and conceptual) and elicits the behavior gratified by his/her subordinates it is most likely that the organization can count success. In the business world an objective measurement such as profit index can be

indicative of the effect of the quality of leadership. Even in other social service institutions some fair judgement may be made. Dennison and Shenton<sup>12</sup> make the point that despite the absence of accurate out-put measures, the authorities in education do somehow identify "the quality of leadership as the chief reason for school's success".

Effectiveness is an expression of a given quality of performance. It is the concept that refers to a complex set of success records or improved performance outcomes. The effective leader is characterized as one who is capable of contributing to higher worker morale and productivity.

How much of the planned targets and programmes are met may indicate the degree of effectiveness the leader and his group have attained under given conditions. Measures of effectiveness usually contain three criteria:

1. group satisfaction - i.e., the employees' attitudes toward their organization and their work mostly expressed as morale;
2. group production - i.e., out-puts or outcomes of the organization;
3. group performance ratings by superiors and subordinates.<sup>13</sup>

The appropriate type of leader behavior or style which is most effective to an organization is not easy to determine. In fact, this issue remains to be the core of the problem under investigation. Researchers have often been puzzled in their attempts to find out 'best style' of leadership

universally applicable to all organizations. Human behavior being complex and unpredictable to a reasonable accuracy, the analysis of 'best styles' are only tentative. Infact, the assertion is that that there is 'no one best way' of leading.<sup>14</sup>

One reason for the difficulty is the assumption that effectiveness is a measure of group result. The leader cannot be effective without the support of his superiors and his subordinates. Yet, it is in the hands of the leader that others can be made to contribute to group productivity and morale.

Consistent with general human behavior studies leaders can be categorized somewhere between a range of effective-ineffective styles continuum. According to Dowling and Sayles<sup>15</sup> the effective leader is characterized as one who can motivate his subordinates by influence and example but not by 'flat'; and whose presence makes a positive difference on productivity and worker morale. At this point, Sweany's characterization of an effective principal may be relevant. For him, such principals:

1. emphasize achievement in classroom work,
2. set instructional strategies through decision-making and problem solving,
3. provide an orderly atmosphere or ensure that school's climate is conducive to learning,
4. frequently evaluate student progress,
5. coordinate instructional programs, and

6. support teachers, communicate with them about goals and procedures and help in staff development.<sup>16</sup>

By contrast, the ineffective principal is described as "being reactive than proactive, activity-oriented than goal-oriented, and unprofessional or unskilled"<sup>17</sup> In sum, the effective leader is conceived as one who initiates new ideas, motivates employees, and fosters support to everyone in the organization so that higher achievement is ensured. The ineffective leader is, on the other hand, too bureaucratic or authoritarian who puts even the most motivated staff into a difficult and tense climate.<sup>18</sup>

## 2.2. Leadership Theories in Perspective

Since the last three decades there has been a major concern among researchers to develop a conceptual framework for thinking about leaders' behavior systematically. Gates and his associates argue that despite a large amount of research there is still no unified or universally applicable theory of leadership.<sup>19</sup> Even today this assertion is debated. Indeed, attempts along this direction by scholars and researchers did not prove an easy task because of the changing character of societies and the nature of leadership itself. There are various leadership theories that help us explain some aspect of leadership each of which may not be adequate enough to provide a complete view. Nevertheless, all theories in combination do contribute to our understanding of what makes an effective leader.

To provide sufficient explanation basically there are three types of theories that have emerged. These distinct theories are commonly known as 'Trait Theory', 'Behavioral Theory' and 'Contingency' or 'Situational Theory'. The core tenets and the applications of these theories are highlighted hereunder.

### 2.2.1 Trait Theory: A Classical Approach

As a classical theory it emphasizes leadership as an art in which the focus was on what the leader was like rather than what he does. Hence, proponents of this theory aimed at listing all those personality characteristics such as foresight, intelligence, initiative and sociability that make him a success. For organizations the main thrust was to discover traits possessed by leaders and for use as exemplars.<sup>20</sup>

It was, however, proved to be inconsistent by Stogdill as early as 1948 after a survey of the available literature on personality traits. The main limitation is that no individual could possess all the traits that can be listed. Actually successful leaders are those individuals who can adopt their behavior to meet the demands of their own unique environments.<sup>21</sup> Again the theory stresses leader dominance in group interaction that may restrict follower initiative which, infact, must be encouraged.

On the whole, this approach pays little attention to study the group nor the situation it is in. The general

consensus among students of management is that "traits as predictors of effectiveness is not at all defensible."<sup>22</sup> So, the theory has at present little practical value in research.

### 2.2.2 The Behavioral Theory

As interest in the 'trait' approach declined, researchers focussed their attention on leader's actions rather than on his personal attributes. In the behavioral theory a conceptual definition of the term 'leadership' has been specified<sup>23</sup> to refer to the exercise of leader behavior or his actions in the group rather than the incumbents' personality traits. This way researchers set out to relate what a leader does to leader effectiveness. One major criticism with this approach is that it makes no attempt to discover behavioral determinants. It just focuses on observed behavior and does not look for causes or influencing factors.<sup>24</sup> What is more, the theory assumes organizational variables to be constant and hence ignores leader flexibility a condition of response to changing situations. The benefit of identifying the basic behavior dimensions and/or the different leadership styles in their approach forms the desirability of studying the theory.

Two Dimensions of Behavior - Essentially behavioral studies stressed the two dimensional approach in describing and analysing leaders in relation to two basic organizational outcomes: a) group productivity and b) group satisfaction (morale).

Vecchio argues, "... studies on leader behavior tried to identify specific styles of leader conduct and also attempted to discover whether it was associated with employee attitudes and performance."<sup>25</sup> Review of the literature generally indicates that several researchers have examined leader behaviors in terms of two basic dimensions: 'task-orientation' versus 'employee-orientation'. Different scholars, ofcourse, use other synonymous terms for these two dimensions.<sup>26</sup> For the purpose of this research the adopted terms are 'initiating structure' and 'consideration'.

Notable in the research efforts on behavioral approach are the Ohio State University team of researchers (1945) who designed an instrument - L B D Q to mean 'Leader Behavior Description Questionnaire'. It measures leader behavior and was used in numerous types of groups such as airforce and navy commanders, college deans and school superintendents.<sup>27</sup> Andrew Halpin, a significant contributor in leadership research, has formulated a paradigm (model)<sup>28</sup> that describes the method of measuring attitudes of work groups on how their leader actually behaves.

Similar to the Ohio State researchers the Michigan Studies also made significant contributions to the study of leader behavior in organizational effectiveness.<sup>29</sup> The two basic dimensions were described as 'production-centered' and 'employee-centered'. Unlike the former group of researchers that characterize the effective leader to dwell on both

dimensions the Michigan research team favoured the 'employee-centered' to be most effective. Recently, Reddin (1970), Hersey and Blanchard (1977) and others have challenged the view that leadership measuring high on both dimensions to be most effective in all situations; rather different combinations are preferred for different situations.<sup>30</sup>

Styles of Leadership - Leadership as an influence process is concerned with the making of qualitative decisions with the group. A given pattern of decision making behavior of the leader and his practices in involving his group in this respect may be defined as his leadership style. Early research conducted by Kurt Lewin and his associates along this direction dates back to 1939. Their findings showed three major styles: autocratic, democratic and laissez-faire.

Nwankwo<sup>31</sup> restates these styles as revealing distinct leader characteristics. The 'autocratic' leader is one with little or no human consideration and makes all the decisions himself while the 'democratic' leader is participative, allowing open communication for shared decision making and team-work. The 'laissez-faire' leadership takes a passive stance toward the problem of the group or the organization which may end up in low morale or productivity.

Griffith<sup>32</sup> reviewing this classification maintains that contemporary practices in the leadership of educational

organizations do not permit a dictatorial or laissez-faire style to dominate. If this line of reasoning is to be followed effective leadership must hinge on participative or democratic style.

There is the notion that leadership styles exist in a continuum ranging between no-participation and full-participation with the group. On the basis of the behavior continuum model a study entitled, "How to Choose A Leadership Pattern,"<sup>33</sup> attempted to show a range of behavior available to a manager. The polar position of the manager with respect to decision-making are described as 'boss-centered' and 'subordinate-centered'. For Nwankwo educational administrators who exhibit the two behavior dimensions - 'initiating structure' and 'consideration' - can be paralleled as taking a position along the decision making continuum. The leader in a 'transactional style' for instance, often presents issues with tentative decisions subject to change if the staff can provide better alternatives while the most considerate leader, found at the far end of the continuum, allows the group to make all the decision within the defined limits. (See Appendix A1).<sup>34</sup>

A different perspective on style study can be that of Blake and Mouton<sup>35</sup> who have attempted to adopt the Ohio State research approach to managerial training programme. Their schema explains leadership styles in the context of a grid. In the 'Managerial - Grid' the various combination of a concern for people and for production define five major

styles in the 9 x 9 grid (see Appendix A-2) in which 'Team-Management' is characterized as the best style.

The other style identification research and on which this thesis is based has been Halpin's four-quadrant style analysis. To him the best style lies at the intersection of the two basic dimensions at the upper-right quadrant - and designates high on both dimensions. The term commonly used as 'transactional' style - the slope along the middle position of the two dimensions: 'initiating structure' and 'consideration' (refer to Figure 3).

### 2.2.3 Contingency Theories

Those who studied leadership from both the 'Trait' and the 'Behavioral' approaches recognized that situational factors affect a leader's style and effectiveness. Leaders do function within a certain work group and in an organizational background. Thus, the context in which leaders operate makes a difference. Generally, the factors that determine the effectiveness of leadership style may be the characteristics of the subordinates, the organizational situation, and the style of one's superior in the organization.<sup>36</sup>

Whether a leader can use a directive, 'task oriented' style or a participative, 'human - relations' style depends on a combination of these and other variables. The very essence of the contingency approach is to treat leader

flexibility (my emphasis) as the central theme and hence attempts to determine the best fit among the various variables under consideration. Among the different theories the following are worth considering.

Fiedler's Contingency Theory - Fiedler (1967) proposed a widely recognized situation-based model for leadership effectiveness. For him, the three empirically derived dimensions in the situation that explain leadership style in a descending order of importance were.

1. leader-member relations,
  2. degree of task structure, and
  3. leader's position power.<sup>37</sup>
- These factors were then analyzed in terms of favourable - unfavourable group situations against the two dimensions of behavior: 'task oriented' or 'relationship-oriented' styles.

The findings were that,

1. A task-oriented leader performs best in situations in which he has a great deal of influence and power, and also in situations where he has no influence and power over group members.
2. A relationship-oriented leader performs best in mixed situations where he has only moderate influence over the group.<sup>38</sup>

In Fiedler's model among the situational factors, 'leader-member relation' emerged as the most important. This is explained by the fact that the leader with a personality to

be loved, admired and trusted can influence the group regardless of the position power. However, a leader who is not liked or trusted can not influence the group except through vested authority.

Path - Goal Theory - It refers to Evans and House (1971) formulation that describes and analyzes four basic styles. As Luthans<sup>39</sup> has pointed out these include directive, supportive, participative and achievement-oriented styles.

The conditions under which each of these styles may be effective have been reported as follows:

- There is higher worker satisfaction with leader directiveness in ambiguous tasks, that is, no role clarity.
- Supportive, leadership is best for subordinates who work on stressful, frustrating, or dissatisfying tasks.
- For non-repetitive or less structured tasks (eg. teaching) participative leaders appear to be more satisfying to workers.
- And similarly, for subordinates performing ambiguous, non-repetitive tasks, the higher the achievement orientation of the leader, the more subordinates feel confident that their efforts would pay off in effective performance.<sup>40</sup>

Stated another way, Path- Goal Theory suggests leader flexibility contingent on the nature of the task.

Situational Leadership Theory - It was first developed by Hersey and Blanchard (1971) as 'Life-Cycle' Theory and was closely based on the Ohio State two dimensional model with

the added dimension of follower 'maturity'. Vecchio<sup>41</sup> maintains that the theory shows how leaders should behave in their interaction and influence with their subordinates so as to help them determine when it is appropriate to behave in what way. As depicted in Appendix A-3 good leaders must vary their style of leadership according to 'maturity' level of their followers. This calls for a close or general supervision and directiveness to followers on individual basis rather than just engage in the same style for the entire group at a given time.

Having reviewed the salient features of the major theories in leadership literature the researcher is now urged to gear the discussion toward examining the behavior of the principal which is the concern of this study. The following section will focus on those factors that may largely determine a principal's leadership effectiveness.

### 2.3 Role Behavior of a Secondary School Principal

A principal is the designated formal leader<sup>of</sup> a given school who must direct, influence, and control the group or groups in his charge. He is presumed to have the final say in decision-making with the power of influence over all of his staff subject only to consultation and amendment by the school administration 'lay' committee. Hierarchically, the principal is also subordinate to his immediate superiors in the R E O and thus accountable with respect to educational

policy implementation commensurate with his authority. As regards to the role behavior of a principal the prescriptions of his main duties and rights can be referred from the organizational handbook.

Recalling the conceptions of leadership as form of influence its magnitude is higher toward his subordinates than toward his superiors or other referent groups. However, his influence power is moderated and tends to be weak due to the unique nature of schools being 'loosely-coupled' systems.<sup>42</sup> This implies that teachers do have considerable autonomy and latitude in their class-rooms and hence can only be under general control and direction of the principal. Most of the teaching work is left to the discretion of the individual teacher.

The principal may be understood as 'professional-as-administrator'.<sup>43</sup> As professional leader he does not strictly follow bureaucratic channels. Rather, his method of influence suggests 'open' communication patterns so that he could drop in any department, a class-room, guidance office, or the library for consultation, direction or supervision at his convenient time.

On the whole, his academic staff would want to be led beyond formal accountability by consent and trust in their interaction toward goal achievement. This is because the principal is generally considered as a professional colleague

rather than an administrative head (boss). As regards the other referent groups of the principal, that is, students, parents, and the community the degree of interaction is selective and infrequent. As will be discussed later the amount of time devoted to different job demands and with different action groups varies depending on his role sets and expectations.

### 2.3.1 Role Behavior Determinants

The act of influence encompasses a wide spectrum of pertinent leader roles. A role is generally defined as "an organized set of behavior belonging to an identifiable office or position."<sup>44</sup> A role actor in any organization will be engaged in a social behavior that is derived from two independent dimensions or sources. The key purpose of the leader must be to effect harmoniously an interaction between individual needs and organizational goals.

Likewise, for the principal as leader there are two sources of role expectations: the institution and the individuals inhabiting it. This conceptualization is rooted in 'Role Theory' of Getzels and Guba thesis (refer to Figure 2 below). For the institutional or normative role expectations the job descriptions and prescriptions are stipulated in the M O E school Administration Handbook<sup>45</sup> specifying how the job occupant must behave. It pin-points the duties and rights of the principal as head of a school. In a way it

reflects the 'ideology' or norms of the organization. However, everyday interpersonal interactions (dynamics) are determined by the perceived role expectations of referent groups, that is, the staff, students, his superiors, and the local community.

In fulfilling the goal of the school he is required to perform his tasks which can be spelled out as categories of managerial activities. According to Mintzberg<sup>46</sup> the major roles are classified into 1) interpersonal, 2) informational, and 3) decisional roles. To this Martin and Willower<sup>47</sup> added a fourth role which is labelled as instructional leadership role. The main activities or behaviors pertinent to principal have been analyzed by some earlier writers.<sup>48</sup> The question remains, what makes an effective school leader? What behavioral determinants (variables) can one isolate in the principal's role? Some of these involve personal competencies, skills, forms of power, efforts in motivations and change initiating (structuring) behaviors. Each of these are described below with few actual details.

Personality factor - Apart from the favourableness of the group and the situation in the organization, the leader's personal factors (variables) such as age, sex, job experience, verbal capacity, sociability, etc. alone cannot be the sole determinants of success. Yet, to ensure good interpersonal relations and high positive influence it is essential that some of the personality characteristics could be sought for in the principal.

Educational researchers have set out to establish the correlation between personality variables and effectiveness. Gross and Herriott (1965) for instance, showed that the female, younger, and lower educational status but with higher achievement motivation were rated with very high executive professional leadership (EPL)<sup>49</sup>. Note that such characterization could be specific to the United States.

Nevertheless, the desirable qualities that make sense to principals must be identified and sought for. In view of developing the desired personalities as well as administrative competencies in the principal, careful organizational socialization or training may be important. Through careful training the skills available to a principal can be brought to light for use in the benefit of the school. The perceived benefits of training to an organization can be generally a means of promoting improved educational leadership in the fields of instruction, guidance, and related areas.<sup>50</sup> For the development of the skills adequate academic and professional training becomes imperative. But what category of skills must be sought for in general ?

Skills - Success in leadership depends, in part, on the appropriate mix of the three main skills. In Katz's (1955) categorization it consists of technical, human, and conceptual skills that are required in different proportion at various role positions (levels) in an organization.<sup>51</sup> Sergiovanni and Carver<sup>52</sup> for instance, discussed and interpreted

these skills in terms of the school executive's role. In their view, technical skill assumes an understanding of and proficiency in the methods, processes, and procedures and techniques of education.

Whereas in human skills the principal requires considerable self-understanding and consideration for others, conceptual skill includes the school executive's ability to see the school, the district (awraja) and the total educational program as a whole. Specifically, the principal as lower level manager must at all times stress the use of human relations and technical skill to work for school effectiveness.

Forms of Power - The source of power for any leader that are actually in use can be a combination of:

1. organizational resource that provides reward and punishment power,
2. the incumbent's position consisting of legal (legitimate) authority and information power, and
3. personal characteristics which refers to referent or expert power.<sup>53</sup>

For the school principal all these power bases may be available. Yet, the choice of their use is largely determined by the specific feature inherent in the educational institution.

In the absence of an objective teacher performance

evaluation as a basis for action and the lack of adequate material resources at his disposal, the principal is highly constrained to use his reward and punishment power. By contrast, in a business enterprise economic incentives often follow directly employees effective performance that yield visible output increases. The business manager, as he initiates new plans for increased productivity, and motivates the workers he rewards them on the basis of their merit; this in turn strengthens his influence power. Further still, the principal's leadership power also markedly differs from a military leader. Mitchell clarifies this point:

While in military organizations authorities rely heavily on threat and punishment the power exercised in academic settings is almost entirely based on expertise and information power.<sup>54</sup>

Hence, the kind of influence power to be utilized must be based more on collegial authority as well as expert power. The staff would rather be willing to accept his influence when they believe that he has been chosen largely because of his educational ability, experience and training.<sup>55</sup> Relying heavily on legal authority pays very little in this regard.

### 2.3.2 Primary Duties of the Principal

As Staff Motivator - Motivation can be understood as the stimulation by the individual to put extra effort toward

need-satisfaction. In organizational context the motivation to work helps in the maintenance and improvement of worker's performance that may enhance organizational effectiveness. The issue at hand is how to motivate teachers and identify the factors that are associated with their motivation, morale or job satisfaction in general.

Sergiovanni's<sup>56</sup> analysis of the Herzberg theory as it applies to teachers' job satisfaction indicates that unfavourable school administration or leadership is a dissatisfying (hygiene) factor if present and can be related to the condition (school climate) and people that surround the work. For him, effective administrative behavior which is reflected in favourable supervisory behavior and good interpersonal relationships are necessary components in promoting an environment that may enhance job satisfaction in teachers. Dennison and Shenton<sup>57</sup> also attempted to show the relationship between leadership styles and job satisfaction in elementary schools. The writers confirm that school leader's should strive to exercise distributed leadership or delegation of duties to staff and also support their need for recognition and self-actualization. The outcome will be increased motivation of the entire staff.

Owens<sup>58</sup> contentions dwell on such aspects as staff involvement in decision-making, recognition of staff efforts and rewarding it, authority delegation, varying leadership styles according to maturity of followers and doing everything possible to improve their morale.

As Supervisor - Supervisory behavior of the principal is identified as the context to the job of teachers.<sup>59</sup> Evaluation or work supervision to a reasonable frequency and closeness is necessary in school leadership role. Basically teachers' evaluation, whatever method is appraised, as a practice of supervision, is used to measure the effectiveness of teaching performance. It helps the principal pursue the efforts, motivation, and the productivity of teachers to whom he must provide the rewards they deserve.

For the evaluation to be more than just a formal or bureaucratic process in the school it must be carefully designed, regularly appraised and the results put into effect.<sup>60</sup> What is more, its results should produce some benefits for both the individual teacher and the organization. If the method is reliable, valid and meets teachers' expectations it will then help maintain morale and contribute to increased performance. This will be an outcome of a disairable leader style - a serious supervisory behavior.

As Change Agent - Innovations or changes are not frequent in school systems. There are indeed difficulties in educational systems to be enthusiastic about innovations simply because it is not easy to prove conclusively the success of learning as a result of a certain new practice.<sup>61</sup> Among the various factors for resistance to change, lack of incentive system is notable. Hanson<sup>62</sup> argues that teachers seem to be not interested in supporting change initiatives

because the incentive system in most schools does not positively reward such involvement. Under these circumstances the opportunity to innovate may not be received with greater anticipation. Huberman<sup>63</sup> also contends that promotions are generally made on the basis of seniority, personal influence, popularity or professional upgrading at the university rather than the quality of work done.

It is also noted that people adopting change are paid the same as those rejecting it and infact they run the added risk of possible failures. How, then, can the secondary school principal play the change agent and leader roles in his school ? Perhaps creating a favourable climate is most critical in this respect. The kind of support given to teachers during the innovation, according to Saunders and Valliamy<sup>64</sup>, includes participation in the planning of the innovation, creating a channel for feed-back between teachers and the change agents, provision of resources to support the innovation, and inservice training to acquire the skill for the new role.

## 2.4 The Secondary School Principal in Ethiopia

### 2.4.1 Modern Education on the Stage

Foundations - In Ethiopia, modern education has been featured strictly is a phenomenon of the 20<sup>th</sup> century. Until 1908, when Menelik II school was opened, the Ethiopian Orthodox Church had a virtual monopoly of 'wisdom' and

literary culture; albeit too conservative and resistant to change. The missionaries, so eager to spread their own 'civilization', were relatively free to operate their schools outside the domains of the Church - mainly in the south and south western Ethiopia after it was decreed as 'open area' in the 1944 Act.

The major causes for the western-oriented school systems to be ushered in and institutionalized were "the establishment of a central state authority and permanent urban seat of power, the development of modern sector economy, and the arrival of foreign embassies because of the recognition after the Battle of Adwa"<sup>65</sup>. Above all the national leaders were firmly convinced that on the one hand, European influence was inevitable, and on the other modern education held the 'mysterious key'<sup>66</sup> for rapid socio-economic progress. So, from the outset education was given top priority.

In the initial years Emperor Menelik sought to realize his ambitions of securing educated Ethiopians as architects of civilization around him upon opening up schools in Addis Ababa, Dessie, Ankober, Yirgalem, Gore and Harrar. Haile-Selassie, his successor, played an even more active role in establishing several government operated schools in Addis Ababa and the provinces. Besides, to continue their education few young Ethiopians were sent abroad. Tekeste cites Pankhurst and points out that about 200 may have travelled to overseas prior to 1935.<sup>67</sup> To the dismay of the country however, most of them were massacred during the Italian invasion.

To supplement government endeavour in expanding education both the missionaries and private communities were allowed to operate under government auspices. Despite this progress was very slow and school distribution uneven. By 1935 there were only 21 government schools of which 9 (42.9%) were found in Addis Ababa alone.<sup>68</sup> Including those in the mission schools total enrollement was 4,200 students for the same period. While growth in education in most developing countries is generally slow, in contrast to sub-Saharan African countries, Ethiopia had far fewer schools.<sup>69</sup> Even today, its status has not changed much.

Reconstruction . The education sector which had just began to emerge saw a total collapse during the Italian Occupation. So, in 1941 the country had to start the task of reconstruction virtually from the scratch.<sup>70</sup> During this 'urgent improvisation'<sup>71</sup> period there was a very critical shortage of text books and teachers. To alleviate the problems more budget allotment, foreign assistance and sectoral planning for education policy were essentially emphasized.

To upgrade the education level and thereby meet the manpower needs of the country secondary schools, teachers training, and specialized schools such as commercial, technical and agricultural schools were eventually opened. The first government and boarding secondary school was opened in 1943 in Addis Ababa. The Wingate Secondary School, which was established and privately financed by the British embassy

was also in operation in 1945. Since then many more government and private secondary schools have been opened in the country. For all these schools the principals were English speaking foreigners. As there was keen interest toward the rapid progress of education concrete steps were taken to staff schools with local teachers and administrators, to standardize the curriculum, and centralize the planning, administration, and control of school systems at all levels.

Emergent problems - In the face of steadily growing school size (from 116 schools in 1944 to 540 schools in 1950<sup>72</sup>, for instance) the government had to overstep the lack of supplies, trained local teachers and educational planners. To implement the policy of 'mass education at all costs'<sup>73</sup> sufficient budget was urgently needed. Hence, with the education tax introduced the financial demand was partly satisfied.

Relative to other sectors education held third place on the budget list. The budget ear-marked for education continued to fluctuate between 11% and 19% of the national budget between 1958 and 1972.<sup>74</sup> In recent years however, the budget has declined; in 1989 total annual education budget was 11% of which 84% was spent on salaries. The fact remains though, the sector has expanded not in proportion to the financial capabilities to run it. According to Tekeste<sup>75</sup> "the 1968 budget of 350 million for 3,726,000

students could only be sufficient to properly educate about one-third of same student population" in the accepted standard.

Although it can be shown that there is a rapid student population increase, at all levels participation rate still remains very low.

Table 1

Primary and Secondary School Growth (1974/75-1983/84)

Education level	1974/75			1983/84			Enrollement Participation rate	
	No. of Schools	Students ('000)	Teachers ('000)	No. of Schools	Students ('000)	Teachers ('000)	Planned (1961)	Actual (1984)
Primary	3,166	959.0	21.0	7,125	2795.0	48.0	100%	42.2%
Junior Secondary	507	124.0	3.8	829	1295.0	6.0	23%	16.4%
Senior Secondary	125	65.0	2.5	201	286.0	7.3	23%	11.0%

Source: Ministry of Education, "Education in Socialist Ethiopia", in Fasil G/Kiros, Implementing Educational Policies in Ethiopia, World Bank, No. 84, 1991, pp. 88 and 106.

As indicated in the UNESCO conference of 1961 held in Addis Ababa the actual status of 'Universal primary' and 'controlled secondary' enrollment was considerably lower than the target plan (see Table 1 above). For instance, the student population increase in the senior secondary schools being almost 4.5 times greater in 1984 than in 1974 the

participation rate of the relevant age group was only 11% against a plan of 23%.

From another perspective there have been other emergent problems associated with the education system as a whole. School expansion followed by uncontrolled enrollement culminates in student unemployment if set on a very poor national economic background. In Ethiopia, too, the major problems in education seem to be highly tied up to the undue expansion of schools, the influx of educated unemployment and the decline in the quality of education. These problems which started to crop up since the 1960's have continued with greater momentum until the present.

It is worthwhile to note that the factors that explain to 'regional disparities'<sup>76</sup> in educational opportunities and the 'crisis in education'<sup>77</sup> have been pointed out and critically analyzed by different researchers. On the part of the government too, studies on important policy issues have been initiated from time to time although they were not materialized.<sup>78</sup> Other writers have also been able to explore into similar problems of the educational system.<sup>79</sup> What problems are particularly relevant to a secondary school management ?

Among the issues pertinent to a secondary school management

Fasil summarizes the findings of the official report as follows:

1. The increase of pupil-teacher ratios to 65 in primary schools, 47 in junior secondary schools and 41 in senior secondary schools.
2. The fact ... also that 42 percent of the teachers in junior secondary schools had no specialized training and over 43 percent of the senior secondary teachers had only one or two years of attendance in post secondary program.
3. The over-crowding of schools.
4. The shortage of educational materials.
5. Poor management.<sup>80</sup>

In brief, the overcrowding of classes, lack of adequate budget and educational materials, inadequate training of teachers, and poor management are critical. The conclusion drawn is that the problems arose not because education is neglected but because much emphasis has been placed on its expansion. Under the circumstances education in Ethiopia will continue to be faced with many problems and uncertainties.<sup>81</sup>

#### 2.4.2 Centralization and the Principal's Powers

The structure and organization of the Ethiopian education has indeed undergone several changes. At the beginning the organization and administration of school systems was solely sponsored and controlled by the royalty who had considerable influence over school policy. The Emperor, for instance, held the port-folio of Minister of Education and Fine Arts from 1947 to 1966.<sup>82</sup>

Besides the ruling elite, the missionaries and the Orthodox church were separately trying to staff and finance their own school establishments. At that time most of the teachers and school leaders were expatriates and the curriculum not uniform.

Eversince the executive power was rightly instituted to the Ministry of Education (in 1966) the planning, organizing and supervision of school activities has been highly centralized. This paved the ground to consolidate a unified school system, to opt for educational reforms, and also to initiate investigations into the future goals, and the quality of education. Yet, the desired changes or improvements have not been materialized substantially. This may be due to the fact that almost nothing happens in a centralized educational system until a central government authority decides to adopt a new idea and issues the necessary executive orders. The slow changes felt in this country may partly be attributed to over-centralization in school administration. This being so the power of the principal to improve the present conditions in the school is limited.

The specific powers and rights defined for the secondary school principal in Ethiopia can be stated here for purposes of understanding his role. Briefly, his major duties include the following:

1. responsible for the administration of the school;
2. responsible for the teachers and staff in such matters as giving reports on them for

- their promotion or salary increment;
3. expected to teach;
  4. cannot appoint, transfer or dismiss any teacher appointed by Ministry of Education.<sup>83</sup>

One can see that his influence power over school policy and over his staff seems very limited. As can be inferred from the previous discussion government allotted fiscal school budget (salary not included) is negligible. The attempts to secure fund from the community is, as well, precarious. It is defined in the 'Education Act 260/85'<sup>84</sup> that the principal should seek the collaboration of the 'lay' school administration committee to work for the development of the school. He is expected to work by appealing to the parents in the community to raise fund that would assist in the construction or maintenance of the physical plant, purchase of educational materials, and finance the academic program. However, with a very poor economic status of the society financial assistance is, in most cases, insignificant. To sum up, a principal with limited executive power and inadequate budget seems to fall short of an effective leader. To this we can also consider some other job stresses and the inadequacies with reference to professional training.

#### 2.4.3 Challenges to the Principal

The causes for school success may broadly fall in to two categories. The first is the ability as well as the motivation of workers. The second is the adequate supply of materials and finance required in the input process. In light of these

what are the conditions under which the secondary schools functioning ? What factors limit the effective leadership of the principal ?

As mentioned earlier, the lack of sufficient budget in education is a significant factor that hampers school achievement. Coupled with this accommodating students beyond the school's capacity and consequently a very crowded class size is a serious problem that complicates the management of schools. With regard to logistic (class-room) problems it has been partly tackled. As partial solution, to alleviate the shortage of space at the secondary school level, a double-shift system has long been introduced.<sup>85</sup> Despite this the size of students in a given class in most schools is still rapidly increasing. A class of over 70 students in the urban secondary schools is not uncommon. Unquestionably, this situation poses a heavy stress on the efficiency and motivation of teachers in particular and the principals' effective leadership in general.

What is more, teachers morale is reported to have declined due to low salary scale, forced assignment on the job, poor housing and absence of material rewards.<sup>86</sup> What implication does this have on the principal's effectiveness ?

Deteriorating student discipline coupled with the low participation of parents, and the public in dealing with student problems can not be overlooked. General student

unemployment bears a very strong impact on the morale and discipline of students. Such state of affairs leads to frustration and uncooperative attitude on the part of students.<sup>87</sup> In the face of these problems the principal must essentially be equipped with the desired skills and understanding when providing the necessary leadership. Obviously, to become more competent, systematic, and helpful school leader adequate professional training for the principal is imperative. What is the status of training for secondary school principals in Ethiopia ?

#### 2.4.4 Principals Appointment and Training

The search for good leaders in secondary schools has always been realized by two methods:

1. employing more qualified and appropriate personnel,
2. training in pre-entry and in-service programs.

Earlier concern of the M O E was to replace all the expatriate school directors by nationals. Through several self-reliance moves such a goal was achieved shortly. Accordingly, by 1966 there were only three foreigners in government senior secondary schools.<sup>88</sup> The incumbents were said to have been young, inexperienced and professionally untrained, though.

The appointment of principals must have evolved some changes depending on the availability of trained man-power

appropriate for the job. Generally the promotion of principals is effected for persons derived from the teaching ranks as well as from fresh graduates with higher qualifications. At present the MOE's policy for the appointment of principals requires that one:

1. must have a minimum of two years of teaching experience, and must have at least one year experience as assistant principal; or a minimum of three years experience as a junior secondary school principal; and
2. must have taken educational administration courses at university level.<sup>89</sup>

Whenever possible MOE opted for posting adequately qualified, Master's degree holder as principals. According to Teshome, in the 1970's the government managed to employ more such principals. In his study, 13 out of the 27 sampled principals had this qualification.<sup>90</sup> Later on there was more brain-drain to other organizations which meant that there was the problem of retaining the staff. Thus, MOE took steps to fill up the vacant positions from among teachers through competitive examinations. But as lasting solution and in order to ensure the competency of principals on the job an appropriate professional training either full-time or through inservice courses was the need.

Long before regular training for senior secondary school principals was envisaged the MOE and the University (Faculty of Education) jointly decided in 1963 to start

a program on the training of 'professionals' as junior secondary principals and inspectors. After 1970<sup>91</sup> it was incorporated as in-service courses of the 'kremt' program. At a later date other arrangements were made with the Addis Ababa University for a more advanced training of educational leaders. Since 1982 a new approach has been started to offer courses at diploma and degree levels for would be principals in junior secondary and senior secondary schools respectively. Until 1990 there were 563 diploma and 154 degree graduates.<sup>92</sup>

A further step in the training endeavours was to upgrade the standards of leadership in secondary school. Accordingly, a professional training at a Master's level has recently been underway by the University. The program was started in 1989. Although the intake is very low, no doubt, it is a good start and promising.

To cope with limitations in leadership skills of educational administrators not only in secondary schools but also with those working closely with the principal, that is, the Regional Education managers and inspectors, the MOE has set up Management Training Service. To date most of the incumbent principals lack the specialization in the profession of school leadership and the Ministry having realized this problem conducts inservice training occasionally. Table 2 shows the training efforts with respect to the two groups mentioned earlier.

Table 2

MOE-Based Inservice Training for Principals and Regional  
Education Officers 1981 - 1990

Year	Types of Courses	Duration	Parti- cipants	Source of Fund
1981	Educational Administration	15 days	200	UNICEF
1982/83	Inspection	12 weeks	120	IDA
1982/83	Secondary School Management	6 "	280	IDA
1985/86	Inspection	12 "	113	IDA/UNICEF
1987	Educational Management and Administration	2 "	54	UNESCO/SIDA
1989	School Administration	1 "	185	EEC
1989	Educational Management	1 "	54	IDA/UNESCO
1990	Administration* in a Secondary School	1½ "	231	EEC

\*Data released from MOE, Management Training Office, 1991.

Source: Negussie Habteyes, "Assessment of In-service Training provision for Education Managers by the Management and Training Service of the MOE". A Seminar Paper, Faculty of Education, Addis Ababa University, 1990, p. 25.

Despite the need for more training opportunities be provided, due to the acute shortage of fund for the program, only at one instance (in 1990) have 231 of the 282 principals been able to participate. Besides, the duration and intensity of the course seems far from sufficient. So, a more regular, institutionalized in-service training and workshops must be sought for (arranged) to improve the quality of school leadership.

FOOTNOTES

<sup>1</sup>K. Lloyd, "Management and Leadership in the Primary School", in M. Hughes, P. Ribbins and H. Thomas (eds.), Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987, p. 295.

<sup>2</sup>F.E. Kast and J.E. Rosenzweig, Organization and Management: A Systems and Contingency Approach, McGraw-Hill Book Co.: New York, 1985, p. 362.

<sup>3</sup>R.G. Owens, Organizational Behavior in Education, Prentice-Hall I Inc., Englewood Cliffs: New Jersey, 1987, p. 77.

<sup>4</sup>R.T. Gregg, "The Administrative Process", in Campbell and R.T. Gregg, Administrative Behavior in Education, Harper & Row Pub. Inc.: New York, 1957, p. 267.

<sup>5</sup>Kast and Rosenzweig, Organization and Management, p. 6.

<sup>6</sup>M. Batchler, "Motivating Staff: A Problem for the School Administrator", Journal of Educational Administration, 19:1 (1981) 44-53.

<sup>7</sup>Owens, Organizational Behavior in Education, p. 128.

<sup>8</sup>T.R. Mitchell, People in Organizations: An Introduction to Organization Behavior, McGraw-Hill Book Co.: New York, 1982, p. 365.

<sup>9</sup>J.I. Nwankwo, Educational Administration: Theory and Practice, Vikas Publishing House Pvt. Ltd.: New Delhi, 1982, p. 71.

<sup>10</sup>D.W. Organ and W.C. Hamner, Organizational Behavior: An Applied Psychological Approach, Business Publications Inc., Plano: Texas, 1982, p. 394.

<sup>11</sup>F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Pub. Co.: Michigan, 1979.

<sup>12</sup>B. Dennison and K. Shenton, Challenges in Educational Management: Principles into Practice, Croom-Helm Ltd.: New York, 1987, p. 33.

<sup>13</sup>P.F. Silver, Educational Administration: Theoretical Perspectives on Practice and Research, Harper and Row Publishers: New York, 1983, p. 137.

<sup>14</sup>P.E. Gates, K.H. Blanchard and P. Hersey, "Diagnosing Educational Leadership Problems: A Situational Approach," in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Pub. Co.: Michigan, 1979, p. 145.

<sup>15</sup>W.F. Dowling and L.R. Sayles, How Managers Motivate: The Imperatives of Supervision, McGraw-Hill Book Co.: New York, 1978.

<sup>16</sup>J. Sweany, "Research Synthesis on Effective Leadership," Educational Leadership, 30:5 (1982) 346.

<sup>17</sup>L.W. Anderson and A.B. Pigford, "Removing Administrative Impediments to Instructional Improvement Efforts", Theory into Practice, 26:1 (1987) 67-71.

<sup>18</sup>Nwankwo, Educational Administration, p. 71.

<sup>19</sup>Gates, et.al., "Diagnosing Educational Leadership", in F. Griffith, 1979, p. 144.

<sup>20</sup>H.L. Tosi, J.R. Rizzo and S.J. Carroll, Managing Organizational Behavior, Pitman Pub. Inc.: New York, 1986, p. 558.

<sup>21</sup>Gates, et.al., "Diagnosing Educational Leadership", in F. Griffith, 1979 p. 144.

<sup>22</sup>R.P. Vecchio, Organizational Behavior, The Dryden Press: Chicago, 1988, p. 290.

<sup>23</sup>A.W. Halpin, Theory and Research in Administration, The Macmillan Company: New York, 1966, p. 41.

<sup>24</sup>Griffith, Administrative Theory in Education, p. 136.

<sup>25</sup>Vecchio, Organizational Behavior, p. 290.

<sup>26</sup>See Owens, (1987) Organizational Behavior in Education, p. 129 for a list of the two behavior dimensions as used by different scholars. Thus, for Daniel Katz, it is 'employee-orientation' and 'production orientation'; for Rensis Likert

it is 'employee-centered' and 'job-centered'; for Ohio State University research team it is 'consideration' and 'initiating structure' and so on.

<sup>27</sup>F. Luthans, Organizational Behavior, McGraw-Hill Book Company: New York, 1981, p. 415.

<sup>28</sup>The researcher sees the model presented by A.W. Halpin (1966), in his book 'Theory and Research in Administration' for measuring leadership effectiveness largely for its heuristic value. But exact measurement of the impact of leadership on student learning outcomes using this model seems rather unfeasible for school outcomes are said to be ambiguous and any feedback is only remotely secured, if any.

<sup>29</sup>Tosi, et.al., Managing Organizational Behavior, p. 557.

<sup>30</sup>M. Hughes, "Leadership in Professionally Staffed Organizations", in M. Hughes, P. Ribbins and H. Thomas, (eds.) Managing Education: The System and the Institution, Cassell Education Ltd.: London, 1987, p. 266.

<sup>31</sup>Nwankwo, Educational Administration, p. 74.

<sup>32</sup>Griffith, Administrative Theory in Education, p. 139.

<sup>33</sup>R. Tannenbaum and W.H. Schmidt, "How to Choose a Leadership Pattern", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Pub. Co.: Michigan, 1979, pp. 166-179.

<sup>34</sup>Nwankwo, Educational Administration, p. 75.

<sup>35</sup>R. Blake and J.S. Mouton, "The Managerial Grid", in R.P. Vecchio, Organizational Behavior, The Dryden Press: Chicago, 1988, p. 294.

<sup>36</sup>Owens, Organizational Behavior in Education, p. 128.

<sup>37</sup>F.E. Fiedler, "Style or Circumstance", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Pub. Co.: Michigan, 1979, p. 159.

<sup>38</sup>Ibid., p. 155.

<sup>39</sup>Luthans, Organizational Behavior, p. 427.

- <sup>40</sup>Ibid.
- <sup>41</sup>Vecchia, Organizational Behavior, p. 301.
- <sup>42</sup>Owens, Organizational Behavior in Education, p. 26.
- <sup>43</sup>M. Hughes, "Leadership in Professionally Staffed Organizations", in M. Hughes, et.al., 1987, p. 276.
- <sup>44</sup>L.W. Rue and L.L. Byars, Management: Theory and Application, Richard D. Irwin, Inc.: Illinois, 1986, p. 627.
- <sup>45</sup>Ministry of Education, "A Handbook of School Administration" Vol. 1, 1988, Addis Ababa, (mimeographed, in Amharic).
- <sup>46</sup>H. Mintzberg, The Nature of Managerial Work, Harper and Row Publishers: New York, 1973, p. 56.
- <sup>47</sup>W.J. Martin and D.J. Willower, "The Managerial Behavior of High School Principals", Educational Administration Quarterly, 17:1 (1981) 69-90.
- <sup>48</sup>S.W. Williams, Educational Administration in Secondary Schools: Task and Challenges. Holt and Winston: New York, 1964, p. 45.
- <sup>49</sup>N. Gross and R.E. Herriott, Staff Leadership in Public Schools, John Wiley and Sons, Inc.: New York, 1965, p. 77.
- <sup>50</sup>Williams, Educational Administration in Secondary Schools, p. 31.
- <sup>51</sup>R.L. Katz, "Skills of an Effective Administrator", in O.T. Jarvis, Elementary School Administration: Readings, Wm.C Brown Co. Publishers: Dubuque, Iowa, 1969, pp. 24-40.
- <sup>52</sup>T.J. Sergiovanni and F.D. Carver, The New School Executives: A Theory of Administration, Harper & Row Publishers: New York, 1980, p. 13.
- <sup>53</sup>Mitchell, People in Organizations, p. 243.
- <sup>54</sup>Ibid., p. 343.

<sup>55</sup>Williams, Educational Administration in Secondary Schools, p. 29.

<sup>56</sup>T.J. Sergiovanni, "Factors which Affect Satisfaction and Dissatisfaction of Teachers", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979, p. 418.

<sup>57</sup>Dennison and Shenton, Challenges in Educational Management, pp. 33-52.

<sup>58</sup>Owens, Organizational Behavior in Education, p. 288.

<sup>59</sup>F.C. Ellenburg, "Factors Affecting Teacher Morale" in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979, p. 418.

<sup>60</sup>R.F. Campbell, J.E. Corbally, and R.O. Nystrand, Introduction to Educational Administration, Allyn and Bacon, Inc. Boston, 1983, p. 231. 61

<sup>61</sup>Owens, Organizational Behavior in Education, p. 238.

<sup>62</sup>E.M. Hanson, Educational Administration and Organizational Behavior, Allyn and Bacon Inc.: Boston, 1985, p. 305.

<sup>63</sup>A.M. Huberman, Understanding Change in Education: An Introduction, IBE, UNESCO; Paris, 1973, p. 29.

<sup>64</sup>N. Saunders and G. Valliamy, "The Implementation of Curriculum Reform: Tanzania and Papua New Guinea", Comparative Education Review, 27:3 (1983) 357-373.

<sup>65</sup>Ayalew Shibeshi, "Some Trends in Regional Disparities in Primary School Participation in Ethiopia", The Ethiopian Journal of Education, 11:1 (1989) 25-45.

<sup>66</sup>Tekeste Negash, The Crisis of Ethiopian Education: Some Implications for Nation Building, Uppsala University: Sweden, 1990, p. 2.

<sup>67</sup>Ibid., p. 3.

<sup>68</sup>Ayalew, "Some Trends in Regional Disparities in Primary School Participation in Ethiopia", p. 32.

<sup>69</sup>Tekeste, The Crisis of Ethiopian Education, p. 3.

<sup>70</sup>Ibid.

<sup>71</sup>O. Bjerkan, Plans, Targets and Trends in Ethiopian Education, Ph. D Thesis (Unpublished) University of Maryland, 1972, p. 54.

<sup>72</sup>Ayalew, "Some Trends in Regional Disparities in Primary School Participation in Ethiopia", p. 34.

<sup>73</sup>Bjerkan, Plans, Targets and Trends in Ethiopian Education, p. 62.

<sup>74</sup>Desta Asayehegn, Student Alienation: A Study of High School Students in Ethiopia, Ph. D. Thesis, (unpublished), Stanford University, 1977, p. 57.

<sup>75</sup>Tekeste, The Crisis of Ethiopian Education, p. 76.

<sup>76</sup>Ayalew, "Some Trends in Regional Disparities in Primary School Participation in Ethiopia", p. 25-45.

<sup>77</sup>Tekeste, The Crisis of Ethiopian Education.

<sup>78</sup>Two of the official investigations made with the view to restructure the educational system of Ethiopia on a large scale, or for policy consideration were 1) Ministry of Education, "Education: A Challenge to the Nation, A Report of the Education Sector Review", Addis Ababa, August, 1972 and 2) Ministry of Education, "Evaluative Research of the General Education System in Ethiopia: A Quality Study", Summary Report presented to the Executive Committee of 'Ergese', Addis Ababa, May 1986.

<sup>79</sup>For details see the studies made by Teshome Wagaw (1979) Education in Ethiopia: Prospect and Retrospect; Ole Christian Bjerkan (1972) Plans, Targets and Trends in Ethiopian Education; Maaza Bekele (1966) A Study of Modern Education in Ethiopia.

<sup>80</sup>Fasil G/Kiros, Implementing Educational Policies in Ethiopia, World Bank Report No. 84, Washington 1990, p. 99.

<sup>81</sup>Ibid., p. 113.

<sup>82</sup>Tekeste, The Crisis of Ethiopian Education, p. 4.

<sup>83</sup>Teshome Bishaw, The Secondary School Principalship in Ethiopia, Doctoral Dissertation, Columbia University 1975, p. 99.

<sup>84</sup>P.M. G. of Ethiopia, The Negarit Gazette, No. 260/85, Addis Ababa, 1985.

<sup>85</sup>Teshome, The Secondary School Principalship in Ethiopia, p. 7.

<sup>86</sup>Tekeste, The Crisis of Ethiopian Education, p. 27.

<sup>87</sup>Desta, Student Alienation, p. 67.

<sup>88</sup>Teshome, Education in Ethiopia: Prospect and Retrospect, p. 160.

<sup>89</sup>Teshome, The Secondary School Principalship in Ethiopia, p. 6.

<sup>90</sup>Ibid., p. 87.

<sup>91</sup>MOE, 'Management Training Services Report' presented to the Seminar held in Addis Ababa University, Faculty of Education, 1990.

<sup>92</sup>Compiled from Addis Ababa University, Faculty of Education Record Office, 1982-1990.

## C H A P T E R III

### 3. PLAN OF THE STUDY: PROCEDURES AND METHODOLOGY

The approach to this study is a descriptive survey type of research whose theme, in the main, revolves around principal leadership behavior dimensions and the determination of effectiveness.

The study is pertinent largely because the principal bears a considerable impact on the over-all school outcomes. Apart from the other input variables such as materials, finance, the curriculum, etc., the success of a school depends on the competence and motivation of both the leader and the entire staff. For the achievement of school goals, that is, increased productivity and high morale of teachers, the principal plays a central and leading role. More often than not, the success of a given school is attributed to the leadership quality or effectiveness of the principal in whose insight and diligence the staff is mobilized with enthusiasm toward goal attainment.

However, this crucial leadership role will, in effect, be desirable only when the principal consistently elicits or reveals the appropriate pattern of leader behavior or style favourable to the school staff. Stated another way, he must exhibit the two basic leadership behaviors: concern for the task and concern for people in a balanced manner.

With this underlying assumption in view the research has as its objective to analyze the current behavior orientations of Ethiopian senior secondary school principals, the factors that explain the variations, and what can be done to conform to the ideal model of effectiveness.

So, to proceed with the investigation basically two scientific approaches have been pursued:

1. a close reference to the theoretical frame-work appraised, and
2. a field work for securing primary data subject to statistical analysis.

Before certain results were obtained as findings some descriptions and analysis were in order. In the section that follows the highlights of the conceptual model and the empirical approach with its analytic procedures is presented.

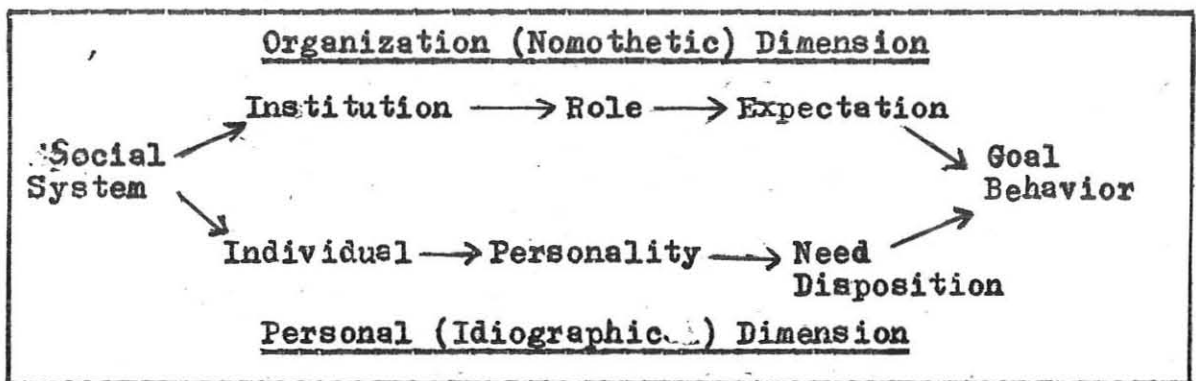
### 3.1. A Conceptual Frame-Work

Role Conceptualization A secondary school is conceptualized as a system by itself. As a social organization it is goal oriented, structured, and staffed with various differentiated but interactive roles to be performed by individual position holders. The kind of performance a worker as role incumbent will play is determined by several interactive factors, <sup>that is,</sup> personal, organizational, and environmental.

The individual as an indispensable unit of the organization has specific roles assigned him - as teacher, unit leader, department head, or principal. When performing a given role the worker always manifests certain consistent behaviors that are the results of two independent dimensions in interaction. Getzels and Guba (1957) in their model vividly map out this conceptualization as a core idea.

Figure 2

A Social Behavior Model



Source: The 'Getzels - Guba Model' as adapted by R.G.Owens, Organizational Behavior in Education, 3<sup>rd</sup> ed., Prentice-Hall Inc., Englewood Cliffs: New Jersey, 1987, p. 69.

The model in Figure 2 clearly exhibits the two dimensions as constituting:

1. the organizational dimension with certain roles (job positions) and task expectations, and
2. the personality dimension with the individual's preference for some degree of task accomplishment or

need dispositions.

In explicit terms, formal roles are perceived and played differently and yet are similar across positions. A school principal may behave in a unique manner but not too divergent from the norm or expectations. In all cases, his performance outcome is moderated by these two basic dimensions.

The institutional role seems deterministic toward a conforming view of behavior as defined by the role expectation, almost a common frame for all similar position holders. However, a certain principal as school leader retains substantial opportunity for choice in his role performance depending on his own personality and leadership 'ideology'. In brief, his work behavior is partly dictated by the norms of the organization and partly by his own idiosyncracies, that is, his personal background and attitudes.

Basic Dimensions of Behavior - The preceding explanation is concerned with the main determinants of behavior outcomes in an organization in general. But what are the major behavior out-comes for any leader ? How does the effective leader behave (act) after all ? Any role predisposition is directed with varying emphasis at either goal achievement (productivity) or group maintenance (satisfaction) and, at best, on both.

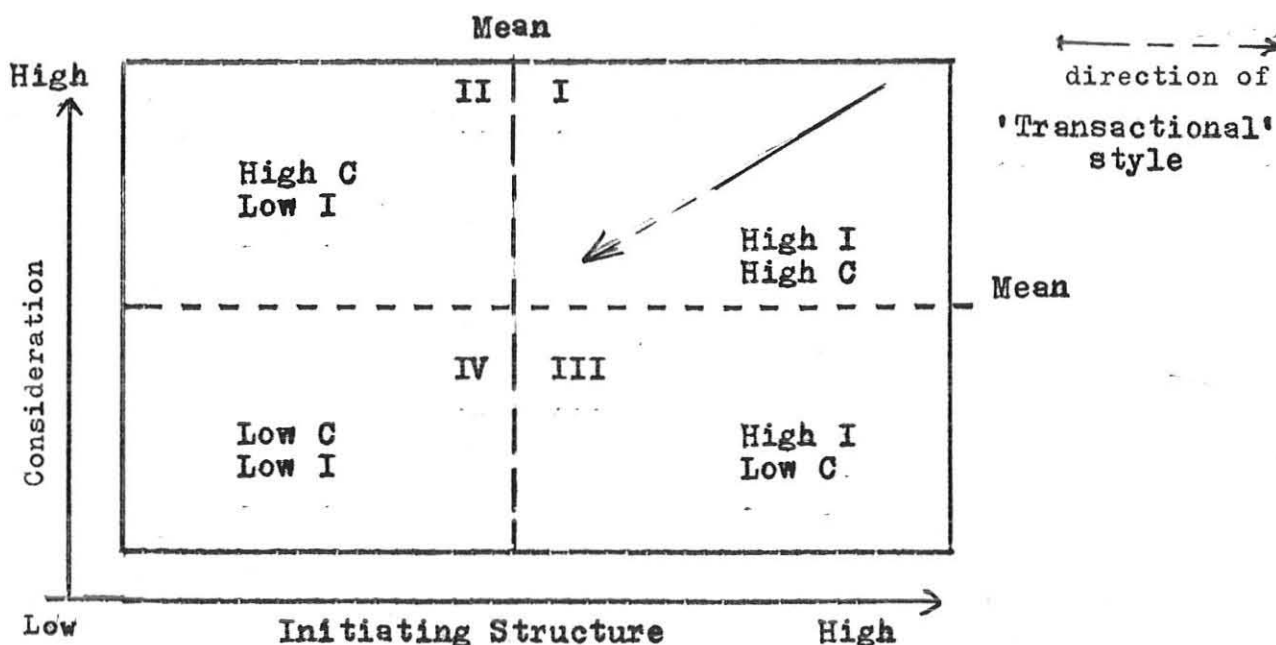
Behavioral researches such as Halpin have repeatedly

analyzed how and why formal leaders behave at their leadership role. Accordingly, a two-dimensional model has been developed and used to explain the difference in behavior emphasis, either toward productivity or worker satisfaction. The operational terms for the two independent dimensions have been delineated as "initiating structure" and "consideration".<sup>1</sup>

In Halpin's research the two independent dimensions yielded four distinct styles ranging from ineffective to effective. His analytic schema is shown in figure 3 below.

Figure 3

The Basic Leadership Styles



Source: Adapted from A.W. Halpin, Theory and Research in Administration. The Macmillan Co: New York, 1966, p. 99.

The above quadrant scheme analysis shows a matrix of four basic styles characterizing different leaders. They are designated by Roman numerals from I to IV. Quadrant I depicts the most effective style in which the leader emphasizes on both dimensions. Style II and III are characterized by those leaders who often emphasize one aspect, goal attainment or worker satisfaction, at the expense of the other, and hence they tend to be less effective. In an extreme position, the leader in quadrant IV is described as a person who is poor on both behaviors, the most ineffective leader that frustrates the group and drags the organization behind.

Other researchers<sup>2</sup> also showed a similar result that 'effective' leaders are those who emphasize on both dimension. Such leaders are often described as 'transactional', those capable of optimizing both dimensions of behavior.

Measuring Effectiveness - All dimensions of behavior can not be measured entirely and accurately. Nonetheless, some patterns of work related behavior can be discerned and its, effectiveness evaluated. In practice, two methods remain feasible and can be understood as Halpin<sup>3</sup> has set out to describe. They are:

1. Ultimate criteria, and
2. Intermediate criteria.

The first method involves the direct measurement of all input variables necessary in the production of the intended out-puts, say student promotion, school growth, staff morale, etc. If this method is adopted, owing to the intrinsic nature of education itself, quantification becomes very hard and complex. The contribution (effect) of a single factor on any one achievement is difficult to determine mainly for two reasons. First of all, an accurate feed-back cannot be secured from school 'products' or students achievements. Secondly, any behavioral change effected on a student can not be proportionately distributed to all involved, i.e., teachers, the principal, peer groups, parents, etc. Thus, the attempt to use the 'ultimate criteria' seems rather untenable here.

The 'intermediate criteria', which is a proxy measure of effectiveness, involves the judgment or rating of leaders by their work groups. It is largely based on their perceptions towards the observable role behaviors of the leaders in question.

Thus, social researchers use psychological tests, questionnaires, and measurements on an attitude scale for similar purposes. The same instrument that was designed and used by Halpin and others commonly known as LBDQ (Leader Behavior Description Questionnaire) has been adopted in this research, too. Here is a brief explanation of the research tool used.

### 3.2 The Instrument

The LBDQ - is a perception (attitude) measuring instrument that constitutes a series of question items and is assumed to yield some index of the key leadership behaviors. These behavior constructs have been operationally defined as 'initiating structure' and 'consideration'.

To illustrate, a few statements are listed hereunder.

#### Initiating Structure:

1. He tries out his new idea with the staff.
2. He rules with an iron hand.\*
3. He criticizes poor work.

#### Consideration:

1. He is easy to understand.
2. He acts without consulting the staff.\*
3. He is willing to make changes.

(\*Such items are to be scored negatively or the scale is reversed.)

On each dimension there are fifteen short, descriptive statements. Only with slight changes in wording (so as to state the actual or the ideal behaviors) basically the same items are provided for the three different groups.

Commonly the three forms of questionnaires are known as:

1. LBDQ, Real, Staff--destined to subordinates (teachers) and measures the actual or observed behavior;

2. LBDQ, Ideal, Self-destined to the leader (the principal) and measures his leadership 'ideology';
3. LBDQ, Ideal, Boss-destined to the superior (the higher officials) and measures leadership 'ideology', too.

Since the instrument has proven reliability and validity<sup>4</sup> all the thirty items were retained although restatement was required after consulting with the experts and pretesting of the draft questionnaires. The revision helped to adopt (suit) to our setting and also ensure consistency, concept clarity and good format.

Collection of Data - Each of the three sampling groups were supplied with structured, closed-end, questionnaires (see Appendix C for contents and format). The questionnaires were prepared in English and distributed so as to be self-administered. Out of the target population 92 percent of the staff and all of the other two groups cooperated in returning the questionnaires. Respondents were required to provide their views (perceptions) on all the question items honestly and accurately. To ensure maximum reliability of the data the anonymity of the respondent was guaranteed.

Each respondent was then instructed to think of how frequently (never, seldom, sometimes, often or always) a given principal was engaged in some role specific act. On the questionnaire the respondent would rate all the thirty items

along the five-point Lickert Scale of which the numerical values corresponding to the five adverbs from never to always are 0, 1, 2, 3, and 4 respectively.

In LBDQ items scoring only those statements with a negative sense (eg. He rules with an iron-hand) will have their numerical values reversed. Anyway, for each respondent the aggregate score will theoretically range from 0 to 60 (viz, 4 x 15) on each dimension. The mean value pooled from the group would, therefore, yield an index of effectiveness for a given principal.

### 3.3 The Research Design

#### 3.3.1 The Sampling Procedure

To secure the relevant data the sample population subject to the investigation must be appropriately selected from the outset. The sampling groups considered in the study are essentially the principals themselves, their respective teaching staff as subordinates, and their respective regional education officers (REO) as higher officials.

For a research analysis to be valid and accurate an appropriate sampling design is very crucial. The kind of sampling to be used depends on three factors: the nature of the population, the type of investigation, and the degree of precision desired at minimum cost.<sup>5</sup> In view of this consideration and taking in to account the objective of this

research the sampling technique found appropriate is stratified random sampling. The study population is divided into strata on the basis of role differentiation - i.e., a leader, his subordinates, and his superiors. This approach is consistent with previous behavioral research.<sup>6</sup>

The procedure followed in the sampling includes:

1. identification of the study area to be covered, that is, the administrative region,
2. a purposive sampling of two schools contrasted by size and location; that is, urban, large school versus suburban and small school within the selected administrative region, and
3. a cluster-random selection of the required number of respondents from each of the three sampling groups for all the administrative regions.

Obviously, there is always the merit of a large enough sample which enables the researcher to draw reasonable conclusions about the entire population from the samples. When this cannot be met, a small proportion but highly representative a sample can also be acceptable.

As noted at the beginning the study area is restricted to areas within the proximity and vicinity of Addis Ababa mainly due to problem of data accessibility. Most of the

country was politically unstable which meant that schools were either closed or not in normal operation or else one can not reach them due to problem of transportation. Despite this, the sample regions already selected seem to represent a diversity in terms of socio-economic set-up and work complexity.

Thus, taking all the 92 government senior secondary schools with 10,726 teachers in Central Ethiopia<sup>7</sup> to constitute about one-third of the country's total senior secondary school size (about 280), the research sample makes about 14 percent within the selected administrative regions. Above all, the work activity and the organizational setting in government senior secondary schools is governed by a centralized, uniform system of administration which renders each school a limited opportunity for differentiation (discretion) in leadership practices. It is on the basis of this rationale such a sample size was deemed sufficient.

Moreover, the stages in selecting the sampling groups was based on some criteria:

- a) that between the principal and his staff formal interaction, communication and accountability exists during school year in which his behavior would normally be observed;
- b) that the leader groups possess some knowledge on leadership and administrative principles from the

normative documents provided by the parent organization. They would, thus, have the ground to base their evaluation of ideal leadership from both practical and normative perspectives.

- c) that the higher officials - the Deputy Academic Manager and the Chief Inspector - have as their primary task to adhere to policy executions. They are bound to provide the necessary professional and administrative guidance to school principals in their charge. In some way, they would be expected to dictate certain leadership ideology pertinent to educational institutions in their respective region.

As explained earlier the whole sampling procedure being purposive, the principals and the two higher officials were picked up by defacto, on their role positions. However, the third group, the academic staff was selected randomly from subject department clusters in each of the sample schools.

To ensure familiarity with their principals as well as the unique aspects of their schools, the teachers were required to have served at least for one year in the school. This may help them to form an objective and critical evaluation about their leader. Besides, to increase the validity of their responses, data was gathered during the second semester from all schools included in the study.

The number of teachers selected constituted the department head and four other teachers from a department cluster of Language, Mathematics, Natural Sciences, the Social Sciences and the Vocational Subjects. Through randomization from a staff list the teachers were selected. Accordingly the total sample of academic staff in a given school was over twenty-five teachers.

In sum, the three groups constitute twelve senior secondary school principals, another twelver Regional Education Officers, and about 277 academic staff distributed in the six administrative regions - that is, Addis Ababa, North Shoa, East Shoa, South Wollo, Arsi, and Sidamo.

### 3.3.2 Survey of the Variables in the Data

The data from the questionnaires were obviously, subjective evaluations of principals behavior - otherwise called an 'intermediate criteria'. Yet, evaluation rating obtained from relevant groups can still fairly indicate the degree of leadership effectiveness or some kind of behavior style (pattern).

Apart from the thirty LBDQ items the questionnaires also constitute items on background information and attitude variables that could account for the variance in exhibited leader behavior as well as respondents perceptions. Actually behavior determinants are innumerable and the researcher has

only been very selective.

Accordingly, there have been three classified data secured from the questionnaires provided to the three groups of respondents. The first deals with personal background of respondents, the independent variables. The second is about organizational variables or job characteristics, also the independent variables. The third refers to the dependent variable - the attitude scores specifically about leader role behaviors. All of these have been pertinent in the analyses.

Regarding the personal data a summary of the information obtained reveals certain relevant characteristics that account for the variation in their perceptions of school leadership. These personal attributes include age, sex, marital status, work experience, academic and professional training and the particular role they are currently engaged in.

Then, organizational influences on the competency and motivation of the worker has been considered. These variables include their job satisfaction, school facilities, inter-personal relations with colleagues or with leaders, as well as their perceptions on supervision and its results. Moreover, their aspirations in status improvement either through further education or job promotion have also been recorded.

What about the perceptions of the principal towards his own leadership ideology ? Some of the factors to be considered in forming perceptions about leadership arises from the nature of the organization itself. This may include size of student population, work complexity, the direction and pressure of the job demand, the resources available at one's disposal to enable one to opt for innovations and also be in a position to become supportive toward staff motivation. In a way these factors impose on the principal some behavior pattern. Besides, the skill competence the principal has acquired, his work experience, and the emphasis he gives to various tasks (administrative or instructional) in general indicate the level of effectiveness of his leadership.

Generally, in the data LBDQ rating scores provide the index of effectiveness which serve as a point of reference for each principal's behavior pattern. On the basis of this strategy all the hypotheses have been tested statistically, discussions provided and tentative conclusions drawn.

FOOTNOTE

<sup>1</sup>A.W. Halpin, Theory and Research in Administration, The Macmillan Company: New York, 1966, p. 86.

<sup>2</sup>See, for example, N.G. Sara, "A Comparative Study of Leadership Behavior of School Principals in 4 Developing Countries", Journal of Educational Administration, 19:1 (1981) 21-32; R.G. Owens, Organizational Behavior in Education, Prentice-Hall Inc. Englewood Cliffs: New Jersey, 1987, p. 132.

<sup>3</sup>Halpin, Theory and Research in Administration, p. 50.

<sup>4</sup>M. Hughes, "Leadership in Professionally Staffed Organizations" in M. Hughes, P. Ribbins and H. Thomas (eds.), Managing Education: The System and the Institution, Cassell Education Ltd.: London, 1985, p. 265.

<sup>5</sup>Van Dalen, D.B. Understanding Educational Research: An Introduction, McGraw-Hill Book Co.: New York, 1979. p. 131

<sup>6</sup>Halpin, Theory and Research in Administration.

<sup>7</sup>Ministry of Education, Basic Education Statistics, Addis Ababa, 1989, p. 13.

## CHAPTER IV

### 4. THE RESULTS: ANALYSIS AND DISCUSSION

#### 4.1. Description of the Samples

The Sample Schools - This study considered the selection of twelve senior secondary schools that are widely distributed and also contrasted by enrollment size. The actual locations, size and mode of operation is shown in Table 3.

The data shows that there is a clear distinction of complexity due to the large student population served. All the schools accommodate a student population very much above what is considered normal. The high population pressure observed as in Menelik II Senior Secondary School (over 9,000 regular students) for instance, appears to be a real challenge.

To relieve the class-room shortages all but Sheno Senior Secondary School conduct classes on a shift basis. There is also another challenging task encountered by the school administration and this is the provision of evening class program. The small town schools of Haik, Sheno, and Didea have indicated to be free of this additional task. Although it provides a financial incentive (income) to teachers and other staff, with limited school facilities a different, and presumably lower standard in the instructional practice, it poses its own problems to both the concerned staff and the principal. Whether school complexity due to size affects

TABLE 3

A Distribution of the Sample Schools by Location, Size,  
and Work Patterns

Administrative Region	The Sample Areas		School Size						Operation	
	Senior Secondary School		Student Enrollment			Teachers Total number			Shift system	Evening program
	Code	Name	1	2	3	4	5	6	not	not
1. Sidamo	01	Awasa	x			x				
	02	Aleta Wendo		x			x			
2. Addis Ababa	03	Menelik II	x			x				
	04	Sebeta			x		x			
3. South Wollo	05	Hotie	x			x				
	06	Haik			x		x			x
4. North Shoa	07	Haile								
		Mariam Mamo	x			x				
	08	Sheno			x		x		x	x
5. East Shoa	09	Nazreth	x			x				
	10	Debrezeit		x			x			
6. Arsi	11	Chilalo		x		x				
	12	Didea			x			x		x

Key: Column 1 - large, over 4,000 students  
 2 - medium, 2,000-4,000 "  
 3 - small, below 2,000 "  
 4 - large, over 90 teachers  
 5 - medium, 50 - 90 "  
 6 - small, below 50 "

the behavioral orientation of principals will be dealt with later (see section 4.2.3 below).

The Sample Respondents - As stated in Chapter III there have been three main groups of respondents. The principals and R E Os were all included once the administrative regions and then the schools were taken as samples. But with the school staff to obtain a fixed number of teacher respondents a cluster sampling technique was used. Except for Menelik II Senior Secondary School which had 30 sample units the rest were allotted with an equal size of 25. Thus, the teaching staff respondents who fully cooperated were 277 in all. The size of respondents in the three groups is indicated in Table 4.

TABLE 4

Personal Attributes of Respondents

Variables		The Sample Groups					
		Teachers		Principals		REO's	
		No.	%	No.	%	No.	%
Sex	Male	257	93	12	100	12	100
	Female	20	7	-	-	-	-
	Total	277	100	12	100	12	100
Age	20-30 years	127	46	-	-	1	8
	31-40 "	108	39	5	42	7	58
	41-55 "	42	15	7	58	4	34
	Total	277	100	12	100	12	100
Qualification	Master's degree	5	2	-	-	-	-
	Bachelor's "	154	55	12	100	12	100
	Diploma	105	38	-	-	-	-
	Lower than Diploma	17	6	-	-	-	-
	Total	277	100	12	100	12	100

## 4.2 Analysis of the Variables

From the data collected and summarized the following significant characteristics have been obtained.

### 4.2.1 Background Data

Sex - Among the staff sample only seven percent were females, but none among the principals and the REOs. Such low sex participation in the rank of the gainfully employed population is indeed a common characteristic of all developing societies. The MOE official statistics<sup>1</sup> for instance, indicates that there were only 14 percent female teachers in the entire government senior secondary schools in 1989 in Ethiopia. Most likely there were none in the other two groups. So, if there were differences in perception about leadership of principals no test has been attempted by the study.

Age - As shown in table 4 nearly half the staff respondents were between 20 to 30 years and 39 percent were in the 31 to 40 years of age. Whereas, for the principals and REO's practically all are over 30 years of age. Indeed, promotions to a leadership position primarily requires longer service. The assumption is that it helps one to acquire (gain) wider practical knowledge about the entire organization and also in the specific professional skills essential in dealing with emergent educational problems and

role demands. In some way it is an indication of job maturity.

Training Aspects - Data about qualification reveals that there is a negligible number (only five or 2%) Master's and 55% Bachelor degree holders among the staff. The leader groups, on the other hand, are entirely of Bachelor's level.

For the principal to provide professional guidance particularly in the face of rapid scientific, technological and cultural changes higher qualification than his subordinates is very essential. Whether teachers of higher qualification tend to be more critical toward (the evaluation of) their principal leader behavior has been statistically tested in this section (refer page 111 for results). It is advisable that he must be selective and careful when dealing with his staff. Teachers claim and also treat themselves as 'professionals' and 'matured' on account of their qualifications and subject specialization. Under these circumstances therefore, he must vary his leadership style according to maturity level of his staff<sup>2</sup>. This also applies to his superiors - the REO's. The respect accorded to a leader and the confidence placed on him is, to some extent, a function of the qualification and the relevance of the area of training.

TABLE 5  
Principals Field of Training

Field of Study	Responses	
	No.	%
Educational Administration	3	25
Pedagogical Science	3	25
Subject Major	6	50
Total	12	100

Asked to specify their field of training, among the twelve principals half (50%) of them were found to be subject area majors, 25 percent pedagogical science majors and the remaining 25 percent are graduates in educational administration. From field observations, the few qualified educational administrators are currently appointed as assistant principals in the larger senior secondary schools in the country. As a practice school leadership posts have commonly been filled with persons from among teachers through competitive examinations who may subsequently go into in-service training on administrative and related courses<sup>3</sup>.

For the organization the placement of a professional administrator must be an area of concern and hence it can not be the least neglected. Actually, whether the variation in professional training makes a difference in leadership effectiveness is an empirical question that needs careful consideration. In this research attempts have been made to compare the trained and untrained principals effectiveness

index. It is treated in section 4.2.3.

If professional course offerings (i.e. in curriculum, psychology and administration) can tell anything about the skill mastery or competency of the principals the data indicated that 58 percent (7) have taken 21 or more credit-hours, 25 percent (3) between 11 to 20 credits and the remaining 16 percent (2) below 11 credits in the course of their training in the university.

The overall academic achievement (cumulative G.P.A) at graduation is found to be from 2.5 to 3.00 for 67 percent (8) and from 2.00 to 2.5 for 33 percent (4) of the study population. Perhaps to compensate for such limitations (academic ability) in the professional preparations and also to avoid obsolescence and thereby update their knowledge the MOE offers seminars at regional and national levels on various occasions.

Accordingly the principals included in the study indicated that two-thirds (8) of them have participated for three to five times while the rest had such opportunities only once or twice. Actually such short-term training have been rare as discussed earlier. If the Ministry is not short of finance, to plan, organize and conduct workshops would be to its benefit. Hence <sup>it's</sup> commendable that increasing such chances would yield better results along principal leadership effectiveness.

4.2.2 Job Characteristics

Job experience - Apart from professional preparation another aspect that may improve the competency and leadership effectiveness of principals could be the experience gained on the job as well as on related tasks such as teaching.

TABLE 6  
Responses of Teachers and Principals  
on their Work Experience

Items	Responses			
	Teachers		Principals	
	No.	%	No.	%
1. What is your total service as a teacher ? (in years)				
a) over 11	71	26	-	-
b) 5 - 11	145	52	3	25
c) 0 - 4	51	22	9	75
Total	277	100	12	100
2. How long have you served in the present school ? (in years)				
a) over 8	66	24	1	8
b) 3-7	119	43	6	50
c) 1-2	92	33	5	42
Total	277	100	12	100

The two items in table 6 are related to length of teaching experience and familiarity to their work environment. Seventy five percent of the principals reported

to have served between one to four years. Actually, this is the minimum service requirement in addition to serving in some administrative roles on subordinate positions (eg. as department head). Such a short period of service indicates the achievement motivation of those who have succeeded for the job. Perhaps they were keenly interested to devote more time to learn the administrative concerns while they were teachers.

With regard to familiarity in the present school 76 percent of the staff and 92 percent of the principals have responded as having stayed below seven years. A closer observation of the data indicates that a shorter period of stay in the school is considerable. Although transfer to other areas is one factor of motivation frequent mobility is a disadvantage to school improvement projects initiated by the principals.

So long as it is natural for leaders to behave idiosyncratically teachers might be in a difficult position to adjust every time to the changing school heads' needs. In effect, interpersonal interactions are bound to change and so also their attitude toward the leader and the entire school program. Teshens's<sup>4</sup> study also raised this problem and recommended that such trends need to be changed. Particularly for principals, there must be an agreement to work in a given school for sufficiently longer period so as

to plan and implement programs based on the unique demands and resource capabilities of the school. Otherwise schools will remain as jumping ground with no effective leaders in view.

From another perspective school principals need to be exposed to different school environments as long as they hang on the post for extended time. Although organizational structure, curriculum and work procedures are similar for all groups there are problems in achievements specific to every school system.

TABLE 7

Work Experience as a Principal

Items	Response				Total
	No. of years	Longer over 8	Average 3 - 7	Low 1-2	
1. Stated total service years as a principal	No.	5	7	-	12
	%	42	58	-	100
2. The number of different secondary schools worked in as a principal.	No. of schools	(3-5)	(two)	(one)	Total
	No.	7	1	4	12
	%	58	8	34	100

From the data shown in Table 7 it can be concluded that all the respondents seem to have gained a good deal of work experience as principals. This, as indicated in the table is witnessed by the length of work experience attained by

principals. With 42% of longer service (over 8 years) and 58% of average experience (3 to 7 years) it can be assumed that the principals have wider practical knowledge in school leadership.

It can also be assumed that in addition to the overall service the chance to work in different school systems would enable one to become a person of wider conceptual skill. In the data 58 percent of the principals have reported to have served in three to five different schools. This idea should overlap with but not contradict the researcher's earlier contention of discouraging fast mobility or transfer from schools.

With a view to gather data a question was posed to the REOs to state to what extent professional training and/or prior teaching experience must be sought in the appointment of principals. According to their responses 67 percent were in favour of more professional qualification. For yet another question 84 percent emphasized that more than two years of prior teaching service must be required. One can conclude that the higher officials tend to favour more experience than 'Professionalism'. Such a view might have emanated from the fact that to-date no locally trained high level professionals existed. In order to fill this gap the University has started such a program - in post - graduate studies since 1989.

It is obvious that overall service helps to gain adequate

knowledge in school practices. However, whether prior teaching experience actually contributes significantly toward leadership proficiency is debatable.<sup>5</sup> Nevertheless, in the scarcity of the professional it is still one of the established criteria of promotions for principalship. The MOE pursues it as policy alternative in the appointment of principals.

To find out their previous experience as teacher, a question was posed to the principals so that they would indicate the subject they often taught. To this effect it was shown that 50% were involved in teaching languages while only 16% in the social sciences. This finding seems to be in conformity with previous study on Ethiopian principals<sup>6</sup> which revealed 65% and 14% as languages and geography teachers respectively.

Another point worth discussing is the requirements for principals to take teaching assignments and their attitude towards it. Two-thirds (67%) of the principals have reported that they are not engaged in conducting any class. Those who do, (four) teach from six to ten periods a week. This practice is a recently introduced regulation<sup>7</sup> that appears to be a point of dispute both among the principals and the officials of MOE.

To the present knowledge of the writer, this decision was brought into effect without conducting any survey whether or not principals should take classes in their respective

subject areas. Some principals question the benefit of this specific role. They think that while the job of the principal is complex and demanding where office time programs are hectic with new problems appearing every time, one can not be an active, well prepared, and exemplar instructor to the rest of his teaching staff. Besides, owing to low maturity of students the role conflict (as teacher and leader) is not easy to manage. In institutions of higher learning, presumably both roles could be entertained adequately for reasons that there is sufficient time (for instruction, research or administrative duty) and there is also the question of autonomy in ones own academic responsibilities. Cautiously considered, to be a serious instructional leader does not mean to become overburdened by tasks mutually competing for available time.

Interactions - School leadership must focus on collegial authority. This implies that interactions in a warm climate is essential to help staff members carry out their duty effectively. Among the various mechanisms by which staff can be motivated to work proper guidance, communication and evaluation of their performance is essential. To carry out those tasks the use of formal and informal meetings are fundamental.

For a secondary school principal meetings held with the staff serve as a means for mutual understanding and cooperation. Data gathered with respect to this issue reveals that meetings

held at three levels - that is, general staff meetings, departmental meetings, and with the principal in private - are particularly important.

Table 8 shows that departmental meetings are held as often as general staff meetings. The principal addresses meetings at least twice in a semester or more than four times in a year as prescribed in the administrative handbook<sup>8</sup>. Besides, staff reported that they can get the chance to see their principal whom they consider as professional colleague to seek guidance, or consultation once or twice in a month.

TABLE 8  
Responses of Teachers on the Frequency  
of Meetings Held

Items	Responses											
	More (over 4)		Average (3-4)		Less (1 - 2)		None (0)		N/R <sup>8</sup>	Total		
	No.	%	No.	%	No.	%	No.	%				
How frequently do you meet ?												
a) With your department group (in a year)	147	53	72	26	44	16	-	-	14	5	277	100
b) When principal calls staff meeting (in a semester)	33	12	105	38	122	44	6	2	11	4	277	100
c) With principal in private (in a month)	22	8	47	17	139	50	58	21	11	4	277	100

<sup>8</sup>N/R = no response.

What matters to teachers is their actual desire to express their views freely as they attend those meetings. Obviously, the intentions and plans of the principal could be articulated in the staff meetings apart from the written communication media like formal notices, memos, letters, etc., he often times utilizes. To influence his staff toward achieving school goals he must be treated as their colleague and leader. When meetings are arranged as often as desired by a democratic leader staff participation in decision making would be ensured.

Effective leadership arises from open and warm school climate. Indicators of warm school climate may be the availability of conditions that involve all staff on voluntary basis. Table 9 lists items that serve the economic, social and cultural interests of the staff. These activities provide the ground for mutual assistance, understanding or even entertainment.

Principals indicated that welfare association and farewell party are established in all but one school. Note that school magazine and news-letters are virtually non-existent. Perhaps, this is so because they require initiation and budget support from the administration. It may also be for reasons of lack of intellectual culture or due to restraints on freedom of expression. This aspect is not exercised as a necessary school function that could provide a chance to acquire new knowledge and express opinions concerning school

problems or the profession at large. The presence of all the items in the data would become as a mark of good leadership or, a tense climate if non-existent.

TABLE 9

Principals' Response on Available Conditions for 'Open' Interaction in the School

Item	Response	
	No.	%
Which of these conditions exist in your school ?		
a) Welfare association	11	92
b) School magazine	2	16
c) Department news-letter	1	8
d) Farewel party	11	92
e) Sports day	8	67
f) Furnished staff lounge	6	50

Motivation - For effective performance of workers in an organization two things appear to be basic. One is the ability or technical competence and the other is the motivation of those involved in the task. Earlier a mention was made concerning the qualification, experience and professional preparations. To obtain information on the motivation of the work group - the principal and his staff - a few question items were presented. Table 10 provides the data.

TABLE 10

Some Indicators in the Motivation of Teachers

Items	Responses			
	Very much	Average	Very little	Total
1. Career Satisfaction				
- How much are you satisfied with your job ?	62 24	89 32	122 44	277 100
2. Professional prestige				
- How much respect do you earn from your community as teacher ?	30 11	59 21	188 68	277 100
3. School incentives				
- How fairly are teachers assigned for evening classes (if any) ?	122 66	45 24	18 10	185 <sup>*</sup> 100

<sup>\*</sup>figure excludes those schools that have no evening classes.

Item one and two relate to satisfaction derived from the teaching profession. Three-fourth (76%) of the staff have expressed that they are not satisfied with their job. This finding confirms the conclusions of several teacher motivation studies.<sup>9</sup>

One source of satisfaction not intrinsic to the job itself may be income obtained from extra assignment in evening classes. To be fairly assigned when they apply for it may minimize the dissatisfaction with the administration.

Ninety percent of the staff here indicated that there is fairness in remuneration from such extra work. If it was otherwise teachers would feel dissatisfied and thereby withdraw voluntary support to their principal.

Again, conditions that encourage or satisfy teachers vary from school to school. The staff indicated the degree of their satisfaction with some of the physical and psychological supports they expect from their schools.

TABLE 11

Some Factors in Teachers Motivation

Items	Responses				
	Much	Average	Little	Total*	
	4	3	2	1	
<b>School Support in Facilities and motivators.</b>					
- How much are you satisfied with these aspects of your school (if any) ?					
a) administrative backing	No	137	78	40	255
	%	54	30	16	100
b) recognition by leaders	No	165	52	51	268
	%	62	19	19	100
c) Class room facilities	No	57	92	126	275
	%	21	33	46	100
d) Department faculty room	No	40	74	144	258
	%	16	29	55	100
e) Staff lounge (furnished)	No	99	61	107	267
	%	37	23	40	100

\*Percent computed out of the indicated total (N < 277).

Whereas, administrative recognition and support are satisfying to most staff over 80% (column 3 and 4 in table 11) the physical facilities are rather below their expectations. Perhaps they consider school rooms as inadequate or below standard. Fortunately for the principals the feeling of staff that the administration stands by their side may lay the ground to enhance effective leadership. This may imply that staff are positively influenced or are motivated to cooperate with all their colleagues. It could also be an indication of the attitude they form toward the school.

TABLE 12

Outcomes in Teachers Job Motivation

Items		Responses			
		Much	Average	Little	Total
		4	3	2	1
1. How much concern do you have for your staff ?	No	191	59	27	277
	%	69	22	9	100
2. How much confidence do you have in discussing school matters with your staff ?	No	163	97	17	277
	%	59	35	6	100

It is generally assumed that a dissatisfied worker may seek emotional support from his fellow staff. Teachers have on the whole expressed their lack of motivation from the profession. Perhaps to counteract such a low morale they would like to discuss matters as a means of relieving their

concerns. The data in Table 12 clearly reveals this fact. In as much as possible they would like to create a warm school climate stressing mutual confidence and concern. The implication for the principal is that 'consideration' more than 'initiating structure' as leadership style is important where low morale of staff prevails. The aspiration of staff for achievement motivation also indirectly indicates their dissatisfaction (attitude) with the profession. Two questions were posed to the staff to find out what plans they envisage toward improving their work conditions.

TABLE 13

Teachers Aspirations for Achievement Motivation

Items		Responses	
		No.	%
1.	What plans do you have to improve your education ?		
	a) toward higher qualification studies	206	74
	b) any course work	41	15
	c) have no plans	30	11
	Total	277	100
2.	What plans for job improvement do you have at present ?		
	a) to teach in some college	23	8
	b) to become a school administrator	32	12
	c) want to transfer from here	81	29
	d) want to stay here	41	15
	e) leave (quit) the profession	100	36
	Total	277	100

In the data (Table 13) 74 percent of the teachers would like to continue their studies at a higher level mainly for a

better income and if possible to leave the MOE. Perhaps with similar intentions 36 percent of the staff desire to leave the teaching job and 29 percent said they would like to transfer to the cities which may open up chances for further education or some other self employment.

What would the picture look like as regards the principals ? As much as the motivation of staff indicates the extent to which they are ready to accept guidance and influence from the principal, the degree of motivation of the principal shows how much he is stimulated to strive towards school success. To carry out the various tasks of administration and staff mobilization the principal must attend to his duties not in fear of accountability but as a result of internal motivation.

TABLE 14

Factors in Principal Motivation

Items		Responses				
		High	Average	Low	Total	
1.	Career Satisfaction How much are you satisfied with being a principal ?	No. %	6 50	3 25	3 25	12 100
2.	Community Respect How much respect does the community accord you ?	No. %	5 42	3 25	4 33	12 100

Data gathered regarding principals motivation (Table 14) shows that 75 percent of them were satisfied with holding the position from average to high. They also perceived that the society accorded higher respect to principals. One can conclude that that their status provide them a higher motivation to expend more energy on school functions.

To assess the level of motivations as principal a question was posed. Table 15 contains four items that require principals to state their realistic plans as an expression of job improvement aspirations. From the samples 50 percent would like to reach for higher posts and a considerable proportion (34 percent) would want to leave the profession. At this point safe generalizations are difficult because of the very few samples taken.

TABLE 15

Outcomes of Principals Job Motivation

Item	Response	
	No.	%
Aspirations for job improvement What are your plans with in the next five years ?		
a) move to a higher position	6	50
b) teach in a college	1	8
c) a post in the head office	1	8
d) leave (quit) the Ministry	4	34
Total	12	100

But in comparison to the staff (refer Table 13) principals seek status improvement that actually requires increased performance as preconditions for competition in promotions. In general, from the data, the motivation of principals seems to be higher.

Job Demands - However motivated the principal may be in order to provide effective leadership the systematic and proper allocation of his time to various tasks is of primary importance. It is obvious that the various school activities must be accomplished in cooperation with the appropriate persons on the role. The required assistance and sharing of responsibility is obtained from the assistant principals, department heads, and others that are delegated with certain tasks.

Principals in the bigger schools reported that they have two assistants except Menelik II that has three. Such an assignment, as stipulated in School Administration Handbook<sup>10</sup> is entirely dependent upon both the size of student population and school plant. If the assistant principals are cooperative they can relieve the principal from several of the daily routine tasks. This has its own practical significance. But above all, the effectiveness of the leader lies in his own genuine concerns, and time utilization on the basis of priority orders to the categorically differentiated tasks.

The data in Table 16 indicates that 76% of the principals

devote only one-fifth or less time on class-room visits. It may be because they delegate the task to department heads. Whereas principals express their desire to work more on professional tasks<sup>11</sup> a great deal of their time is rather spent on administrative duties. Under these circumstances it is difficult to think of principals in the ideal sense a professional leader.

TABLE 16

Time Estimate on the Different Job Demands  
(Activities) by Principal

Item		Response			
		High	Average	Low	Total
		Over 40%	21-40%	1-20%	
		3	2	1	
1. What percentage of your duty time is devoted to class-room visitations ?	No. %	2 16	1 8	9 76	12 100
		High	Average	Low	Total
		Over 20%	10-20%	Below 10%	
		3	2	1	
a) Clerical and administration	No. %	6 50	2 16	4 33	12 100
b) Supervision	No. %	4 33	5 42	3 25	12 100
c) Instructional leadership	No. %	3 25	3 25	6 50	12 100
d) Community participation and miscellaneous	No. %	- -	1 8	4 33	5 <sup>≠</sup> 41

<sup>≠</sup>Response is incomplete

Depending on those activities the principal is engaged in and emphasizes, both his subordinates and his superiors form certain perceptions on principalship. Their attitude in a way reflects how much they would like to be influenced. On some of the items certain agreements were observed.

TABLE 17

Teachers and Regional Education Officers  
Perceptual Agreements on Principalship

Item	Staff N = 277		REOs N = 12	
	Mean $\bar{x}$	Rank $r_1$	Mean $\bar{x}$	Rank $r_2$
Perceptions on The Extent of Principals Power and Authority				
He is mainly viewed as one who (rarely (1), Seldom (2), Frequently (3))				
a) has public recognition as school head	2.76	1	2.92	1
b) has considerable authority as leader	2.69	3	2.92	1
c) is merely policy implementor	2.71	2	2.66	4
d) is accountable to student achievements	2.36	5	1.92	6
e) has an authority confined to his school	2.14	7	2.92	1
f) has the public seek his advice	2.32	6	1.66	7
g) avails himself for community development	2.65	4	2.50	5

The main scores of the responses of teachers and REOs when rank ordered shows a very low degree of positive correlation. Using the Spearman rank order correlation

formula /  $r = 1 - \frac{6\sum d^2}{n(n^2-1)}$  / the computed value is 0.16.

It is positive however, it is a very low correlation which indicates a wider divergence in the opinions or perceptions of the two groups as regards the extent of principals power and authority on those aspects specified above.

While the two groups have the same consensus on public face of the principal (item 'a' in Table 17) they differ greatly on the authority he should have within his school. The REOs presume that given the legal authority the principal as a leader must have his activities confined to his school.

It means they do not encourage his participation in mass organizations (eg. the Kebele) for fear of the fact that his time may unduely be appertioned to tasks that have little or no contribution to the school. Contrary to this notion the staff feel he should rather go out and discuss matters with higher officials or with the community in an attempt to seek the much needed support in the development of the school.

In another instance, the staff consider him as mere policy implementor (item 'C' in the table) while the REOs believe he can also initiate new plans ('initiate structure') within the limits of his authority and the availability of school resources. Again, staff indicated that there should be accountability on student achievement on the part of principals, rather the staff should be more answerable to it.

staff performance evaluation is conducted regularly by every school for the benefit of the individual as well as the organization. Responses from both staff and REOs fully identified that the function of evaluation is carried out by the principal in collaboration with the assistant principals, unit leaders and department heads. No outside supervisor is involved in this particular task.

The task of evaluation or sometimes called supervision is an important means by which the principal interacts with his subordinates. As such it should not just be done as routine duty but be used as a powerful tool of influence. Through the evaluation function not only the principal can make contacts but also may in a way assess the personal worth of the staff. Evaluation is assumed to yield an index of comparison for illegibility in competitions for promotions, opportunities for further education, organizational benefits like salary increases, etc.

A question was posed to staff and REOs to express their opinion on the extent to which the principals make use of the staff performance evaluation scores for some identified purposes. Differences of opinion exist as to the practice of evaluation results put into use by the principal. The obtained mean scores for the two groups were ranked and statistically described to see if there is some correlation in their perceptions. Accordingly, the computed Spearman

rank order correlation index is found to be 0.45. This magnitude although positively related is not sufficient enough to lead to a kind of conclusion that the two groups are in greater agreement.

TABLE 18  
 Perceptual Agreements by Teachers and Regional  
 Education Officers on Principals' Practices  
 of Teachers Performance Evaluations

Item	Staff N = 277		REOs N = 12	
	Mean $\bar{x}$	Rank $r_1$	Mean $\bar{x}$	Rank $r_2$
Perceptions on the use of Evaluations by principals				
The principal mainly utilizes Evaluations (rarely (1), seldom (2), often (3))				
a) for conference in professional guidance	2.02	2	1.66	5
b) simply to let know their rating scores	2.20	1	2.66	1
c) for warning the poor performer	1.98	3	1.75	3
d) to help teachers develop their potential	1.93	4	1.75	3
e) to recommend for pay raise	1.65	5	2.16	2
f) to remove/expel the poor performer from the school	1.36	6	1.00	6

From the data it can be observed that the groups agree on three items. The REOs assume that the principals follow the procedure of evaluation to let every teacher know his own rating score, to send the report to the next higher office

for reference in pay raise, to warn the poor performer or to write recommendation on the basis of the score earned for any competitions the teacher may apply. This is a formal, and presumably a routine task.

On the other hand, teachers feel that it is used as a way of providing feed-back by letting them know their rating scores and also as a basis for conference in professional guidance. The staff do not attach weight to evaluation which would not affect their pay raise or transfer and removal from the job. Perhaps there is a common practice of assigning rating scores of little variance, almost above average to everyone. The question remains if evaluations were seriously done why not remove the under-achievers or poor-performers from school? Fifty percent of the principals indicated they would like to have the right to remove the poor-performer from their school. But the policy does not grant this right to the principal. Merit pay is not pursued at all. Although merit<sup>pay</sup> plans presuppose several arrangements: evaluation without this scheme cannot become the basis for demanding increased performance toward school achievement.

#### 4.2.3 Principal's Effectiveness: Some Correlates

On the basis of data generated from the forms of questionnaires, the magnitude of leadership effectiveness and the major variables that bear some determining effect have been shown. For the twelve senior secondary school

principals 'L B D Q, Real, Staff' provides the principals' actual behaviour pattern elicited on both initiating structure and consideration dimensions. Mean value as effectiveness index has been calculated from the pooled staff scores for each principal (see Appendix B-1).

Again data from 'L B D Q, Ideal, Self' provides the principal's own belief on leadership of schools. In the same way the REO's expressed the ideal behavior patterns on the 'L B D Q, Ideal, Boss' questionnaire forms. The behavior indices from the two groups are shown in Appendices B-2 and B-3 respectively.

Based on those data a set of hypotheses have been derived and statistically tested to arrive at some conclusions. Accordingly, the following hypotheses, as conceived early in the formulation of this research, have been stated thus:

#### The hypotheses

- H<sub>1</sub> : School size (by enrollment) has no effect on principal's behavior orientation; or there is no significant difference in the role behavior pattern between small size and large size senior secondary school principals.
- H<sub>2</sub> : Formal education (qualification) level does not result in the variance on staff attitude toward their principal leader behavior.
- H<sub>3</sub> : Job motivation (morale) has no effect on their attitude toward their principal's leader behavior.
- H<sub>4</sub> : Principal's professional preparation (training) makes no difference in leadership effectiveness.

H<sub>5</sub>: There is no significant difference in the perception (rating) reports of school leadership within and between different sample groups.

In the section that follows a brief analysis of all the hypotheses on the basis of the appropriate statistical test will be attempted.

### The Analysis and Discussion

H<sub>1</sub>: Size of School - The variable size as measured by student enrollement is an indicator of organizational complexity. A large school requires a correspondingly large teaching staff and increased auxiliary services and facilities and viceversa. Two distinct sizes have been delineated for the purpose of this research - small (below 2,000 students) and large (2,000 and above).

This research has set out to investigate the impact of school size on leadership effectiveness. The assumption is that the smaller the size of the school the greater is the principal's effectiveness and viceversa. To verify this assumption a statistical test has been applied.

The data for the sub-groups of small and large school principals is given in Table 19 below. Here it is important to note that all observed values are not statistically significant. Since the computed t-ratio (T) as compared

TABLE 19

t - Ratios of Mean Differences for Small and  
Large School Principals on Both Dimensions

Behavior Dimensions	Sub-groups by School Size						t-ratio
	Small School			Large School			
	n	Mean	SD	n	Mean	SD	
1. Initiating Structure	6	2.84	0.49	6	2.37	0.38	1.86
2. Consideration	6	2.81	0.56	6	2.36	0.41	1.59

$$t_{(.05, 10)} = 2.228$$

to the critical value ( $T_c$ ) for initiating structure is smaller the null-hypothesis ( $H_0$ ) is accepted. Thus, it can be stated that there is no empirical evidence to believe that school size plays a significant role in leadership effectiveness of principals as regards initiating structure behavior. For the consideration behavior, as well, we fail to reject the null-hypothesis or the motivated assumption is not confirmed. It can thus, be stated that no significant difference is observed in consideration behavior between the two groups of principals. From the data it can be argued that school size does not seem to be a significant factor in leadership effectiveness unless other critical factors (staff motivation, the need for adequate supplies, for instance) remain unresolved. Only then would school size become deterministic in principal effectiveness.

Style Analysis - Effectiveness index from staff ratings of their principal allows the mapping of leadership styles on a quadrant schema.

Figure 4

Number and Percent of Principals' Scores Above and Below the Mean on Both Dimensions

		C o n s i d e r a t i o n		
		Below mean	Above mean	
Initiating Structure	Above mean	1 (8%)	7 (58%)	Mean = 2.61
	Below mean	4 (34%)	0	

mean = 2.59

Leadership style identification from the scores reveals that including school 07 and 11 all the small size school principals achieved above mean on both dimensions. The other four principals were found to be ineffective that is, low on both dimensions. The finding suggests that school size must be reasonably low to allow the principal for more interaction and support with his staff.

H<sub>2</sub>: Educational qualification of staff - Another important variable that affects leadership is the qualification of teachers. The research assumption states that the more formal education (Certification) teachers have the more

demanding their expectations for the behavior of their principal, and therefore, the more critical their reports on him. In other words the higher the teachers qualification the lower will be their rating of the principal's behavior.

TABLE 20

A Test of Independence ( $\chi^2$ ) of Qualification and the Staff Ratings of Principal's on Both Behavior Dimensions

(N = 277)

Behavior Dimensions		Qualification		$\chi^2$
		Masters & Bachelor	Below Bachelor	
Initiating Structure	Above mean	85	61	0.38
	Below mean	73	58	
Consideration	Above mean	87	64	0.32
	Below mean	70	56	

$P < 0.05$ , and with 1 degree of freedom it requires 3.84.

A  $\chi^2$  (Chi-square) test of the data for the subgroups of higher qualification versus below a Bachelor's degree level teachers fails to reject the null-hypothesis. Therefore, there is no sufficient evidence to show that staff rating is related or biased due to qualification.

This fact seems to imply that the principal is not sufficiently engaged in the instructional leadership role which may require a style differentiated in accordance to the maturity level of his staff (cf. situational leadership theory on page 29).

H<sub>3</sub>: Staff Motivation - Earlier it was stated that the motivation of teachers is a significant factor in school leadership. The assumption is that the satisfaction the teachers derive from their careers, that is, the higher the satisfaction with their career the more favourable the reports of the teachers.

Data extracted from Appendix B-6 was subjected to a statistical test to verify if there is variability of principals scores due to teacher motivation. Three sub-group's (high, average, and low morale) scores were tested using an analysis of variance (ANOVA).

TABLE 21

Summary of Analysis of Variance with respect to  
Staff motivation level on principals'  
Initiating Structure Dimension

Source of Variance	Sum of Squares	df	Mean Square	F
Among groups	5.77	2	2.89	11.56 <sup>**</sup>
Within groups	68.52	274	0.25	
Total	74.29	276		

$$F_{.05, 2, 274} = 3.03$$

TABLE 22

Summary of Analysis of Variance, with respect  
to Staff motivation level on principals'  
Consideration Dimension

Source of Variance	Sum of Squares	df	Mean Square	F
Among groups	5.56	2	2.78	8.45*
Within groups:	89.77	274	0.33	
Total	95.33	276		

$$*F(.05, 2, 274) = 3.03$$

Note that a large value of F-ratio would indicate greater variability of attitude among groups toward their principal. From the tables it is shown that the null-hypothesis is rejected for both cases - Initiating structure and consideration dimensions of the principal. Hence, empirical evidence provides support that the morale level of staff contributes greatly toward the effectiveness of their principal.

H<sub>4</sub>: Professional Training of Principals - The basic assumption here is that the specific training in educational administration can be a causal factor for more effective school leadership by principals. If they satisfy the professional leadership needs of teachers in their school the rating scores will be higher than for those with general field of training.

To test this assumption the educational administration (EdAd.) group was compared separately with the other groups applying the T-test method. Accordingly, the following derived hypotheses were tested (refer Table 23).

- that there is no difference between mean scores of
  - . EdAd. and pedagogics major principals,
  - . EdAd. and subject major principals,
  - . EdAd, and the others put together,

On the basis of the data (Appendix 6-5) t-test results indicate that only one from the derived hypotheses is rejected and this confirms the research assumption that the former group in the table is as effective as the latter group except for the EdAd graduates on consideration behavior over others. The conclusion is therefore, that the educational administration graduate principals are more effective in school leadership on human relations than either the pedagogics or subject majors or both these groups put together, other things held constant.

H<sub>5</sub>: Leadership perceptions by sample groups

Principals role behavior orientation to either initiating structure or consideration functions are perceived differently by different groups of observers. Actually, independent evaluations of the principals leadership effectiveness partly depends on the relations he forms with the reference groups - that is, his own staff and immediate superiors.

TABLE 23

t-ratios of mean Differences for Principal Subgroups of Graduates  
in Educational Administration, Pedagogical Science and  
Subject Major on Both Dimensions

Graduate Major	Behavior Dimension				Groups ** Compared	t-ratio	
	Initiating St.		Consideration			Ini. St.	Cons.
	Mean	SD	Mean	SD			
a) Ed.Ad. (n = 3)	2.96	.19	2.82	.15	'a' versus 'b'	1.00	1.10
b) Pedagogics (n = 3)	2.36	.57	2.36	.71	'c' versus 'b'	1.63	0.50
c) Subject (n = 6)	2.57	.48	2.58	.58	'a' versus 'c'	1.56	1.95
d) Not Ed.Ad. (n = 9)	2.50	.48	2.50	.59	'a' versus 'd'	1.56	2.51**

\*\*p < 0.05

\*\*\*Table value for 'a' versus 'b',  $t_{(.05,4)} = 2.776$ ; 'c' versus 'b',  $t_{(.05,7)} = 2.365$ ;  
'a' versus 'd',  $t_{(.05,10)} = 2.228$ ; 'a' versus 'c',  $t_{(.05,7)} = 2.365$ .

If we accept these evaluations as measures of effectiveness a statistical test of the data has been conducted to verify the assumption that there is some degree of correlation or variations of perception in evaluations of principals role behavior among the three groups - the staff, principals and REO groups.

Given staff evaluation scores of effectiveness for all the principals (Appendix B-1) the within group correlation coefficient on the two dimensions yields  $r = 0.75$ . It shows a positive but not very strong correlation on estimating the variables in question. As such it can be concluded that fewer principals are on the 'transactional' style - a balance on both dimensions. What about the variance between staff and principals ?

The correlation ratio for initiating structure and consideration dimensions is computed to be  $r = -0.29$  and  $r = 0.18$  respectively (see Appendix B-1). It shows that what principals think as appropriate and how they actually behave is not in agreement; they are not close to the standards of behavior they set for themselves. For initiating structure behavior it is even a negative correlation. This implies that they act below the expected role behavior. Why they do not act as effectively as they perceive to be is an empirical question that invites further investigation.

Again, the variance of the perceptions of principals and REOs on ideal leaders behaviors was statistically tested.

TABLE 24

Summary of Analysis of Variance with respect to  
Principals and REO's Perceptions on  
Initiating Structure Dimension

Source of Variation	Sum of Squares	df	Mean Squares	F
Between groups	0.4374	1	0.1374	3.27
Within groups	2.9447	22	0.13385	
Total	3.3821	23		

$$F(0.05, 1, 22) = 4.30$$

TABLE 25

Summary of Analysis of Variance with respect  
to Principals and REO's Perceptions on Consideration  
Behavior

Source of Variation	Sum of Squares	df	Mean Squares	F
Between groups	0.4056	1	0.4056	2.15
Within groups	4.147	22	0.1885	
Total	4.5526	23		

$$F(0.05, 1, 22) = 4.30$$

The results show that the F-ratio is not significant and hence there is no variation in the attitude of the two groups. Both tend to have similar leadership ideologies validating the normative expectations.

Finally, the perceptions of staff (LBDQ, Real) and REOs (LBDQ, Ideal) were compared for variations in a similar manner.

TABLE 26

ANOVA table for Staff and REO's perception on 'Principal's' Initiating Structure Behavior

Source of Variation	Sum of Squares	df	Mean Squares	F
Between groups	0.7776	1	0.7776	
Within groups	4.103	22	0.18865	4.17
Total	4.8806	23		

$$F(0.05, 1, 22) = 4.30$$

TABLE 27

ANOVA table for staff and REO's perception on Principal's Consideration Behavior

Source of Variation	Sum of Squares	df	Mean Squares	F
Between groups	0.375	1	0.375	
Within groups	5.6155	22	0.2552	1.47
Total	5.9905	23		

$$F(0.05, 1, 22) = 4.30$$

F-ratio of the data indicates that the variation is not statistically significant for both behavior dimensions. This implies that principals do behave much in the same way as expected by their superiors. Yet, when closely examined, the computed value in Table 26 approaches very close to the rejection curve. This is an indication that opinions differ

between the staff and REO's. Hence, it can be deduced that on the whole, the REO's expect more initiating structure (directiveness) than consideration by principals in their role assumption.

FOOTNOTE

<sup>1</sup>Ministry of Education, Basic Education Statistics, Addis Ababa, 1988, p. 8.

<sup>2</sup>The idea is related to P. Hersey and K. Blanchard's "Situation/Leadership Theory" as explained by F.E. Gate, et al. in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.

<sup>3</sup>A detailed information may be had from Ministry of Education, Management Training Service records as compiled by Negussie Habteyes and reported to a workshop, Addis Ababa University, Faculty of Education, 1990.

<sup>4</sup>Teshome Bishaw, The Secondary School Principalship Ethiopia, Doctoral Dissertation, Columbia University, 1975, p. 101.

<sup>5</sup>S.W. Williams, Educational Administration in Secondary Schools: Task and Challenges, Holt and Winston: New York, 1964, p.

<sup>6</sup>Teshome, The Secondary School Principalship in Ethiopia, p. 42.

<sup>7</sup>The issue had invited a heated debate particularly from the principals at the Seminar called by the Ministry, July 1985 at Addis Ababa. The outcome was simply the making of the "Handbook of Schools Administration" 1989 that is not conditional to school size, adequacy of staff, external pressure, and other constraints.

<sup>8</sup>Ministry of Education, A Handbook of School Administration, Vol. I (Mimeographed, Amharic), Addis Ababa, p.2

<sup>9</sup>See, for example, Teshome Bishaw (1975); Teshome Wagaw (1979) and Tekeste Negash (1990) in their individual works. Full documentation is listed under the 'Bibliography' section.

<sup>10</sup>Ministry of Education, A Handbook of School Administration, Vol. II (Mimeographed, Amharic), Addis Ababa, p.

<sup>11</sup>Teshome, The Secondary School Principalship in Ethiopia, p. 52.

## CHAPTER V

### 5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary of Findings

Effective school leadership is a function of several factors that are generally classified in to a) organizational variables, b) conditions in the followers (staff), and (c) conditions in the leader himself. Accordingly, the principal as a formal leader of senior secondary school can exercise effective leadership in which the ultimate outcome would be improved workers' satisfaction as well as task performance (that is, improved learning conditions in students), depending on those factors which this study considered more prominent. Among the independent variables that were assumed to dictate effective principal leader role behavior in some distinct styles the following were subjected to empirical tests.

- i) school enrollement size and the corresponding educational facilities;
- ii) the technical ability (qualification) and job motivation of the teaching staff;
- iii) the principal's own job motivation and the capability and specificity with which he carries out the managerial and professional roles; and

- iv) the perception of the two sample groups - his subordinates and superiors - about the extent of principal's authority as reflected in task (role) expectations.

After a thorough analysis was made on the data gathered for the study, the significant findings have therefore, been brought to the fore. As such the dominant facts are summarized as in the foregoing. For precision and clarity the variables so selected as independent or control factors and treated with descriptive statistics have been presented first. Then appears the results of the hypotheses, the main theme of the study, after being tested with advanced statistical methods.

#### 5.1.1 General findings: the background factors

- That within the twelve senior secondary schools in six administrative regions the sample principals were all males; and even among the teaching staff the proportion of female subjects was still insignificant, only 7 percent.

- Nearly all the senior secondary schools are overburdened with large student population size and consequently a large staff exists with diverse motivational approaches (attitudes) towards the principal. To this, an evening school program when present poses an additional challenge. Sheno, Haik and Didea senior secondary schools alone have no evening programmes in this respect.

- As regards the qualification of principals and their superiors (REOs) no individual with Master's degree or beyond has been found unlike in the staff group which has but five out of 277. Moreover, only 25 percent (3) of the principals were educational administration (EdAd.) graduates. The remaining were either pedagogical science or subject majors by field of training (specialization).

- Principals overall academic achievement as measured by Cum.G.P.A. and which may indicate professional competence, was found to be between 2.5 to 3.0 for 67 percent (8) of them. Again, the chances in workshop participation, which is believed to contribute toward increased leadership competence, were quite insufficient as the frequency of such occasions has been negligible (only once since 1981) at national level.

- Seventy five percent of the principals have had prior experience as teachers for four years or less. The length of service as principal in present school has however, been as short as two years for 42 percent of them. In other words, frequent transfer to other schools is commonplace, whereby 58 percent of them reported to have served in three to five different senior secondary schools.

- As regards the appointment of principals for the post the REOs favour the promotion criteria to emphasize more on prior teaching experience than on formal training (certification) with adequate and related professional courses work.

- While prior teaching experience of a given subject for the principals being 50 percent in languages and 16 percent in social sciences the present teaching duty is taken up by about 67 percent of them. Interestingly, this task assignment is met with resistance or principals would like to avoid it when possible.

- Formal staff meetings at three levels (that is, a general staff meeting, departmental or individually with the principal) is common practice in all the schools as a means of interaction for mutual assistance, guidance and direction. Staff responses indicate that they are undertaken as often as desired for 'free' participation as 'professional' work-group.

- The indicators of 'warm school climate' especially for informal interaction shows a common practice in the formation of 'welfare association' and 'fare-wel party' in 92 percent of the schools. While staff 'lounges' exist in all schools, their adequacy of services varies. Invariably, school 'magazines' and departmental 'news-letter' are unknown or almost non-existent.

- Staff job motivation response indicates that 76 percent of them perceive low career satisfaction and 89 percent of them still consider low professional prestige accorded from the community. Despite this, task assignment by the school administration is, in general, satisfying. As an instance of this, regarding contractual agreement on

evening class teaching in the school the administration is considered fair enough in its assignment to those who qualify for the task.

- That physical and psychological supports being essential in the motivation of workers the data provided that administrative recognition and supports seem to be satisfying for over 80 percent of the staff. However, the physical facilities such as class rooms, faculty rooms, and staff lounges were found to be below their expectations or were not very conducive for work.

- In an attempt to overcome the low morale and thereby create a 'warm school climate' staff responses indicate that about 90 percent of them show keen interest on discussing matters with mutual confidence and concern among each other rather than with the administration.

- Another alternative staff consider for improved motivation is the desire for further education, seek work place transfers or leave the profession. Accordingly, in each case, 74 percent of the staff opt for opportunities in further education, 29 percent expressed to have plans to move to another town for the same work and 36 percent would like to leave the profession.

- In contrast to staff motivation, 75 percent of the principals said they are satisfied with holding the position

from average to high. They also perceived that the society accorded them higher respect than for teachers. The finding thus, indicates that their job status provided them a more positive motivation that energizes them for more devotion and tact on accomplishing school functions. When actually their future plans (in the next five years) was explored the response indicated that 50 percent of them would like promotions within the profession but 34 percent would rather quit the profession if given the chance.

- In budgeting their official time among the various task demands 76 percent of the principals devote only one-fifth of it in class room visits and for providing professional guidance to staff. More time is rather spent on routine clerical and administration duties than on problems of actual instruction.

- Group - wise perceptions on the scope of principals' power and authority as evaluated by staff and REOs indicates a low, positive correlation ( $r = 0.16$ ). Specifically, REOs prefer that principals activities be strictly confined to the school while staff rather consider their interaction with the community as more important and the basis for seeking the much needed support in school development endeavours.

Again, differences of opinion seems to exist regarding accountability on students academic achievement. While the

staff think it should be due largely to the principal than on themselves, the REOs feel otherwise.

- The way staff performance evaluation result be used by principals is judged differently by staff and REOs. The correlation ratio was found to be  $r = 0.45$ . On the assumption that supervisory power is merely formal with weak effects on motivation the different groups belittle its value. Despite the absence of policy provisions in 'merit pay plans' 50 percent of the principals expressed their desire to have the right to remove the poor performer.

#### 5.1.2. Findings on the basis of criterion variables

Essentially leadership study is centered around the main variables henceforth stated under 'findings' section. More important still on the basis of the five criterion variables that include school size, staff qualification, staff motivation, principals' training major and the role perception of the three respondent groups toward the principal the research hypotheses were rigorously tested to provide the following results.

1/ The size of school (by enrollement) may indicate the level of organizational complexity and hence more stress and job demands on the part of the principal as the size increases considerably.

T-test of the data shows that school size is not statistically significant at  $P < 0.05$  confidence level as regards both behaviors of principals. This implies that initiating structure behavior can not be emphasised or exercised adequately any better in small size (below 2,000 students) schools than in large schools. With consideration behavior too, there seems a similar emphasis adopted by principals of any school size.

In attempting to classify principals' leadership styles the data yields that seven (58%) of the principals were oriented toward 'transactional style' that balances or maximizes both dimensions of behavior. Most of the principals in this category have been found to be small-size school principals in which the style identification suggests the need for keeping school size reasonably small. Those principals found in the 'low-low' quadrant position (see figure 3) and described as 'ineffective' are still considerable (34%).

2/ A Chi-square ( $\chi^2$ ) test of independence on the qualification of staff and their ratings of principals' effectiveness shows a ratio of 0.38 and 0.32 at  $P < 0.05$  level of confidence and 1 degree of freedom on initiating structure and consideration behaviors respectively. Thus, we say there is no sufficient evidence to show that staff rating is related or biased due to their qualification.

In other words, the rating scores of effectiveness can be reliable and hence the style analysis would be realistic.

3/ Among others, the motivation of staff can be a significant factor in school leadership. On the basis of the assumption that teachers with high career satisfaction favourably rate their principal, an analysis of variance (ANOVA) for three-level motivational groups was conducted.

The F-test result at  $P < 0.05$  level of confidence shows that it is significant statistically for both behavior dimensions. Hence, empirical evidence provides that there is considerable variability in rating their principal due to their morale levels. The conclusion to be drawn could be that the school administration deals effectively with those who are motivated and thus cooperate highly to perform better toward school success. Whereas, those with low morale do counteract or become ambivalent with respect to principal's efforts in school improvement and thus may rate him unfavourably. This argument leads us to believe that motivation is a significant factor in principal's effectiveness variability.

4/ To test the assumption that the specific training of principals in educational administration can be a causal factor for more effective school leadership (that is, satisfying the professional leadership needs of teachers) a T-test among the various principal groups was applied. The results show that all but one is significant below 95%

confidence interval. The conclusion is that any principal is as effective as any other except on consideration behavior for educational administration graduates. Therefore, we may tentatively say that this group is more effective in school leadership as regards the human relations aspect of the job than either the pedagogical science or subject majors of both these groups lumped together, other things remaining constant. In this regard the effect of training in principalship tends to create a more considerate leader among his staff.

5/ Principals' role behavior orientation to either initiating structure or consideration function is perceived differently by different groups of observers.

Given staff evaluation scores of effectiveness (LBDQ, Real, Staff) for all the principals the within-group correlation coefficient on the two dimensions yields  $r = 0.75$  a positive but not a very strong correlation. Perhaps the principals are not perceived along the transactional style.

When the principals' own leadership 'ideology' (LBDQ, Ideal, Self) was correlated with how they actually behave (LBDQ, Real, Staff) we find the coefficients  $r = -0.29$  and  $r = 0.18$  for initiating structure and consideration behavior respectively. This shows that what they think as appropriate and how they actually behave is not in agreement; they do

not seem to act as effectively as expected by the staff, nor do they behave up to the standards they set for themselves.

To consider the variance of perceptions of principals and REOs on ideal leader behaviors it was statistically tested. The results show that the F-ratio is not significant at  $P < 0.05$  confidence level which implies that there is no variation in the attitude of the two groups. Both tend to have similar leadership ideologies that closely stick to the normative role expectations.

Finally, an F-ratio of perceptions of the staff and REO groups on the two dimensions shows that the assumption is accepted. Actually the results suggest for agreement of perceptions on how principals emphasize their role expectations. But, generally the REO's prefer more 'initiating structure' behavior emphasis while the staff favour to the contrary.

## 5.2 Conclusion

This thesis set out to make an earnest search for effective secondary school leaders. In due course, it attempted to relate the impact of a given pattern of principal leadership behavior with the overall school performance, that is, increased student learning outcomes coupled with high staff morale. Precisely, the effective principal is, according to the theories, characterized as one who tries to influence his staff to show extra effort

arising from their own motivation to work. As such the immediate concern of the principal would be to try to adopt the appropriate behavior pattern (style) a particular school situation demands.

Obviously school systems do exist in varying environments (of facilities and work climate) depending on the socio-political milieu prevailing at a certain time and, therefore, each one requires a distinctive leadership style most suited to itself. Despite the notion that there is no 'one best' style of leadership universally applicable to every school system, there is still an identifiable behavior style associated with effective principals. Thus, a given principal would be considered most effective when he exhibits a certain degree of emphasis to the two fundamental dimensions of behavior delineated as 'initiating structure' and 'consideration'. From a set of a matrix of behavior styles available the one appropriate to a given school depends on a combination of several school factors or variables.

In this research a statistical test was conducted on the selected criterion variables assumed to influence the principal leadership effectiveness. It was by no means exhaustive nor was it possible to control all the background and intervening variables. Among the factors that cause variations in principal role behavior school size by enrollement, staff motivation vis-a-vis their work environment,

principal's own professional training, and the authority and power of influence with respect to the basic school functions stand out to be most significant.

The findings clearly indicate that although small-size schools are assumed to be less complex and therefore more manageable, perhaps owing to the deteriorating school facilities or unfavourable work climate observed in the Ethiopian educational system at present, no statistically significant difference in the effectiveness of principals was found between the small-size, rural and large-size, urban senior secondary schools.

What is more, the professionally trained principals in educational administration were shown to be more effective only in terms of 'consideration' behavior than the other position incumbents who came up through promotions. This suggests that specific training in school administration helps principals to become more sympathetic towards staff development and morale and thereby become more supportive and understanding particularly in time of stress and work constraints which militate against high performance and school improvement attempts.

While both teachers and principals expressed their desire for further education which they perceive as a means of upward social mobility, their lack of job motivation is rather alarming. Such an attitude bears a negative impact

on productivity and would also urge them to consider leaving the profession. As some Ethiopian writers argue (Aklilu: 1967; Fasil: 1990; Tekeste: 1990) this is a warning sign against the decline in the quality of the educational system at large. And for the Ministry of Education to find itself unable to retain its staff would greatly undermine its capacity to maintain the quality of work in the school systems in general and inhibit principals leadership effectiveness in particular.

### 5.3. Recommendations:

In light of the findings of this study, the following recommendations are suggested.

1. Professional training in the specialized field (that is, educational administration) must be compulsory for principals in as much as possible. With the assumption that it provides knowledge and skill in school management practices, pre-entry as well as subsequent in-service training be considered seriously. Whereas undergraduate degree and diploma in principalship is much desired high level, Master's degree, must also be expanded to reach all school leaders in the long-run.
2. Too frequent transfer to other schools by principals must not be allowed as long as it does not hamper their personal progress or promotion. Whereas they should be

required to show some concrete achievements in the growth of the school they work in, an objective evaluation of their performance must entail some substantive incentive or rewards for the achieving principals. This calls for attaching weights to leadership performance against accountability.

3. Reduced class size must be maintained for the proper functioning of schools. This must also be accompanied by adequate educational facilities to make work conditions more conducive. Such measures would certainly enable principals to become good managers by minimizing stress on demands of school materials as well as their time. Until overcrowding is resolved they cannot become professional leaders in the real sense. Hence, the Ministry of Education must enact a policy of school-size limit or standard so as to match enrollement with facilities and man-power. This would ultimately contribute toward improving education quality and also reconcile the number of secondary school leavers with the available job market.
4. Efforts should be made to boost staff morale. Some of the conditions necessary would be to create a professionally stimulating environment which infact includes factors such as the opportunity for professional growth or training, participation in decisionmaking in matters affecting them, provide rewards for qualitative work done,

create some fringe benefits and awards of merit in concrete terms. When feasible it is advisable to allow for freedom of discretion over matters of instructional innovation that promotes the learning potential of students. The combined effect of all the above conditions may help the staff to seek influence from their principal.

5. Indeed the education system in Ethiopia has been diagnosed to be in a crisis as many authors today argue. Part of the solution may perhaps be to ensure the effective performance of the teaching corps and school leaders upon retaining the competent ones only. In effect, the Ministry of Education must devise a strategy such as 'merit pay' plans which could help in retaining only those who are good achievers and expel those who have lost all their interest on the job.
  
6. Attempts must be made to grant and reinstate the leadership power of principals in practical terms such as participation in the formulation of educational policy affecting school growth, educational innovations, and his supervisory power over staff at least in a regional and local level. Particularly, through the evaluation process principals must have access to select and then retain the 'competent' teachers but to remove the poor performers from the school.

## BIBLIOGRAPHY

- Aklilu Habte, "Brain Drain in the Elementary School: Why Teachers Leave the Profession", Journal of Education, 1:1 (1967) 27-39.
- Anderson, L.W and Pigford, A.B., "Removing Administrative Impediments To Instructional Improvement Efforts", Theory into Practice, 26:1 (1987) 67-71.
- Ayalew Shibeshi, "Some Trends in Regional Disparities in Primary School Participation in Ethiopia", The Ethiopian Journal of Education, 11:1 (1989) 25-45.
- Batchler, M. "Motivating Staff: A Problem For the School Administrator", Journal of Educational Administration, 19:1 (1981) 44-53.
- Bjerkan, O., Plans, Targets and Trends in Ethiopian Education, Ph. D. Thesis, (unpublished), University of Maryland, 1972.
- Blase, J.J., "The Effective School Principal: Perspectives On School Leadership", Educational Administration Quarterly, 23:2 (1987) 85-98.
- Campbell, R.F., Corbally, J.E. and Nystrand, R. O., Introduction to Educational Administration, Allyn & Bacon Inc.,: Boston, 1983.
- Certo, S.C and Appelbaum, S.H., Principles of Management, Wm. C. Brown Publishers: Dubuque: 1986.
- Davis, K and Newstrom, J.W., Human Behavior At Work: Organizational Behavior, McGraw-Hill Book Company: New York, 1985.
- Dennison, B. and Shenton, K., Challenges in Educational Management: Principles into Practice, Croom-Helm Ltd.: New York, 1987.
- Desta Assayehegn, Student Alienation: A Study of High School Students in Ethiopia, Ph. D. Thesis, (unpublished), Stanford University, 1977.

- Dowling, W.F. and Sayles, L.R., How Managers Motivate: The Imperatives of Supervision, McGraw-Hill Book Co.: New York, 1978.
- Ellenburg, F. C., "Factors Affecting Teacher Morale", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.
- Fasil G. Kiros, Impelementing Educational Policies in Ethiopia, World Bank Report No. 84: Washington, 1990.
- Fiedler, F., "Style or Circumstance", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co., Michigan, 1979.
- Field, D., "Headship in the Secondary School", in M. Hughes, P. Ribbins and H. Thomas, (eds.), Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987.
- Gates, P.E., Blanchard, K. H. and Hersey, P., "Diagnosing Educational Leadership Problems: A Situational Approach", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.
- Good, C.V. (ed.), Dictionary of Education, McGraw-Hill Book Co.: New York, 1978.
- Gregg, R.T., "The Administrative Process", in R.F. Campbell and R.T. Gregg (eds.), Administrative Behavior in Education, Harper & Row Pub. Inc.: New York, 1957.
- Griffith, F., Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.
- Gross, N and Herriott, R.E., Staff Leadership in Public Schools, John Wiley & Sons, Inc.: New York, 1965.
- Gross, N., Masson, W.S. and EcEachern, Explorations in Role Analysis: Studies of the School Superintendency, John Wiley & Sons, Inc.: New York, 1965.

- Halpin, A.W., Theory and Research in Administration, the Macmillan Company: New York, 1966.
- Hanson, E.M., Educational Administration and Organizational Behavior, Allyn and Bacon Inc.: Boston, 1985.
- Huberman, A.M., Understanding Change in Education: An Introduction, I B E, UNESCO: Paris, 1973.
- Hughes, M., "Leadership in Professionally Staffed Organizations", in M. Hughes, P. Ribbins and H. Thomas (eds.) Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987.
- Kast, P.E. and Rosenzweig, J.E., Organization and Management: A Systems and Contingency Approach, McGraw-Hill Book Co.: New York, 1985.
- Katz, R.L., "Skills of an Effective Administrator", in O.T. Jarvis, Elementary School Administration: Readings, WmC Brown Co., Publishers: Dubuque, Iowa, 1969.
- Lloyd, K., "Management and Leadership in the Primary School", in M. Hughes, P. Ribbins and H. Thomas (eds.) Managing Education: The System and the Institution, Cassel Education Ltd.: London, 1987.
- Luthans, F., Organizational Behavior, McGraw-Hill Book C.: New York, 1981.
- Maaza Bekele, A Study of Modern Education in Ethiopia: Its Foundations, its Development, its Future, with Emphasis on Primary Education, Ed. D Disertation, Columbia University, 1966.
- Martin, W.J. and Willower, D.J., "The Managerial Behavior of High School Principals", Educational Administration Quarterly, 17:1 (1981) 69-90.
- Ministry of Education, A Handbook of School Administration, Addis Ababa, Vol. 1, (Mimeographed in Amharic), 1988.

- \_\_\_\_\_, Basis Education Statistics, Addis Ababa, 1988.
- \_\_\_\_\_, Basic Education Statistics, Addis Ababa, 1989.
- \_\_\_\_\_, Education: Challenge to the Nation. Report of the Education Sector Review, Addis Ababa, August, 1972.
- \_\_\_\_\_, Evaluative Research of the General Education System in Ethiopia: A Quality Study, (Summary in English) Addis Ababa, 1986.
- \_\_\_\_\_, "Activities on Management Training Services: A Seminar Report", Addis Ababa University, Faculty of Education, 1990.
- Mintzberg, H., The Nature of Managerial Work, Harper and Row Publishers: New York, 1973.
- Mitchell, T.R., People in Organizations: An Introduction to Organization Behavior, McGraw-Hill Book Co.: New York, 1982.
- Morgan, C.T., et. al., Introduction to Psychology, McGraw-Hill Book Co.: New York, 1986.
- Nwankwo, J.I., Educational Administration: Theory and Practice, Vikas Publishing House Pvt. Ltd.: New Delhi, 1982.
- Organ, D.W and Hamner, W.C., Organizational Behavior: An Applied Psychological Approach, Bussiness Pub. Inc.: Plano, Texas, 1982.
- Owens, R.G., Organizational Behavior in Education, Prentice-Hall Inc., Englewood-Cliffs: New Jersey, 1987.
- Provisional Military Government of Ethiopia, Negarit Gazeta, Proc. No. 260/85 Addis Ababa, 1985.
- Rue, L.W and Byars, L.L., Management: Theory and Application, Richard D. Irwin, Inc.: Illinois, 1986.

- Sara, N.G., "A Comparative Study of Leadership Behavior of School Principals in 4 Developing Countries", Journal of Educational Administration, 19:1 (1981) 21-32.
- Saunders, N. and Valliamy, G., "The Implementation of Curriculum Reform; Tanzania and Papua New Guinea", Comparative Education Review, 27:3 (1983) 357-373.
- Sergiovanni, T.J., "Factors Which Affect Satisfaction and Dissatisfaction of Teachers", in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.
- Sergiovanni, T.J and Carver, F.D., The New School Executives: A Theory of Administration, Harper & Row Publishers: New York, 1980.
- Silver, P.F., Educational Administration: Theoretical Perspectives on Practice and Research, Harper & Row Publishers, New York, 1983.
- Sweany, J., "Research Synthesis on Effective Leadership", Educational Leadership, 30:5 (1982) 346
- Tannebaum, R and Shmidt, W.H., "How to Choose a Leadership Pattern," in F. Griffith, Administrative Theory in Education: Text and Readings, Pendell Publishing Co.: Michigan, 1979.
- Tekeste Negash, The Crisis of Ethiopian Education: Some Implications for Nation Building, Uppsala University: Sweden, 1990.
- Teshome Bishaw, The Secondary School Principalship in Ethiopia, Ed. D. Disertation, Unpublished, Colombia University, 1975.
- Teshome Wagaw, Education in Ethiopia: Prospect and Retrospect, Ann Arbor University of Michigan, 1979.
- Tosi, H. L., Rizzo, J.R. and Carroll, S.J., Managing Organizational Behavior, Pitman Pub. Inc.: New York, 1986.

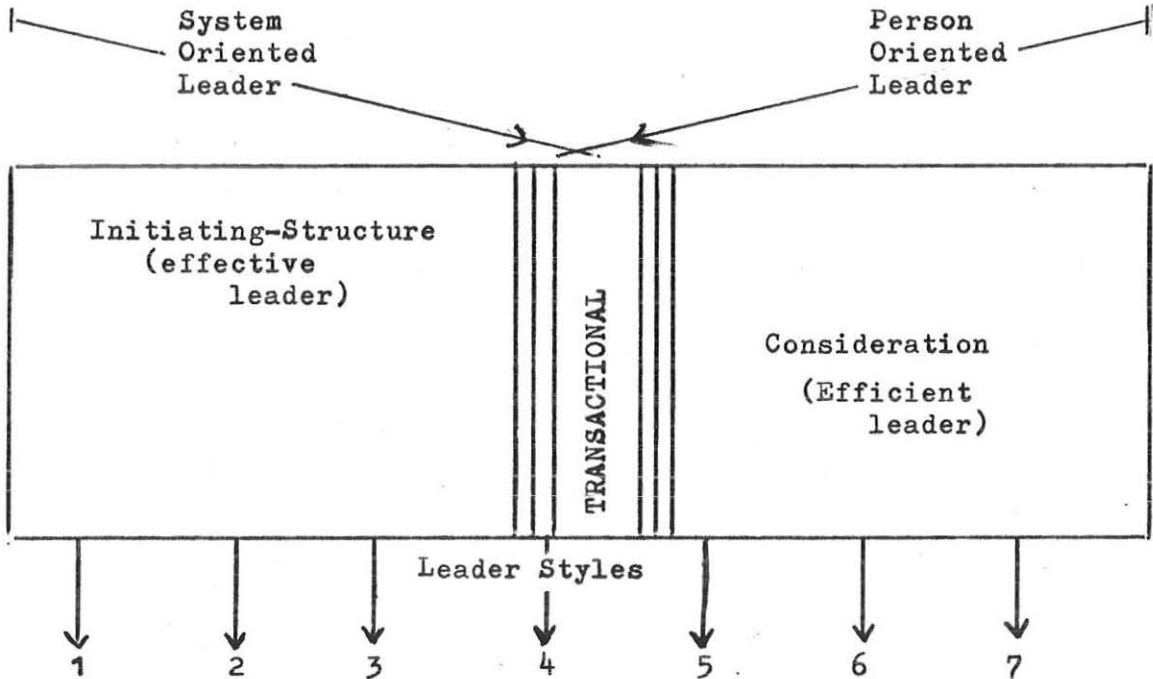
Van Dalen, D.B. Understanding Educational Research: An Introduction, McGraw-Hill Book Co.: New York, 1979.

Vecchio, R.P., Organizational Behavior, The Dryden Press: Chicago, 1988.

Williams, S.W., Educational Administration in Secondary Schools: Task and Challenges, Holt and Winston: New York, 1964.

Appendix ... Figures

A- 1 Continuum in Leadership Behavior



The Styles:

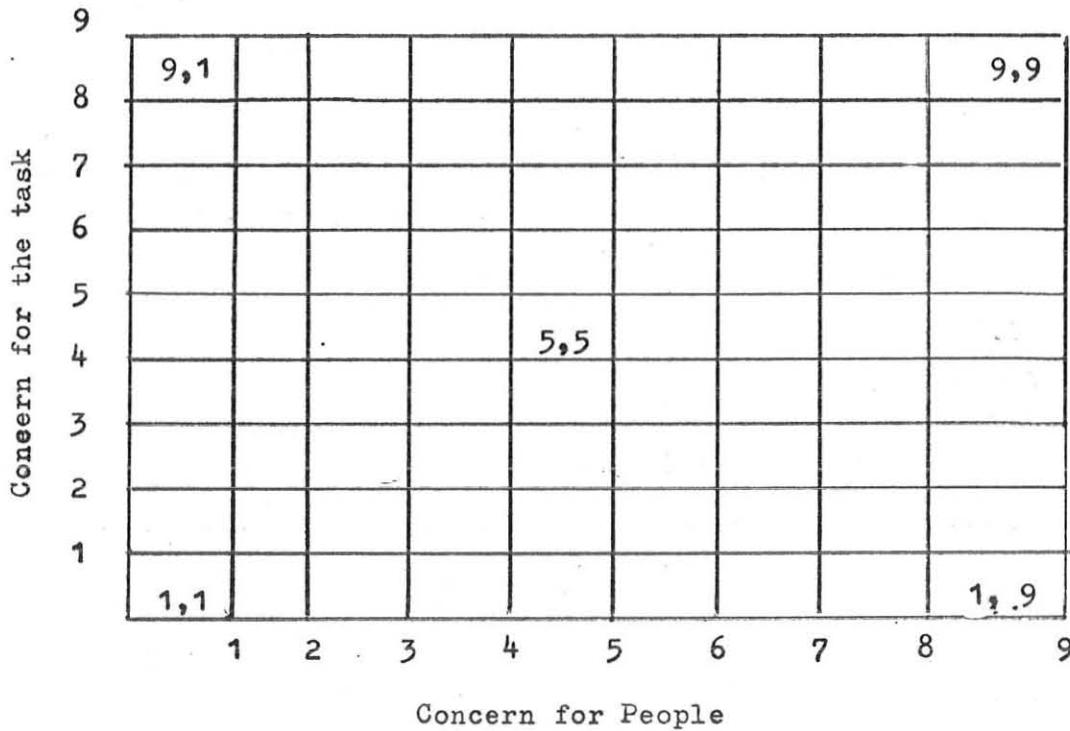
1. Leader makes decisions and announces it.
2. Leader appeals to followers to 'buy' his decision.
3. Leader presents ideas and invites questions.
4. Leader presents tentative decisions subject to change.
5. Leader presents problems, gets suggestions and makes the decision.
6. Leader defines limits, asks the group to make decisions.
7. Leader permits the members to function and decide within some limits.

Source: Nwankwo, J.I. Educational Administration: Theory and Practice, Vikas Pub. House, New Delhi; 1982, p. 75.

Appendix ... Figures

A - 2

The Managerial Grid



Styles

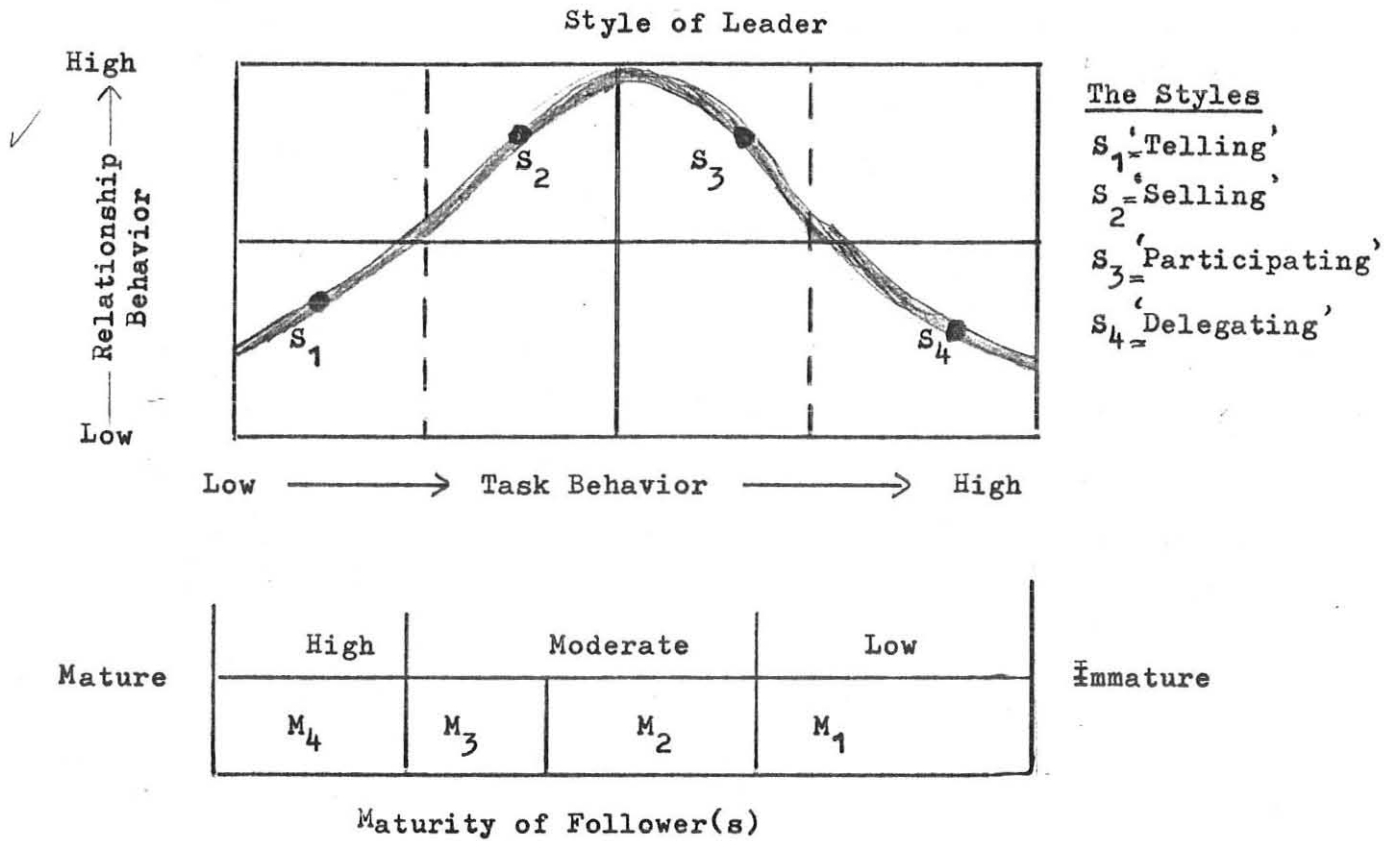
- 9,9: Team Management, the Ideal style.
- 9,1: Entirely devoted to getting things done.
- 5,5: Balancing Position; maximizing productivity and morale of workers.
- 1,9: Minimum effort on getting things done; devoted to people.
- 1,1: Little concern for both.

Source: Adopted from R.R. Blake and S.S Mouton "The Managerial Grid" in Vecchio , R.P. Organizational Behavior, The dryden press, Chicago: 1988 p.

Appendix .... Figures

The Hersey Blanchard Situational Model

A - 3



Source: P. Hersey and K. Blanchard, 'Management of Organizational Behavior' in Vecchio, R.P., Organizational Behavior, The Dryden Press, Chicago: 1988, p. 302.

Appendix ... Data Table

LBDQ, Real, Staff: Principal Leader Behavior  
Effectiveness Index on both Dimensions

B - 1

(N = 277)

School Code	Teachers by Schools	Sample Size	Mean and Standard Deviation Values on each dimensions			
			Initiating St.		Consideration	
			Mean	SD	Mean	SD
01	Awasa	20	1.72	.63	1.79	.67
02	Aleta Wondo	23	2.99	.56	2.92	.59
03	Menelik	28	2.32	.67	2.16	.81
04	Sebeta	24	2.80	.59	3.16	.77
05	Hotie	21	2.58	.52	2.14	.73
06	Haik	25	2.01	.72	1.72	1.03
07	Hailemariam Mamo	25	2.69	.51	2.93	.38
08	Sheno	23	3.14	.50	2.84	.82
09	Nazareth	21	2.21	.58	2.48	.82
10	Debrezeit	18	2.94	.87	2.72	.90
11	Chelalo	24	2.75	.49	2.66	.63
12	Didea	25	3.28	.31	2.42	.27

Computed Values

- Total staff rating (pooled) In/s Mean = 2.61 SD = .47  
Score on each dimension Cons. Mean = 2.59 SD = .52
- Small size school sub-group In/s. Mean = 2.84 SD = .49  
Cons. Mean = 2.81 SD = .56
- Large size school sub-group In/s. Mean = 2.37 SD = .38  
Cons. Mean = 2.36 SD = .41

LBDQ Ideal self = Ideal Principal  
 Behavior Effectiveness Index on Both Dimensions  
 ( N = 12)

School Code	Principals by School	Sample Size	Mean and Standard Deviation values on each dimensions			
			Initiating St.		Consideration	
			Mean	SD	Mean	SD
01	Awasa	1	3.73	0.59	3.46	0.83
02	Aleta Wondo	1	3.00	1.25	2.93	0.88
03	Menelik	1	2.86	0.91	3.33	0.89
04	Sebeta	1	2.53	1.06	3.73	0.70
05	Holie	1	3.06	1.38	2.46	1.06
06	Haik	1	3.26	1.38	3.26	1.16
07	Hailemariam Mamo	1	3.33	1.39	3.73	0.79
08	Sheno	1	3.00	1.00	3.00	0.65
09	Nazareth	1	3.46	1.12	3.66	0.89
10	Debrezeit	1	3.20	0.77	3.26	1.03
11	Chilalo	1	3.14	0.94	3.20	1.14
12	Didea	1	3.46	0.40	3.73	1.03

Computed values

1. Total principal rating (pooled)  
 In/s Mean = 3.24 SD = .34  
 Score on each dimension  
 Con. Mean = 3.26 SD = .37
2. Small size school subgroup  
 In/s Mean = 3.09 SD = .26  
 Cons. Mean = 3.34 SD = .34
3. Large size school subgroup  
 In/s Mean = 3.19 SD = .39  
 Con. Mean = 3.26 SD = .46

Appendix ... Data Table

B - 3

LBDQ, Ideal, Boss, Ideal Principal

Behavior Effectiveness Index on Both Dimensions

(N = 12)

Regional Education Officers (REOs)	Mean and Std. Deviation values on each dimension			
	Initiating St.		Consideration	
	Mean	SD	Mean	SD
1. Sidamo (01)	2.26	1.27	2.00	1.19
(02)	3.46	1.06	3.00	1.30
2. Addis Ababa (01)	2.20	1.22	1.86	.99
(02)	3.14	1.16	2.86	1.47
3. S. Wollo (01)	3.20	1.37	3.20	1.47
(02)	3.14	1.16	2.86	1.24
4. N. Shoa (01)	3.00	1.13	2.86	1.35
(02)	3.20	1.20	3.20	1.35
5. E. Shoa (01)	2.73	.79	2.07	.86
(02)	2.93	1.09	3.26	.91
6. Arsi (01)	3.06	1.22	2.86	1.12
(02)	3.06	.79	2.60	.98

<u>Computed values</u>		<u>mean</u>	<u>SD</u>
1. Total REOs rating	In/s	2.97	.39
poofed scores by dimension	Cons	2.74	.49
2. Academic deputy manager's rating (01)	In/s	2.74	.42
	Cons	2.47	.56
3. Chief Inspectors (02)	In/s	3.20	.20
	Cons	3.00	.24

Appendix ... Data Table

B - 4

Above and below mean scores frequency distribution  
by Staff Qualification on both dimensions.  
(N = 277)

School Code	Bachelor and MA				Below Bachelor			
	Initiating St.		Consider.		Initiating St.		Consider.	
	Above mean	Below mean	Above mean	Below mean	Above mean	Below mean	Above mean	Below mean
01	4	5	5	4	4	5	7	6
02	8	8	8	8	5	5	2	2
03	10	11	10	9	5	4	3	4
04	10	8	6	7	4	6	4	3
05	9	10	8	7	1	1	3	3
06	6	6	7	7	7	7	5	5
07	6	6	6	6	7	6	6	7
08	6	7	4	3	6	7	7	6
09	4	4	6	6	5	6	6	5
10	6	8	4	2	5	5	3	3
11	6	4	3	5	7	10	8	5
12	10	10	6	6	5	2	4	7
Total Frequency	85	73	87	70	61	58	64	56

Effectiveness Index on both dimensions for Principals  
of Different Professional Training from  
LBDQ, Real, Staff Scores

Field of training	School Code	Behavior Dimensions			
		Initiating Stra.		Consideration	
		Mean	SD	Mean	SD
(1) Educational Administration (Ed.Ad)	02	2.99	.56	2.97	.59
	08	3.14	.50	2.84	.82
	11	2.75	.49	2.66	.63
	Pooled	2.96	0.19	2.82	0.15
(2) Pedagogical Sciences (Peda)	01	1.72	.63	1.79	.67
	04	2.80	.59	3.16	.77
	05	2.58	.57	2.14	.73
	Pooled	2.36	0.57	2.36	0.71
(3) Subject Majors	03	2.32	.67	2.16	.81
	06	2.01	.72	1.77	1.03
	07	2.69	.51	2.93	.38
	09	2.21	.58	2.48	.66
	10	2.94	.87	2.72	.90
	12	3.28	.31	3.42	.27
	Pooled	2.57	0.48	2.58	0.58
(4) Pedagogics and Subject	Pooled	2.50	0.48	2.50	0.59

LBDQ, Real, staff mean scores derived from three  
sub-group motivation (morale levels)

Effectiveness index for their  
principals on both Dimension

School Code	Staff rating by three morale levels											
	High n=66				Average n=89				Low n=122			
	In.St		Cons.		In.St		Cons.		In.St		Cons.	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
01	1.89	.79	1.63	.70	1.69	.19	2.01	.86	1.71	.47	1.69	.55
02	3.17	.44	3.32	.57	2.32	.61	2.58	.62	2.99	.54	2.90	.52
03	3.32	.23	3.28	.33	1.96	.62	1.83	.83	2.36	.56	2.16	.69
04	3.06	.47	3.73	.20	2.69	.48	3.11	.74	2.17	.75	2.89	.90
05	2.65	.39	2.13	.59	2.63	.60	2.28	.64	2.51	.68	2.18	.90
06	2.00	.76	1.86	1.00	2.35	.51	2.19	.74	1.58	.77	1.28	.58
07	3.26	.00	2.96	.04	2.55	.51	2.90	.41	2.17	.50	2.80	.40
08	3.08	.52	2.86	.66	3.17	.36	3.12	.62	3.18	.57	2.92	.70
09	2.22	.72	2.29	.82	2.52	.46	2.83	.51	1.99	.61	2.18	.63
10	3.40	.46	3.16	.45	2.86	.91	2.65	1.02	2.44	.13	2.18	.00
11	3.02	.32	2.19	.26	2.66	.36	2.41	.61	2.69	.61	2.73	.73
12	3.30	.32	3.48	.26	3.17	.21	3.07	.20	3.28	.38	3.45	.24
Aggregate Mean SD	2.86 .53		2.80 .67		2.54 .43		2.58 .44		2.51 .53		2.44 .60	

Appendix ... Questionnaires

C - 1 Letter and Questionnaire to Principals

DEAR PRINCIPAL:

This study is being conducted as part of a master's thesis by a graduate student in the department of Educational Administration, Faculty of Education, Addis Ababa University.

Its purpose is to investigate the actual role behavior of principals in the management of their schools. By the term "leader behavior" we mean the specific or observable activities among his own work group which encompasses both academic and administrative direction and support in the school.

This is not a study of individual persons or individual schools, but of school principals as a professional group.

Your school has been selected as a study sample and hence your opinion on how principals behave in their role position is pertinent to the research. Please try to answer as honestly and frankly as possible. Under no circumstances will your individual response be made available to any one in your organization.

In advance , I wish to thank you for your participation in this study. It is through your cooperation in studies such as this that we all advance our understanding of the process of school management.

Sincerely Yours,

Zenebe Baraki

A RESEARCH QUESTIONNAIRE

DIRECTION

Most of the question items can be answered by checking the one choice that most nearly represents your view. Other items require supplying additional information. Please mark an "X" sign against the response that best reflects your own feeling on each question. Please answer all questions.

Name of your School: \_\_\_\_\_

Location:-

a. Administrative Region: \_\_\_\_\_

b. Town: \_\_\_\_\_

1. Student enrollment (grades 9-12)

- |                |     |                |     |
|----------------|-----|----------------|-----|
| a. below 1000  | ( ) | f. 2000 - 2249 | ( ) |
| b. 1000 - 1249 | ( ) | g. 2250 - 2499 | ( ) |
| c. 1250 - 1499 | ( ) | h. 2500 - 3000 | ( ) |
| d. 1500 - 1749 | ( ) | i. 3001 - 4000 | ( ) |
| e. 1750 - 1999 | ( ) | j. over 4000   | ( ) |

2. Total teaching staff (grades 9-12)

- |             |     |               |     |
|-------------|-----|---------------|-----|
| a. below 30 | ( ) | e. 90 to 119  | ( ) |
| b. 30 to 49 | ( ) | f. 120 to 149 | ( ) |
| c. 50 to 69 | ( ) | g. 150 & over | ( ) |
| d. 70 to 89 | ( ) |               |     |

3. Does your school function in the shift system ?

- a. Yes ( )      b. No ( )

4. Does your school conduct an evening program ?

- a. Yes ( )      b. No ( )

→ If Yes, indicate the total student enrollment.

- |               |     |               |     |
|---------------|-----|---------------|-----|
| a. below 101  | ( ) | e. 501 to 700 | ( ) |
| b. 101 to 200 | ( ) | f. 701 to 900 | ( ) |
| c. 201 to 300 | ( ) | g. 900 & over | ( ) |
| d. 301 to 500 | ( ) |               |     |

5. Your sex

- a. Male ( )      b. Female ( )

6. Your age (in years).

- |               |     |               |     |
|---------------|-----|---------------|-----|
| a. 20 & below | { } | e. 36 to 40   | { } |
| b. 21 to 25   | { } | f. 41 to 45   | { } |
| c. 26 to 30   | { } | g. 46 to 50   | { } |
| d. 31 to 35   | { } | h. 51 & above | { } |

7. Marital Status

- |            |     |             |     |
|------------|-----|-------------|-----|
| a. single  | { } | c. widowed  | { } |
| b. married | { } | d. divorced | { } |

8. What is your total number of years or service as a principal ?

- |                 |     |                  |     |
|-----------------|-----|------------------|-----|
| a. one year     | { } | d. 5 to 7 years  | { } |
| b. two years    | { } | e. 8 to 10 years | { } |
| c. 3 to 4 years | { } | f. over 10 years | { } |

9. How long have you been a principal in this school ?

- |                 |     |                  |     |
|-----------------|-----|------------------|-----|
| a. one year     | { } | d. 5 to 7 years  | { } |
| b. two years    | { } | e. 8 to 10 years | { } |
| c. 3 to 4 years | { } | f. over 10 years | { } |

10. Your highest educational attainment level

- |                  |     |                     |       |
|------------------|-----|---------------------|-------|
| a. Diploma       | { } | c. M.A/MSc degree   | { }   |
| b. BA/BSc degree | { } | d. other (specify): | - - - |

11. What is your undergraduate major ?

- |                               |     |
|-------------------------------|-----|
| a. Educational Administration | { } |
| b. Pedagogical Science        | { } |
| c. Subject major (specify)    | { } |
| d. Other (specify):           | { } |

12. If you have a Master's degree, what was your area of study ?

- |                               |     |
|-------------------------------|-----|
| a. Educational Administration | { } |
| b. Curriculum                 | { } |
| c. Psychology                 | { } |
| d. Subject Area (specify):    | { } |
| e. Other (specify):           | { } |

13. In general, what was your over all academic achievement when you were in College or University ?

- |                                     |     |
|-------------------------------------|-----|
| a. Cummulative G.P.A of 2.00 - 2.50 | { } |
|-------------------------------------|-----|

- b. Cumulative G.P.A of 2.51 - 3.00 ( )
- c. " " " 3.01 - 3.50 ( )
- d. " " " 3.51 - 4.00 ( )

14. How many semester hours or credits of professional course work in educational administration did you take as a student ?

- a. None at all ( )
- b. 1 to 10 hrs. ( )
- c. 11 to 20 hrs ( )
- d. 21-30 hours ( )
- e. over 30 hours ( )

15. How many years did you teach before taking your first administrative position ?

- a. None at all ( )
- b. one year ( )
- c. 2 to 3 years ( )
- d. 4 to 6 years ( )
- e. 7 to 10 years ( )
- f. over 10 years ( )

16. What school position did you hold immediately before becoming a senior high school principal ?

- a. High school teacher ( )
- b. High school assistant director ( )
- c. Elementary school director ( )
- d. Other (specify) \_\_\_\_\_

17. Before going into administration, what subject did you teach most often ?

- a. Amharic ( )
- b. English ( )
- c. Maths ( )
- d. History ( )
- e. Geography ( )
- f. Biology ( )
- g. Chemistry ( )
- h. Physics ( )
- i. Other (specify): \_\_\_\_\_

18. Do you teach regularly scheduled classes, now ?

- a. Yes ( )
- b. No ( )

If yes, how many periods per week do you teach ?  
\_\_\_\_\_ periods.

19. Including your present position, how many different secondary school principalship have you held ?

- a. 1 ( )
- b. 2 ( )
- c. 3 to 5 ( )
- d. 6 to 8 ( )
- e. 9 & above ( )

20. How many assistant principals do you have currently ?

- a. None ( )
- b. 1 ( )
- c. 2 ( )
- d. more than 2 ( )

21. How many times during the year do you hold regular academic staff meetings ?

- a. Once ( )      c. 3 to 4 times ( )  
b. twice ( )      d. over 4 times ( )

22. What percentage of your time is spent in making classroom visits per semester ? (Please estimate)

- a. None ( )      d. 21 to 30% ( )  
b. 1 to 10% ( )      e. 31 to 40% ( )  
c. 11 to 20% ( )      f. over 40% ( )

23. During a school year, on the average, how many hours a week do you work at your job as a principal ?

- a. below 40 hrs. ( )      d. 60-69 hours ( )  
b. 40-49 hrs. ( )      e. 70 hours or more ( )  
c. 50-59 hrs. ( )

24. Indicate the approximate percent of time each activity takes in your typical / normal / work week.

- 24.1/ clerical duties      \_\_\_ %  
24.2/ class room duties      \_\_\_ %  
24.3/ pupil personnel      \_\_\_ %  
24.4/ administration      \_\_\_ %  
24.5/ supervision      \_\_\_ %  
24.6/ community relations      \_\_\_ %  
24.7/ instructional leadership      \_\_\_ %  
24.8/ miscellaneous      \_\_\_ %

25. How much are you held responsible (accountable) for the achievement of your students (eg. in the ESLCE) by the Ministry of Education ?

- a. very high accountability ( )  
b. high accountability ( )  
c. average accountability ( )  
d. low accountability ( )  
e. very low accountability ( )

26. Are you satisfied with your job as a principal ?

- a. Yes ( )      b. No ( )

If "Yes", how much satisfaction does it give you ?

- a. Very much satisfaction ( )  
b. Much satisfaction ( )  
c. Average satisfaction ( )  
d. Little satisfaction ( )  
e. Very little satisfaction ( )

27. How much respect do you earn from the community where your school is located ?

- a. Very much respect ( )
- b. Much respect ( )
- c. Average respect ( )
- d. Little respect ( )
- e. Very little respect ( )

28. Do you aspire to move to a position other than the secondary school principalship within the next five years ?

- a. Yes ( )
- b. No ( )

If "Yes", what position do you intend to occupy ?

- a. A regional education office position ( )
- b. A junior College teaching ( )
- c. A 4-year College teaching ( )
- d. Leave the field of education ( )
- e. A central office (A.Ababa) position ( )
- f. Some other education position (give name) ( )

29. Have you attended meetings mainly dealing with problems of School Leadership on a regional or national level in the past two years ?

- a. Yes, 5 times and above ( )
- b. Yes, 3 to 4 times ( )
- c. Yes, in two occasions ( )
- d. Yes, in only one occasion ( )
- f. None ( )

30. Are teachers evaluated regularly in your school ?

- a. Yes ( )
- b. No ( )

If "Yes" who evaluates them ?

- a. The Director ( )
- b. The Assistant director ( )
- c. Inspectors/Supervisors ( )
- d. The Respective Evaluation Committee ( )
- e. The Unit Leader ( )
- f. Other (specify) \_\_\_\_\_

31. If the results of the evaluation on teachers indicate (reveal) poor teaching performance, should the director have the authority to discharge (remove) the individual from the school ?

- a. Strongly agree ( )
- b. Agree ( )
- c. Agree somewhat ( )
- d. Disagree ( )
- e. Strongly disagree ( )

32. Check those available in your school from the following.

	Yes	No
a. School Staff Welfare Association	( )	( )
b. Annual School Magazine	( )	( )
c. Departmental news letters	( )	( )
d. Staff Farewell Party	( )	( )
e. Sports Festival Day	( )	( )
f. Staff Lounge (Furnished)	( )	( )
g. Other (specify) _____		

33. Please indicate the extent to which a high school principal should be engaged in the following kinds of behavior.

Answer all listed items.

(Responses 5 = always, 4 = often, 3 = sometimes  
2 = seldom, 1 = never)

	CHOICES				
	5	4	3	2	1
a. Making one's attitude clear to the staff	( )	( )	( )	( )	( )
b. Trying out one's new idea with the staff	( )	( )	( )	( )	( )
c. Doing personal favours to the staff	( )	( )	( )	( )	( )
d. Doing little things to make it pleasant to be a member of the staff	( )	( )	( )	( )	( )
e. Ruling with an iron hand /authoritatively	( )	( )	( )	( )	( )
f. Criticizing poor work	( )	( )	( )	( )	( )
g. Being easily understood by the staff	( )	( )	( )	( )	( )
h. Having time to listen to the staff	( )	( )	( )	( )	( )
i. Speaking in a manner not to be questioned	( )	( )	( )	( )	( )
j. Assigning staff to a particular task	( )	( )	( )	( )	( )
k. Keeping to oneself (become aloof)	( )	( )	( )	( )	( )
l. Showing concern for the personal welfare of individual staff members	( )	( )	( )	( )	( )
m. Working without a plan	( )	( )	( )	( )	( )
n. Maintaining definite standards of performance	( )	( )	( )	( )	( )
o. Refusing to explain one's actions	( )	( )	( )	( )	( )

34. In your opinion, how frequently should a high school principal be engaged in the following kinds of behavior ? Give your answer for all items listed and make an "X" mark for your choice.

Responses:

5 = always, 4 = often, 3 = sometimes, 2 = seldom, 1 = never

	CHOICES				
	5	4	3	2	1
a. Act without consulting the staff	( )	( )	( )	( )	( )
b. Emphasize the meeting of dead lines	( )	( )	( )	( )	( )
c. Encourage the use of uniform procedures	( )	( )	( )	( )	( )
d. Become slow to accept new ideas	( )	( )	( )	( )	( )
e. Treat all staff members as one's equal	( )	( )	( )	( )	( )
f. Make sure that one's part in the organization is understood by all members	( )	( )	( )	( )	( )
g. Let staff know what is expected of them	( )	( )	( )	( )	( )
h. Be willing to make the necessary changes	( )	( )	( )	( )	( )
i. Be friendly and approachable	( )	( )	( )	( )	( )
j. See to it that staff members are working upto capacity	( )	( )	( )	( )	( )
k. See to it that the work of staff members is coordinated	( )	( )	( )	( )	( )
l. Make staff members feel at ease when talking with them.	( )	( )	( )	( )	( )
m. Put suggestions made by the staff into operation	( )	( )	( )	( )	( )
n. Get staff approval on important matters before going ahead.	( )	( )	( )	( )	( )
o. Ask that staff members follow standard rules and regulations	( )	( )	( )	( )	( )

35. Please give your additional comment on any basic factors that you think influence high school principal's behavior in the predisposition of his role.

---



---



---



---



---

Appendix ... Questionnaires

C - 2 Letter and Questionnaire to Regional Education  
Officers

DEAR Regional Education Officer

This study is being made by a graduate student at Faculty of Education, Department of Educational Administration, Addis Ababa University. As part of a Master's thesis, the researcher intends to investigate on a principal role behavior as perceived by different work groups in the Senior Secondary Schools of Ethiopia.

Because you are one of these persons who is working closely with the director, this study necessitates collecting data from you. As the information gathered by this questionnaire will be treated as a group opinion, you will not be identified individually. Hence, please provide the information required by the questionnaire honestly. The result of the study might benefit all of us eventually.

Thank you for your genuine cooperation.

Sincerely Yours,

Zenebe Baraki

DIRECTION

Most of the question items can be answered by selecting your own choice from the provided alternatives. Other items require supplying additional information. Please make a check "✓" mark against the response which most nearly reflects your view on each question. Please answer all Questions.

Location of your office.

Administrative Region \_\_\_\_\_

1. Your sex    a) Male ( )                    b) Female ( )
  
2. Your age    a) 20 years and below    ( )  
              b) 21 to 25 years        ( )  
              c) 26 to 30 years        ( )  
              d) 31 to 35 years        ( )  
              e) 36 to 40 years        ( )  
              f) 41 to 45 years        ( )  
              g) 46 years and above    ( )
  
3. Marital Status  
              a) single                    ( )  
              b) married                ( )  
              c) widowed                ( )  
              d) divorced                ( )
  
4. Your highest educational attainment level  
              a. Diploma                ( )                    c) MA/MS degree ( )  
              b. BA/B.Sc degree ( )                    d) Other (Specify) \_\_\_\_\_
  
5. What office position do you hold at present in this region ?  
              a) Deputy Regional Education Head for Academic Affairs ( )  
              b) Regional Education Chief Inspector ( )
  
6. How long have you been serving in this position ?  
              a) one year                    ( )                    d) 6 to 8 years                    ( )  
              b) two years                    ( )                    e) 9 to 12 years                    ( )  
              c) 3 to 5 years                    ( )                    f) more than 12 years                    ( )

7. Are the Secondary School teachers in your region evaluated how effectively they teach their lessons ?

- a) Yes ( )                      b) No ( )

If Yes, who evaluates them ?

- a) The director/Principal ( )  
 b) The Assistant Director ( )  
 c) The Supervisor / Inspector ( )  
 d) The Evaluation Committee ( )  
 e) The Concerned Department Head ( )  
 f) Other (Specify) \_\_\_\_\_

8. Indicate the extent to which High School Principals make use of the evaluation result referred to in question 7 above if your answer is "Yes".

(In rating each item given below choose one of the numbers 5, 4, 3, 2, or 1 meaning: always, often, sometimes, seldom, or never respectively and then show your response by a check "✓" mark on the space given below the number for each item.

	CHOICES				
	5	4	3	2	1
8.1. Arrange conferences with teachers that need help	( )	( )	( )	( )	( )
8.2. Let know the teacher of his performance score	( )	( )	( )	( )	( )
8.3. Discipline (penalize) teachers of lowest performance	( )	( )	( )	( )	( )
8.4. Develop teachers' potential	( )	( )	( )	( )	( )
8.5. Promote teachers	( )	( )	( )	( )	( )
8.6. Recommend for salary increase	( )	( )	( )	( )	( )
8.7. Discharge or remove teachers for poor performance	( )	( )	( )	( )	( )
8.8. Other (specify) _____	( )	( )	( )	( )	( )

9. What is your opinion on previous teaching service requirements governing secondary school directors appointment by the ministry ?

- a) More teaching experience should be required ( )
- b) Less teaching experience should be required ( )
- c) Present requirement of a minimum of 2 yrs is enough ( )

10. What is your opinion of the professional training requirement of secondary school principals as regards course work (i.e. curriculum, psychology, and administration )

- a) more professional course work should be required ( )
- b) less professional course work should be required ( )
- c) Present optional requirement is simply satisfactory ( )

11. Indicate the answer which most nearly represents your feelings about the following statements and make a check "✓" mark below your choice.

Choices (strongly agree = 5, agree = 4, uncertain = 3, disagree = 2, or strongly disagree = 1).

CHOICES

5 4 3 2 1

- 11.1 The director is publicly recognized as the head of his school ( ) ( ) ( ) ( ) ( )
- 11.2 The director has considerable authority to plan, organize, and administer the educational program of the school ( ) ( ) ( ) ( ) ( )
- 11.3. The director is the appointed administrative head mainly assigned to carry out the policy of the ministry of education. ( ) ( ) ( ) ( ) ( )
- 11.4 The director is accountable on students academic achievement (eg. ESLCE) ( ) ( ) ( ) ( ) ( )
- 11.5 The director is a person to whom the community could go for advice concerning school matters. ( ) ( ) ( ) ( ) ( )

CHOICES

5 4 3 2 1

11.6. The director is a person whose responsibility is limited to his school ( ) ( ) ( ) ( ) ( )

11.7. The director is a person who should participate in community development when called for ( ) ( ) ( ) ( ) ( )

12. Please indicate the extent to which a high school principal should be engaged in the following kinds of behavior.

In rating each item, please choose from the scale provided at the top of the column of boxes numbered 1 to 5 meaning; 5 = always, 4 = often, 3 = sometimes, 2 = seldom, or 1 = never.

Please answer all listed items and make a "✓" mark in the box of your choice!

CHOICES

5 4 3 2 1

a. To make one's attitude clear to the staff ( ) ( ) ( ) ( ) ( )

b. To try out one's new ideas with the staff ( ) ( ) ( ) ( ) ( )

c. To do personal favours to the staff ( ) ( ) ( ) ( ) ( )

d. To do little things to make it pleasant to be a member of the staff ( ) ( ) ( ) ( ) ( )

e. To rule with an iron hand (authoritative) ( ) ( ) ( ) ( ) ( )

f. To criticize poor work ( ) ( ) ( ) ( ) ( )

g. Happen to be easily understood by staff ( ) ( ) ( ) ( ) ( )

h. To find time to listen to the staff ( ) ( ) ( ) ( ) ( )

i. To speak in a manner not to be questioned ( ) ( ) ( ) ( ) ( )

j. To assign the staff to a particular task ( ) ( ) ( ) ( ) ( )

CHOICES

- |   | 5   | 4   | 3   | 2   | 1   |
|---|-----|-----|-----|-----|-----|
| k. To keep to oneself (socially distant)                            | ( ) | ( ) | ( ) | ( ) | ( ) |
| l. To show concern for personal welfare of individual staff members | ( ) | ( ) | ( ) | ( ) | ( ) |
| m. To work without a plan   | ( ) | ( ) | ( ) | ( ) | ( ) |
| n. To maintain definite standards of performance                    | ( ) | ( ) | ( ) | ( ) | ( ) |
| o. To refuse to explain one's actions                               | ( ) | ( ) | ( ) | ( ) | ( ) |

13. In your opinion how frequently should a high school principal be engaged in the following kinds of behavior. Answer all listed items and make "✓" mark for your choices in the box. The alternative responses are: 5 = always, 4 = often, 3 = sometimes, 2 = seldom, or 1 = never.

CHOICES

- |   | 5   | 4   | 3   | 2   | 1   |
|---|-----|-----|-----|-----|-----|
| a. Act without consulting the staff   | ( ) | ( ) | ( ) | ( ) | ( ) |
| b. emphasize on finishing time or deadlines                                   | ( ) | ( ) | ( ) | ( ) | ( ) |
| c. Encourage the use of uniform procedures                                    | ( ) | ( ) | ( ) | ( ) | ( ) |
| d. Become slow to accept new ideas  | ( ) | ( ) | ( ) | ( ) | ( ) |
| e. Treat all staff members as one's equal                                     | ( ) | ( ) | ( ) | ( ) | ( ) |
| f. Make sure that one's part in the organization is understood by all members | ( ) | ( ) | ( ) | ( ) | ( ) |
| g. Let staff members know what is expected of them                            | ( ) | ( ) | ( ) | ( ) | ( ) |
| h. The willingness to make changes  | ( ) | ( ) | ( ) | ( ) | ( ) |
| i. Be friendly and approachable   | ( ) | ( ) | ( ) | ( ) | ( ) |
| j. See to it (ensure) that the work of staff members is coordinated           | ( ) | ( ) | ( ) | ( ) | ( ) |
| k. See to it that staff members are working up to capacity                    | ( ) | ( ) | ( ) | ( ) | ( ) |
| l. Make staff members feel at ease (relaxed) when talking to them             | ( ) | ( ) | ( ) | ( ) | ( ) |
| m. Put the suggestions made by the staff into operation (action)              | ( ) | ( ) | ( ) | ( ) | ( ) |

CHOICES

5 4 3 2 1

- n. Get staff approval on important matters before going ahead. ( ) ( ) ( ) ( ) ( )
- o. Ask that staff members follow standard rules and regulations. ( ) ( ) ( ) ( ) ( )

14. Please give your additional comments on any basic factors that you think influence High School Principal's behavior in the predisposition of his role.

---

---

---

---

---

Appendix ... Questionnaire

C - 3 Letter and Questionnaire To Teachers

Dear teacher:

This study is being conducted as part of a Master's thesis by a graduate student in the department of Educational Administration, Faculty of Education, Addis Ababa University.

Its purpose is to examine the actual role behavior of principals in the management of their schools. By the term "leader behavior" we mean the specific, perceptible or observable activities among his own work group which encompasses both academic and administrative direction and support in the school. It is hoped to study how these practices and opinions vary from school to school.

You have been selected randomly from a list of all the teachers in your department and are being asked to fill out this questionnaire. If the data are to be accurate it is essential that you answer all of the questions as accurately as possible. Feel assured your responses will be confidential.

In advance, I wish to thank you for your participation in this study.

Sincerely yours,

Zenebe Baraki

DIRECTION

Questions are to be answered by checking with a 'X' mark against the response that is most applicable in your case. If one of the answers provided is appropriate, please write in your own answer. And if you feel any question or answer needs clarification you may comment in the margin. Please answer all questions.

Name of your School \_\_\_\_\_

Your department \_\_\_\_\_

Subject taught \_\_\_\_\_

Average class size in your assignment \_\_\_\_\_

1. Your age:

- |                       |     |                     |     |
|-----------------------|-----|---------------------|-----|
| a) 20 years and below | ( ) | d) 31 to 35 years   | ( ) |
| b) 21 to 25 years     | ( ) | e) 36 to 40 years   | ( ) |
| c) 26 to 30 years     | ( ) | f) 41 to 45 years   | ( ) |
|                       |     | g) 46 years or over | ( ) |

2. Your sex:

- a) Male ( )                      b) Female ( )

3. How many years have you been teaching in this school including this year.

- |                 |     |                       |     |
|-----------------|-----|-----------------------|-----|
| a) 1 to 2 years | ( ) | d) 8 to 11 years      | ( ) |
| b) 3 to 4 years | ( ) | e) 12 years and above | ( ) |
| c) 5 to 7 years | ( ) |                       |     |

4. What is the highest qualification which you have attained ?

- |                       |     |                     |     |
|-----------------------|-----|---------------------|-----|
| a) T.T.I. certificate | ( ) | d) Master's degree  | ( ) |
| b) College diploma    | ( ) | e) Other / Specify) | ( ) |
| c) BA/BSc. degree     | ( ) |                     |     |

5. What is your total service as a teacher ?

- |                 |     |                     |     |
|-----------------|-----|---------------------|-----|
| a) 0 to 2 years | ( ) | d) 8 to 11 years    | ( ) |
| b) 3 to 4 years | ( ) | e) 12 years or over | ( ) |
| c) 5 to 7 years | ( ) |                     |     |

6. What plans do you have for future formal education ?

- |  |     |
|--|-----|
| a) I have no plans   | ( ) |
| b) I plan to take courses, but not towards a specific degree | ( ) |
| c) I plan to study for a diploma                             | ( ) |
| d) I plan to study for a degree                              | ( ) |

- e) I plan to study, for a master's  ( )  
f) Other (specify) \_\_\_\_\_

7. Indicate your plans for the next five years.

- a) do not plan to continue teaching  ( )  
b) plan to teach at the college level  ( )  
c) plan to go into highschool administrative job  ( )  
d) plan to continue teaching but would prefer another school  ( )  
e) plan to continue teaching in the present highschool  ( )  
f) Other (specify) \_\_\_\_\_

8. What administrative role are you assigned currently (if any) ?

- a) home room teacher  ( )      d) assistant principal  ( )  
b) department head  ( )      e) adm. committee member  ( )  
c) shift/unit leader  ( )      f) other (specify) \_\_\_\_\_

9. What is the frequency of formal faculty meetings with your department in a year ?

- a) once  ( )      d) 4 times  ( )  
b) twice  ( )      e) every month  ( )  
c) 3 times  ( )      f) many times in a year  ( )

10. On the average, how many times do you see/meet in a month to discuss school matters with your principal ?

- a) none  ( )      d) 5 to 6  ( )  
b) 1 to 2  ( )      e) 6 times and above  ( )  
c) 3 to 4  ( )

11. On the average how many official meetings does your principal call in a semester ?

- a) none  ( )      c) two  ( )      e) four  ( )  
b) one  ( )      d) three  ( )      f) five or more  ( )

12. Does your school operate in a shift system ?

- a) Yes  ( )      b) No  ( )

If yes, are you assigned to teach in

- a) one of the shifts  ( )      b) both shifts  ( )

13. Is there an evening program in your school ?

- a) Yes  ( )      b) No  ( )

If yes, are teachers assigned fairly in the teaching assignment when they apply for it ?

- a) always  ( )      d) seldom  ( )  
b) often  ( )      e) never  ( )  
c) sometimes  ( )

14. To what extent are you satisfied with the following aspects of your school ? Make an "X" mark in the space given below each item.

(Choice: 5 = always, 4 = often  
3 = sometimes, 2 = seldom,  
or 1 = never)

Choices

5 4 3 2 1

- 14.1 administrative backing to teachers ( ) ( ) ( ) ( ) ( )
- 14.2 administrative recognition ( ) ( ) ( ) ( ) ( )
- 14.3 class room facilities ( ) ( ) ( ) ( ) ( )
- 14.4 faculty room provision ( ) ( ) ( ) ( ) ( )
- 14.5 staff lounge ( ) ( ) ( ) ( ) ( )
- 14.6 other (specify) \_\_\_\_\_ ( ) ( ) ( ) ( ) ( )

15. How much prestige does your being a teacher provide for you particularly in your community ?

- a) very much prestige ( )      d) little prestige ( )  
b) much prestige ( )      e) very little " ( )  
c) an average amount ( )

16. Is there regular evaluation system in your school ?  
a) Yes ( )      b) No ( )

If yes who evaluates teachers ?

- a) the principal / director ( )  
b) the assistant principal ( )  
c) a supervisor / inspector ( )  
d) an evaluation committee ( )  
e) the concerned department head ( )  
f) other (specify) \_\_\_\_\_

17. Indicate the extent to which the principal of your school makes use of the evaluation result.

(For each item choose one of the numbers 5, 4, 3, 2 or 1 meaning always, often, sometimes, seldom or never respectively)

make an "X" mark under your choice for each item in the space given below the numbers.

Choices

5 4 3 2 1

- 17.1. to arrange conferences with teachers that need help ( ) ( ) ( ) ( ) ( )
- 17.2. to remind the teacher of his relative performance level ( ) ( ) ( ) ( ) ( )
- 17.3. to discipline teachers of lowest performance ( ) ( ) ( ) ( ) ( )

Choices

5 4 3 2 1

- 17.4. to develop teachers' potential (eg., in workshop) ( ) ( ) ( ) ( ) ( )
- 17.5. to recommend for salary increases ( ) ( ) ( ) ( ) ( )
- 17.6. to discharge teachers of poor performance from the school ( ) ( ) ( ) ( ) ( )
- 17.7. other (specify) \_\_\_\_\_ ( ) ( ) ( ) ( ) ( )

18. Indicate the degree of satisfaction with your teaching career.

- a) very much satisfaction ( )
- b) much satisfaction ( )
- c) an average amount ( )
- d) little satisfaction ( )
- e) very little satisfaction ( )

19. How much concern do you have for the welfare of your school staff ?

- a) very high concern ( )
- b) considerable concern ( )
- c) moderate concern ( )
- d) low concern ( )
- e) very low concern ( )

20. To what extent do you discuss school matters with a staff member ?

- a) always ( )
- b) often ( )
- c) sometimes ( )
- d) seldom ( )
- e) never ( )

21. Indicate the answer which most nearly represents your feeling about the following statements.

(responses: 5 = strongly agree, 4 = agree,  
3 = partially agree, 2 = disagree,  
1 = strongly disagree)

(make an " x " mark to indicate your choice for each item.)

Choices

5 4 3 2 1

- 21.1. the director is publicly recognized as the head of his school. ( ) ( ) ( ) ( ) ( )
- 21.2. the director has considerable authority to plan, organize, and administer the educational program of his school. ( ) ( ) ( ) ( ) ( )
- 21.4. the director is the appointed administrative head mainly assigned to carry out the policies of the ministry of education. ( ) ( ) ( ) ( ) ( )
- 21.4. the director is accountable (held responsible) for students academic achievement (eg. ESLCE) ( ) ( ) ( ) ( ) ( )
- 21.5. the director is a person whose responsibility is limited to his school. ( ) ( ) ( ) ( ) ( )
- 21.6. the director is a person to whom the community could go for advice concerning school matters. ( ) ( ) ( ) ( ) ( )
- 21.7. the director is a person who should participate in community development when called for. ( ) ( ) ( ) ( ) ( )

INSTRUCTION

Please answer questions 22 and 23 for each statement listed below as it applies to the principal of your school. Check the number that best describes the behavior of your principal against each item list.

22. To what extent does your principal engage himself in the following kinds of behavior ?

(Choices: 5 = always, 4 = often, 3 = sometimes, 2 = seldom, 1 = never)

For all items listed below, make an " X " mark for your choice in the space provided.

	Choices				
	4	3	2	1	0
A. He makes his attitudes clear to the staff	( )	( )	( )	( )	( )
B. He tries out his new ideas with the staff	( )	( )	( )	( )	( )
C. He does personal favours to staff members	( )	( )	( )	( )	( )
D. He does little things to make it pleasant to be a member of the staff	( )	( )	( )	( )	( )
E. He rules with an "iron hand" (authoritative)	( )	( )	( )	( )	( )
F. He criticizes poor work	( )	( )	( )	( )	( )
G. He is easy to understand	( )	( )	( )	( )	( )
H. He finds time to listen to the staff	( )	( )	( )	( )	( )
I. He speaks in a manner not to be questioned	( )	( )	( )	( )	( )
J. He assigns staff members to particular tasks	( )	( )	( )	( )	( )
K. He keeps to himself (socially distant)	( )	( )	( )	( )	( )
L. He shows concern for the personal welfare of individual staff members	( )	( )	( )	( )	( )
M. He works without a plan	( )	( )	( )	( )	( )
N. He maintains definite standards of performance	( )	( )	( )	( )	( )
O. He refuses to explain his actions	( )	( )	( )	( )	( )

23. Indicate how frequently your principal is engaged in the following behavior patterns.

(responses: 5 = always, 4 = often 3 = sometimes,  
2 = seldom, 1 = never)

For all items listed below, make an "X" mark for your choice in the provided space.

	Choices				
	5	4	3	2	1
A. He acts without consulting the staff	( )	( )	( )	( )	( )
B. He emphasizes the meeting of deadlines	( )	( )	( )	( )	( )
C. He encourages the use of uniform procedures	( )	( )	( )	( )	( )
D. He is slow to accept new ideas.	( )	( )	( )	( )	( )
E. He treats all staff members as his equals	( )	( )	( )	( )	( )
F. He makes sure that his part in the organization is understood by all members	( )	( )	( )	( )	( )
G. He lets staff members know what is expected of them.	( )	( )	( )	( )	( )
H. He is willing to make changes.	( )	( )	( )	( )	( )
I. He is friendly and approachable	( )	( )	( )	( )	( )
J. He sees to it (makes sure) that staff members are working upto capacity.	( )	( )	( )	( )	( )
K. He sees to it that the work of staff members is coordinated.	( )	( )	( )	( )	( )
L. He makes staff members feel at ease (relaxed) when talking with them.	( )	( )	( )	( )	( )
M. He puts suggestions made by the staff into operation (implements)	( )	( )	( )	( )	( )
N. He gets staff approval on important matters before going ahead.	( )	( )	( )	( )	( )
O. He asks that staff mebers follow standard rules and regulations.	( )	( )	( )	( )	( )

24. Please indicate your additional comment on any basic factors that you think influence high school principal's behavior in the predisposition of his role.

---



---



---



---

DECLARATION

The thesis is my original work and has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

M. Zenebe Baraki  
June 15, 1992.