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SCHOOL LEADERSHIP PRACTICE AND CHALLENGES IN SECONDARY SCHOOLS OF SCHOOLS OF GULLISO WEREDA

SCHOOL LEADERSHIP PRACTICES AND CHALLENGES IN SECONDARYSCHOOLS OF GULLISO WEREDA

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A Thesis Submitted the School Of Graduate Studies Presented In
Partial Fulfillment of Requirement of Degree of Masters of Art in
School Leadership

Addis Ababa University
Addis Ababa Ethiopia
June, 2018

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College Of Education and Behavioral Studies
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Practices and Problems of School Leadership in Secondary Schools of
Gulliso Woreda

This is to certify that the thesis prepared by Haile Demisie Dibaba entitled School leader ship practices and challenges in secondary schools of Gulliso Wereda and submitted in Partial fulfillment of the requirements for the degree of Master of Arts (School Leadership) compiled with regulation of the university and meet the accepted standards with to originality and quality.

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This thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis has been duly acknowledged.

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ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ADEM	Agency for Development of Educational Management
GES	Ghana Educational Service
CPD	Continuous Professional Development
ELIP	English Language Improvement Program
ESDP	Educational Sector Development Program
ETP	Education and Training Policy
GEQIP	General Quality Improvement Program
GTP	Growth and Transformation Program
IEPA	Institute of Educational Planning and Administration
LAMP	Leadership and Management Program
MAP	Management and Administration Program
MDG	Millennium Development Goal
MOE	Ministry of Education
PASDEP	Plan For Accelerated and Development to End Poverty
PTA	Parents, Teachers, Association
REB	Regional Education Bureau
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
UNESCO	United Nation Educational Social Cultural Organization
WEO	Woreda Education Office

ACKNOWLEDGEMENTS

I would like to express my appreciation to my advisor Dr/ Fetene Regasa for his valuable professional and technical assistance as well as his support and constructive comments he gave me in all my work, as a result of making the writing of this research a real success .

I am deeply grateful to my wife Zeritu Emiru for her continues support in physical psychological and moral support I would like to convey my sincere gratitude to my colleagues Ato Taye Birhanu and Yadesa Endalew for their encouragement during my study. Iam greatly indebted to my sons and daughter Mesera, Naol and Ruth for their love and appreciative patience and everydaymoral support they gave me to accomplish my MA thesis. They were my strength for my success finally I would like to thank all principals and teachers who helped me in conducting my survey and interview at their respective schools in willingfor my interview and respondingto my questionnaire.

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ABSTRACT

The purpose of this study was to assess the practices and challenges of school Leadership in Gulliso Wereda and to find the barriers that cause these practices and problems of school leadership as well as to determine the possible solutions for these challenges.. To carry out this study descriptive method was employed. Participants of the study were 45 teachers and 11 principals by using simple random sampling and purposive sampling methods respectively. Twenty student representatives, six PTA member five education bureau officials and one supervisor were also involved in the study. The data were collected by using a questionnaire, interview, and focus group discussions. Both qualitative and quantitative data analysis method were employed in order to reach to the results. Data obtained through questionnaire were analyzed and summarized using statistical tools. The statistics were entered into Statistical Package for the Social science (SPSS Version 21) soft ware analysis. Statistical measures were performed on quantitative data assembled from the respondents; frequency count, Percentage, mean and standard deviation, were conducted. The study deals with examining the actual practice and challenges of principals in Government schools.. The findings of the study revealed that the assignment and qualification of principals were not compatible in those secondary schools. The finding principal assignment designed as most of the principals were getting their position by Wereda education officers and there was no involvement of parents, teachers and other stakeholders on the best approaches and practices that would assist the achievement of school vision. Concerning main function of school principals, separating leadership functions from one to the other must get close attention. As finding of this study proved principals gave more emphasis on supervision and evaluation of teachers; the other school functions were relatively ignored. Finally it was recommended that position attainment conditions must be transparent. Besides, principals should struggle to bring enthusiasms that help them to execute their duties and responsibilities. Furthermore, continuous professional development training on school leadership functions to principals is significant for the purpose of the principals to incorporate educational leadership tasks

Chapter one

1. Introduction

This chapter describes about the back ground of the study, statement of the problems, objectives of the study, delimitation and limitation of the study, definitions of key terms and how the research will be organized.

1.1. Back Ground of the Study

Education is considered as key factors of economic development. It is a corner stone of countries development as it is crucial in producing skilled labor force that accelerates the pace of the nation's social economic and technological development(UNISCO-2005: T.G.E 1994) Principally for developing countries, where growth is essential. If the countries are to withdraw from poverty, education is particularly important with this understanding. Therefore: most nations today are exerting much on expanding education (Hughes, (1999). Currently different countries, including Ethiopia are strategically devising various programs to alleviate or minimize, poverty through education. Accordingly Ethiopia has developed and has been implementing its Plan for Accelerated and Development to End Poverty (PASDEP) however, ending poverty seems difficult without offering quality education to citizen realizing PASDEP's strategic vision (Rapid and Sustainable growth) through large domestic investment and scaled up development purely needs quality education to produce, competent and committed man power. Additionally the country has adopted M.D.G (Millennium Development Goals). Since these goals made educational target as the central fuels and deriving forces for the development endeavors in the country, it demands ensuring quality education in planned and systematic manner.

Hence different intervention strategies have been planned and implemented in Ethiopia. Some of these are General Education Quality Improvement Program (GEQIP) school improvement program (SIP) and English Language Improvement Program (ELIP). Each of these has its own sub program. For Example the component of GEQIP has management and administration program (MAP) that support the government initiatives in strengthening the planning management and monitoring capacity of MOE, REB and WEOs, and in turn these organs ensure leadership practices in effective manner at school level. Thus, effectiveness of school falls at the hands of effective school leadership as assisted by

relevant stake holders (MECWas, 2003). Different scholars defined leadership in many different ways For Example Liphans (1970) leadership is defined as that behavior individual which initiates a new structure with a social system. (Welte 1978) defined leadership and management as the management as the mental and physical effort to coordinate divers activities to achieve desired result” and include the process of” planning, organizing, staffing, directing and controlling” in contrast he saw leadership as a natural and learned ability, skills and personal characteristics to conduct interpersonal relation which influence people to take desired action. Terry (1960) defined leader ship as the activity of influencing people to strive willing for group goals. To Clark (1992) leadership is in the activity an-influencing process in which an individual gains the trust and commitment of other and without recourse to formal position or authority, moves the group to the accomplishment of one or more tasks. Leadership involves influence. It occurs among people, those people intentionally desire significance changes, reflects purpose shared by leaders and followers. Sammons et al (1997) and Harris !999) make clear that many studies indicates in educational institutions it was found that leadership does not make deference to students out comes and institutional activities. Importance of leadership in this regard has been demonstrated in both research and practice. Tschannen and Garris (2004) affirmed that in this time it is widely accepted that good educational leaders are the corner stone of good educational institution and without their leadership effort; educational institution can’t be success full. According to Davis, et- al (2005) in to days context the role of educational leaders are primarily characterized as coping with change and complexities. Accordingly the educational leaders need professional skill and are expected to be competent in various dimensions. They need to be educational visionaries, institutional and curriculum leaders, assessment expert disciplinarian, community builders, public relation and communication expert, budget analyst, facility manners, special program administration as well as guardians of various legal contractual and policy makers and initiatives.

Smith (1996) give emphasis in which principals and Leader ship can make a difference in students learning by influencing their school’s policy and norms , teachers’ practices and other school processes . Principal in directly affects students learning that is tied to student’s academic achievement and sustaining school wide purpose focusing on students learning.

According to Paterson (2002) principals are expected to serve the often conflicting needs and interest of many stockholders including students’ parents, teachers and official at various levels .In the case of Ethiopia an attempt has been made to make Educational management

system decentralized and professional. As stated in Education and Training Police it encompasses over all and specific objectives, implementation strategies including formal and informal from kindergarten to higher and special education. Educational Management will be decentralized to create the necessary condition to expand enrich and improve the relevance of quality (T.G.E. (1994). A lot remains to be done particularly in the area of training and professionalizing principal ship because principals have failed to play their leader ship role. MoE (2005) emphasized tough much has been done during ESDP, II III IV still more effort is exerting ESDP V to strengthen managerial leader ship to meet the desired cognitive and attitudinal level of the students. The leadership and management program was redesigned during ESDP IV and has now provided training to more 25,000 school principal and supervisions, the new training course, which began two years ago continuous to provide both theoretical understanding and practical skills in core areas of supervision /management and school leader ship, In addition arefreshed emphasis on instructional leader ship is included to improve leaders' support to the teaching and learning proven through, for example class room observation skills.

However in implementing educational strategies bringing changes in educational system principals face many problems due to their position morphet (1982) and Adesina (1990) their position is exposed to many types of conflicts. They are under pressure from their super ordinates to meet their goals of organization to one hand and on the other hand from the teachers those expect team to meet them to meet their personal needs.

In other word, of the forces affecting the school system, probably none is more important than the school leaders who have the responsibility of recommending change in educational activities and facilitating learning

According to Fullen (2001) the more complex society gets, the more difficult leadership becomes, Thus(Lews Good Man and Find 1998) assert that school administration are expected to cope with a rapidly changing world of work to be effective at their schools. For this reason they require abilities such as; being team oriented, strong communicators, team players problem solvers, change makers and transformational leaders. Hence, lack of skill and necessary training is what affects the effectiveness of school principal in order to alleviate the school problems at hand in day to day activities.

To make any organization a better performing place, administrations transformational leader ship behaviors became more important specially at school, as they are dynamics of changes for the society in which they operate, Yet it is a matter of question how much of these

characteristics are demonstrated by principals during their daily practices and problems of school leadership behavior in secondary school principals demonstrates during their administrative practices on daily basis (Fullan 2001)

The finding of this research may bring light on the way principal's selection, training, challenges and in form police makers and educational officers to further redesign the training system of school leaders assign to schools as the principals in secondary Schools of Gulliso Woreda.

1.2. Statement of the Problem

Principals need theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school, It is also stated that principals should have a profile of profession of various training on school leadership and management MoE(1999:10).

Therefore, according to the Ministry of Education the principal who are doing to be assigned as the principal of school must have the necessary understanding, ability and import preparation for school leadership? According to Smith (1997) school leaders increase students learning by encouraging teachers growth. Administrations who invest time, expertise and energy in staff members increase staff capacity and thus improve students' learning. Besides working with staff to obtain those results take skill and patience. As believed by Cruz (1995) effective principal should communicate with parents, teachers and students and be team builders by building colligations between these stake holders. Furthermore, effective principals are well attentive that there is turbulent environment and they should adders the need if the outside group that are too plenty full .They should also encourage a risk taking environment by influencing their employees to assume responsibility for a task. Besides, effective principals should possess certain skills in conflict management, active listening, problems solving and consensus building. (Koonte et al(1984). Educational leadership is an art / process of influencing people involved in the education sector at various levels so that they will willingly and enthusiastically strive to implement education polices, strategies and plans and achieve educational goals. It also include the capacity of Woreda level leaders such as supervisors and other school level leaders to mobilize communities recourses and support for effectively achieving goals, and targets set for the Woreda education in general. Moore(1970) has pointed out that the leader /manager that has good back ground in understanding the intrinsic problems and its organizational setting is likely to elicit somewhat

greater confidence than would be accorded to mere lay person. He also observed that there is representative, as well as an internal coordinating function to be performed by a leader /manager. According to Sun and Pang (2003) the critical situation factor of educational leadership are environmental organizational roles, nature and maturity level of the staff, and characteristics of the organization. It's clear that, while innate characteristics influences the capacity to lead, many leadership qualities can be learned /or acquired. Hargreaves and Fink (2000) identify various problems that cause the failure of schools to sustain innovation. According to them, leadership successions, staff recruitment and retention, school size, district and policy context and community support are crucial in sustaining a schools innovative character. Community support, are crucial sustaining a schools innovative character. Hence leading an organization involves much more than managing. Leaders need to have a vision and should possess good interpersonal and innovative in leading organizational members towards the accomplishment of organizational goals. Leadership is second only to class room instruction among all school related factors that contributes to what students learn at school, Lovis et al (2010) offered the definition of "leadership" that is distilled from the essence of their finding, leadership is all about organizational improvement: more specifically, it's about establishing agreed upon and worthwhile directions for the organizations in question, and doing whatever it takes to prod and support people to move in this direction (pp 9-10) Leadership role is very essential and none negotiable as it is one of the major factor that identify successful schools from unsuccessful ones. The school/leadership faces many problems as the school is operating in a similar complex environment. In this respect Mauriel (1989) argued that education leaders without doubt find themselves facing many challenges, uncertainties and ambiguities in their education practice and management.

According to Musaazi (1988), inadequate leadership at school level is the one that harmfully affects the process of education because success in any educational institution depends significantly on effective and sound leadership. Moreover, the principal personality, vision, extent of commitment, human relation skills, etc. can serve to hinder the exercise of leadership. Consequently MOE (2005) under persistent challenges facing the education system urgent improvement need to be achieved in the area of supervision of teaching and learning process which is mainly carried out by school leaders. Moreover as an action plan among the overall goals of ESDP III ; it expresses to increase access to quality secondary schools are appropriately guided by strong leadership. According to Assgedom,et al (2006) the updating

strategy showed little cognitive learning and use of high order thinking skills but there were many example of supportive relationship between teachers and students suggesting CPD (Continuous professional development) support of the affective rather than cogitative dimensions. The impact of CPD intervention on raising the achievement level of students and promoting professional development of principals and other leader in education in management skills is still minor.

Therefore, assigning professionals with longer years of experience in administrative position may help to reduce the shortage of principals qualified in the field of educational administration. Ministry of Education has given special attention to the employment of principals with the experience of educational administration. School Principals in Ethiopia are expected to perform well with educational leadership activities, such as management of resources, public relation, involving and working with parents, working with school communities in different school affairs, students discipline curriculum improvement, and professional development, evaluation. To meet the need of educational objectives, supervision, research work, goal clarification, planning and professional of instructional materials (MoE 1994 E.C). According to the resent study Ogu (2013), summarizes as those leaders and managers of education require preparation in educational leadership and management.

An Educational leader and manager should be an expert in theory, method and practice of education and also an expert in theory, method and practice of managing human, materials, physical and financial resource, and should be able to initiate, guide direct administration, supervise and control institution, organization, environmental and work should understand government regulation and policies on education and act up on them as required.

However, from researcher's own experience, as school principal as well as observation and supervision made on stated educational leadership activities of principals of different schools in Gulliso Wereda, the researcher has noticed that secondary school principals were not competent to lead their school ,teachers and students were not obeying to principals,and parent and community participation were very low. In addition selection of school principals and other related issues to make the school play the role of its expectation has not been studied yet Thus the study attempts to obtain reliable response for the following basic questions.

1. Are schools principals in the school of Gulliso wereda qualified, trained and experienced enough to lead Secondary schools effectively?
2. How school principals are appointed in the schools?
3. Which leadership style do school principals frequently exercise to work best in the secondary school?
4. On what type of school leadership functions do the school principals spend much of their time?
5. What are a challenges to effective implementation of leadership roles in the secondary schools

1.3. Objectives

1.3.1. General Objectives

The fundamental objective of this study was to assess the current secondary school leadership practice and challenges in Gulliso Woreda and to make applicable and feasible recommendation on existing problems.

1.3.2. Specific Objectives

To examination the principals' assignment to the position of principal ship and how effective are they.

To find out to what extent secondary school principals were qualified ,trained andexperienced to perform their educational leader ship role.

To illustrate leadership functions those are frequentlyimplemented by principals in secondary schools

1.4. Significant of the Study

The purpose of leader ship was to improve teaching and learning indirectly and most powerfully through their influence on staff motivations, commitment and working conditions. A key task for leadership, if it's to influence students learning and achievement is to improve staff performance The influence of leadership practices was strongest on teachers believe about working condition followed by motivation to implement the primary strategies and then by their views of their preparedness to implement those strategic direction .

To identify the challenges of school leadership and to give the right direction The study is concerned with the current practices and challenges of school leaders in secondary schools in Gulliso Woreda, It is assumed that this research will be significant to a range of organizations.

The result of the study helps the following stake holders in educations system of the country Leaders of educational institutions get some ideas on how to become effective in their leadership practices, more over they realize the events which influence their institutions strength and weakness and develop their own leadership styles to meet the current and the change which the institutions need.

It is also expected that researchers and students of educational leadership may get support out of it. The study may contribute additional information to the existing finding by researching the practical experiences in the world; it can be used as reference materials for further studies in the area.

1.5. Definition of Key Terms

Principal;, The highest ranking administrations in school who play multiple roles: school manager, instructional leader and the leader of school reform in developing and implementing policies, programs, curriculums activities and budgets in the manner that promotes the development of students and staff manners (Good 1973).

Vice principal;-An officer who is designated as an assistant to the principal of the school and whose specified powers and duties vary according to the local solution (Good 1973).

Supervisor;;_ professional personnel responsible for the promotion, development, maintenance and improvement of instruction (Good 1973).

Practice;;- application of knowledge to effect change in teaching and learning proven.

Secondary /high schools; Educational institution that include both general secondary course (9-10) and preparatory (11-12) in Ethiopia (MoE 1994).

1.6. Delimitation of the Study.

The study was. Delimited to the school leadership practices and challenges of secondary schools le in Gulliso Woreda grade (9-10) General Schools .Considerable attention **was** given to the main function of principal's and challenges in school leader ship

1.7. Limitation of the Study

Any research activities require availability of sufficient time and accessibility of the relevant current and related materials in carrying out the study hand, the researcher do not find his walks free from these problems.

For un believable grounds such as lack of time, fear of sensitively of the contents of questionnaires.

Some of the teachers were not volunteer to be part of the study for undefined reason, also some of the constraints that the study faced.

1.8. Organization of the Study

The study was organized into five chapters. Chapter one provided back ground of the study, and the statement of the problem and related approach. Chapter two of the research dealt with review of related literature, Chapter three dealt with the research design and methodology. Chapter four of the research focused on presentation and interpretation of the data and analysis of the data in brief and chapter five contained summarize consolation and recommendation of the study

Chapter Two

2. Review of Related Literature

2.1. Concept and nature of leadership

Leadership has existed for as long as people have interacted and it presents in all cultures no matter what their economic or social make up. Leadership is not only a human quality. It is found in primitive forms in many animal species from low level vertebrate such as Chickens to higher level vertebrate such as gorillas and whales. Through observation and experiment, especially conducted in animal own natural setting, It can be deduced that there exists a clear hierarchy of leadership grant privileges to those who have it (Bass1990) Although leadership is an-age-old concept, it remains a complex term that researches and scholars struggle with continuously. Some of the may reason is extensive number of definition for this term. It is commonly answered that there are nearly as many as numerous definition of leadership as there are researches and commentators (Stogdeill1974). Some commentators rely on narrow definition for case of communication. According to Bennis (1959) leadership is the act of setting other people to do what they would not otherwise willing to do special common in the 1960s was the idea that leadership is some combination of task and people oriented behaviors (Blake and Mount on 1964: Hersey and Blanchard 1969) . How over the definition of most researches have become somewhat more sophisticated and have expanded over time. Definition of Leadership has been complex and misleading problems largely because the nature of the leadership itself is complex. Leadership studies are the emerging discipline and the concept of leadership will continue to evolve. Leadership is an influence relationship among the leaders and flowers who intend real change that reflect their shared purpose. Leadership involves influence, it occurs among people intentionally desire significance changes and they changes reflect purpose shared by leaders and followers. Influence means that the leadership among people is not passive; however, also inherent in the definition is the concept that influence is multidirectional and non coercive .Some think leadership as something a leader does to followers. However, leadership is reciprocal. In most organization, superiors influence subordinates but also subordinate influence superiors.

The person involved in the leadership wants substantive change. Leadership involves creating change, not maintaining the status quo. In addition the change sought is not detected by leaders but reflect purposes shared by leader's followers. More over: changes are toward an

outcome that they leaders and followers both want a desired future or shared that move them toward this more preferable outcome. Thus leadership involves bringing about change toward a desired future.

Also leadership is people activity and is distinct from administrative paper work or planning activities. Leadership occurs among people; it is not something done to people. Since leadership involves people must be followers. Followers are important part of the leadership process and leaders are sometimes followers

2.2. Leadership and management

A central element of most definition of leadership is that it involves a process of influences (OECD2001a) As Yukl has phrased most definition of leadership reflect the assumption that it involves a social influence process whereby intentional influence is expected by one person (Groups) over other people (group) to structure the activities and relationship in a group or organization (Yukl(2002). The term intentional is important, a leadership is based on articulated goals or outcomes, to which the process of influence is expected to lead “management do thing right, while leaders do right things” (Bennis and Nanus 1997) while leadership involve steering organizations by shaping other people’s attitudes, motivation and behaviors management in more closely associated with maintenance of current operations. (Bush and Glove,2003) Dimmock (1999) provides a distinction between school leadership management and administration while also recognizing that the responsibility of school leaders often encompasses all the three. According to Northouse (2007) leadership is when an individual is able influence other for a common goal to be attained considering this Yukl (2002). Supports the idea by saying the leadership in the process of influencing other to understand and agree about what three needs to be done and how it can be done effectively and the process of facilitating individual and collective efforts to a complex the shared objectives The idea of management is stated with the Fredrick Taylor in Hatch (2006) Taylor wrote about scientific management explaining that scientific is when rules, Norms, regulation are set for people to follow. This helps to facilitates work in any organization .He was looked up on the father of scientific management and is commonly referred to the father of Taylorism. Management is the attainment of organizational goals in the effective and efficient waythrough planning, organizing staffing, overeating and controlling organizational resources (Luab 2004.Spillance, Halverson and Demand 2006) routine direction, maintaining effectively for the organization to be run are management tasks. The two concept

management and leadership are distinct but complimentary in the system of actions needed in complex organization of today like school. Leadership neither replaces management nor does management replace leadership. Yet they complement each other. Strong leadership with weak management does not build the growth of an organization. In some organizations, the situation may change to be worse when you have only one especially in complex organization. Hence the reality is to make the combination of the two in the present day world

2.3. Leadership styles

people have been looking for direction, purpose and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change. At such times people look to leaders for hope, inspiration and a pathway which will lead them to somewhere more desirable (Bolman and Deal, 1994). Leadership is the key to progress and survival of any organization whether it is an enterprise or an institution. It is of inestimable importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives and attainment of educational goals Edem (2006). Consequently, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same way, Ukeje (1999) observed that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals.

A leader cannot work alone; he must have people to influence, direct, carry along, sensitive and mobilize towards the achievement of organizational goals. Principals of secondary schools constitute dynamic leaders, who influence classroom teachers who are their immediate subordinates in the school management system. Okafor (1991) noted that most of the success or failure in secondary school administrations or other institutions depends largely on the influence of these leaders on their subordinates. Basically achievement in secondary schools are dependent on three identifiable leadership styles namely, autocratic, democratic, and laissez - faire leadership style (Lunenburg and Ornstein, 1991). While the autocratic leadership style appears generally self – centered and allows minimum participation of subordinates in decision – making, the democratic style is rather people - oriented and counts on the participatory contribution of the subordinates (Mgbodile, 1994).

In addition to that it permits initiative originally and creativity, in school work operations and promotes hard work among the subordinates. On the other hand, laissez- faire leadership style refers to the type which allows free contribution of ideas or opinions without interference by the leader. In this case, subordinates develop and maintain individual standards and performance, and correct themselves from their mistakes as need arises, Obi (2003) argues that such style predispose to unproductive activities very often and could be detrimental to school welfare. On the whole, school principals are therefore assessed by their subordinates for credible performance based application these leadership styles. Of course, a diversified body of literature witnessed that there are various leadership styles such as: democratic, autocratic, participative, and laissez – faire that leaders can exercise in different situations so as to influence their employee with the ultimate aim of maximizing organizational performance (Gemechis and Ayalew, 2012). In relation to Dull (1981), since leadership is a dynamic process, a leader should always be wise enough to use the right style of leadership.

2.4. Countries Experience in Educational Leadership

The term educational leadership and management came to popularity in the twentieth century as a result of growing complexity of educational system and concomitant expansion of the role of school leadership giving rise to demand and expectations that necessitates a more form prevailing school culture of statuesque maintenance to transformational leadership for improvement, reform, exhibition of practices, production of best results and accountability. The need for training and educational leadership and management has thus been widely recognized in the 21st century (common wealth Secretarial leader ship and management and successful functioning of educational system, for building effective institutions and the production of best results. Bush (2008) states that among pioneers of preparation of school principals were Canada, Singapore and USA. But there were also notable early starters in Europe, Some Asia Pacific countries, Australia, Newland and Hong Kong. Today this country fairly well developed systems for the professional preparation and development of educational leaders and managers.

A 1991 study of Africa showed only three countries with comprehensive programs. The focus of pre service teacher education was to get profession from which instructional educational leaders is drawn as on preparing instructional professionals and subject specialists hence the need for training in leadership and management. Examples that follow of initiatives over the past two decades show the general trends. In South Africa, Bush (2008) observes so many

instances that lead teacher come to the leadership without the preparation for the new principal ship. Lack of preparation is preparation is farther compounded by the post Apartheid shift to the self managing schools which imposed additional responsibilities on the school leads. The South Africa prior to the introduction of the Advanced Certificate in Education: School leadership (ACE) in 2007, reorganization of importance of trained leadership and management in education was initially responded to through principals attending short In-service –events lasting a few days, organized by department of education.

The introduction ACE ushered in planned, purpose full and systematic approach to the challenges. Like South Africa, there has been in Tanzania, Long standing recognition of the need for trained leadership and management in Education. This was initially responded to through in service and Hoc-short –courses, Seminars and work shop for leadership and school improvement. The Lard scope of educational leadership and management development in Tanzania was transformed with the opening of the Agency for the development of Educational management (ADEM). The purpose of ADEM is to train current and future leader, managers and Administrators in the entire Tanzania Education system. ADEM offers a two year diploma in Education management and Administration (DEMA) and several short courses.

In Kenya the recognition of the importance of providing training in Educational leadership and management to those in charge of education was for many years following independence in 1963, responded to thought. In service Educational and Training (INSET) short courses, Seminars workshops and on the job advice, all done under the MOE some partnership with donors. Much of the in-service –education and training focused on pedagogical and subject mastery improvement. At the primary school level the teacher education a professional development (TEPD) 2007-2013 a USA AID supported initiatives of the ministry of education was implemented to insure that quality of education improved even as quarterly increased following the introduction of free primary education Kitari and Van Westhrizen (1997). In Nigeria among the recent studies on educational leadership and management Arikewuyo (2009:4) states that the training of secondary school principals in Nigeria is neglected area in education. As in other Africa countries schools leads in Nigeria are drawn from the teaching force. There appointment is based on teacher qualification and teaching experiences of the years an above (Arkiewuyo 2009). However, the basic requirement is not always up held. Uday et al (20d09) warns against political favoritism that education administrators have progressively moved from generating and defending knowledge in to a

political area where they have become centers of political system. In Ghana UNESCO and United Nation Development Program (UNDP) to train officials and other personnel's of the MOE and the Ghana Educational administration and planning and is involved in several consultancy activities related to the leadership education. The In-Service-Education and Training (INSET) unit of (IEPA) mandated enter alia with strengthening the leadership for learning capacity of primary school lead teachers, runs in service training workshops for the purpose. Like in the several African countries, there is need for legal and financial improvement and focus to bring educational leadership and management development on boards, as this is crucial in achieving quality education.

Ethiopia has expanded access to education dramatically but the quantitative achievement has contributed to declining quality prior to 1990, among enervation government put in places to improve quality was professional development of school teachers, and principals through centrally organized in-serves-workshops. Workshop are still mounted occasionally a study of this intervention strategy by Tekle Silassie (2002 in Bush 2008) reported that principals attended a one month in-service courses on school management. Limitation of the training included curriculum un responsiveness to the training needs of principals, short duration of training and ill preparedness of trainee and in competence of trainers, disconnected between the training and vision of MOE and training did not reach all teachers and principals. Hence the impact of training for quality through teachers or principals was negligible. The continuous professional development for primary and secondary school teachers, leaders, and supervisors (CPD mounted between 2005 and 2008 whose over all aim is to raise the achievement level of students in Ethiopia is expected to deliver better. According to the national and state polices, it's intended to be on going, comprehensive and compulsory.

Research on the updating strategy showed little cognitive learning and use of high order thinking skill, but there were many example of supportive relationship b/n teachers and students suggesting CPD support of the affective rather than cognitive dimension. (Asgedom et al 2006:5) the impact of CPD interaction on raising the achievement of level of students and promoting professional development of principals and other leaders in educational in management skill is legible, but like other initiatives there is need for longitudinal studies to assess the long term impact on professional standards and the quality of education.

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2.5. School leadership in Context of Ethiopia

One of the influential administrative positions in the success of school plans is school principal ship. Authorities sliver their own argument with respect to the historical back ground of principal ship. Kenezevic (cited in Ahmed 2006) the origin of principal ship can be traced back to 1515 in time of Johann Strum of USA. The position developed from class room teachers with few administrative duties to principal teachers and then to supervisor principals.

Principal ship traces its origin to the introduction of Christianity during the ruling area of Ezana of Aksumite Empire: around the 4th century A.D. Ethiopia for a long time had found school for children of their adherents (Teshome, cited in Ahmed, 2006). However, the western type of educational system was formally introduced in to Ethiopia in 1908 with the opening of Minilik II school,. According to Ahmed (2006) the history of principal ship in Ethiopian was its early age was demarcated by foreign principals. In all government schools which were opened before and after station occupation expatriate from different European countries were assigned as school principals, late in 1941, after the restoration of independence, education was given high priority which resulted in opening of school on different parts of the country. At that time most of the principals and teachers were from foreign countries (ICDR 1999).

Prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces in Ethiopia during the 1930 and 1940 (MOE 2002) . During this time the principals ship possession were given to Indians because their experience in principal ship. In 1964 , it was turning point that Ethiopians started to replace the expatriates. This new chapter of principal's ship began with the supervising principal. Such a person was in charge not only for a single school but also for the educational system of community where the school was located in (Teshome cited in Ahmed, 2006). Among candidates the Ethiopian school heads where directly assigned in elementary school without compositions. on the other hand, career structure promotion advertisements which were issued from 1973-1976 showed

that secondary school principals were those who hold first degree, preferably in educational administration field. In addition to these teachers who had experienced as a unity leader or department head were candidates for principal ship lately, the job description issued by the ministry of education in 1989 indicated that secondary school principals should have the first degree in school administration and supervision with sufficient working experience.

2.6. The role of school principals

The principal is the professional leader of the schools. He/she is purpose full, fully involved in what goes on in the classroom, and helps make sure staff have opportunities to show leadership and to take part in making decisions. The principal is the leading professional while implying acknowledgment of and involvement in what goes on in the classroom. Principals are expected to carry the torch for whole-school concerns establishing the vision, assuring smooth management making school responsive to school board or state requirements or even foisting change on unwilling staff and students. They are time middle managers often caught between a faculty who are intent on the students and their teaching obligation and on outside world that increasingly seeks to change what those teachers do produce. Principals because of the freedom to move throughout the school and this environment, are in a position to keep the overall purposes of the school foremost in their own and others' consequences and vital for exercise of leadership they are able to detect issues that will challenge school and its established purposes. They are contact people parents citizens, they have the benefit of central offices district perspectives and access politically and policy signals from beyond the system, professionally, they often have opportunity through journals, conferences and professional association to hear and discuss critically important perspectives that can assist with their school self assessment and planning, principals those have ample opportunity to make purpose clear and monitor and build commitment to them.

Principals also play a major part in shaping the staff norms and culture. Principals opportunity, both symbolic and instrumentally to re-enforce core purpose and values can either undercut or solidify collective understanding of mission. If they use their formal authority to assert student centered, collaborative norm and values among staff, they can measure influences in establishing a culture of safety for adults (and thereby for children). If they visibly support the learning and professional skills development of staff, principals contribute palpably to schools' capacity to fulfill complex and challenging purpose, those emphasized and contributing to core value and skills, principals have more

than average impact robustness of others commitment to their school and their work . Principals, more than any other single individuals in the schools can alien strong professional values and skills, their challenges is in using their bell whether possession sensitively and courageously to “walk the talk” as they encourage and reward the best professionals practice in others. (“Cultivating leadership in school”). Similarly principals are possession better to shape the purposing stream of their schools than they are the relationship building stream , their informal roles, and legal authority give them responsibility for keeping the vision and mission alive staff and community usually look to principals in such methods, how principals execute their responsibilities , then colors deeply whether commitment is faint or robust . The activities of the leaders are articulating purposes helping others bridges from ideals to actually practices and embracing health self criticism all lie within in the principals reach. As Debbie meeker (1995) describes her own work at the central part high school, the principals who lead in deeply engaged in learning activities of students and the teaching activities of teachers and parents. The principals is the bell whether professional values or the school and despite the division that can opened will

2.7. Main Function of Principals

Among many duties and responsibilities, the main functions of principals“ are curriculum development; staff development, supervision, goal clarification, evaluation, research work and utilization of resources which are discussed as follows

2.7.1. Principal as Instructional Leader

As instructional leader, the principal is pivotal point within the school that affects the quality of individual teachers. ‘instruction, the height of student achievements, and the degree of efficiency in school functioning. Instructional leadership includes defining the school mission, managing the instructional program, and promoting positive school learning. In relation to this, Leithwood (2004) stated, practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly too all members of the school community. The practices centered to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum, and monitoring students progress. At the heart of this model, however, is the final category of practice, promoting a positive school-learning climate, which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers, and incentives for learning. In addition, Bamburg &

Andrews (1990), believe that to be an effective instructional leader, one must have a vision for the organization that is clearly focused upon desired outcome i.e. "ensuring academic excellence", communicate that vision to everyone connected with the organization to obtain support for it and provide and/or obtain the resources needed to accomplish the vision (i.e. materials, information or opportunity). In today's world, Hanny (1987:209), perceives, "Effective principals are expected to be effective instructional leaders". The principal must be knowledgeable about curriculum development, supervision, staff development, and teachers' evaluation

2.7.2. Curriculum Development

One of the important functions of a school head is to facilitate curriculum development work at the school level. A contemporary secondary school principal, however, seems to be more involved in school administration, leaving curriculum work and related pedagogical practices in the hands of respective heads of departments. Losing control of curriculum and pedagogic power to subordinate, a principal is unable to perform his/her leadership and supervisory roles adequately. Present day secondary school seems to be over – administered and under – led (Sharma, 1992).

Greater attention should be given to training future principals in the area of curriculum development. Principals see themselves in role – conflict situations; they wish to act as instructional leaders, but they are evaluated by superiors who appear to set priorities on non – instructional tasks (Vann, 1979).

According to Sharpes (1988) curriculum development involves clear division of labor between the designers and the implementers, who are defined as receivers. Another way is to think of curriculum as an activity. Through regular staff development program, principals can prepare teachers for active participation in curriculum implementation at school level. Furthermore, a healthy school climate can be created where teachers have opportunities to release their potential, interact with colleagues, make better use of resources, appreciate individual differences and learn from one another.

Besides, curriculum development is the base for education on which the teaching learning process is planned and implemented (Adesina, 1990). Curriculum development is the reviewing of educational curriculum at regular time intervals to improve and develop it. It is related to teaching and learning process which involve look back to what teachers have been taught teaching, what students are learning, how it is organized and with what success.

The principal is the leader of the school and should possess leadership activities, in addition, to understand thoroughly the curriculum. The principal must set and accept relevant role expectation in determining objectives of instruction. Principals must also lead the way in developing in students a positive attitude about learning since the quality attitudes help pupils to become increasingly proficient in attaining knowledge and skills ends (Maslow, 1999).

Therefore, it is the responsibility of the principal to provide the leadership undertaking of the activities for the school effectiveness and for teaching and learning process.

2.7.3. Staff Development

Staff development is a continuous professional development in order to promote teachers profession expertise through involving in problem solving activities (Dimmock, 1993). Promoting teachers professional development, according to Sheppard (1996) is the most influential instructional leadership behavior at both the elementary and high school levels. Among the role of an instructional leader is promoting school wide professional development.

If the intention of the principal is to get school improvement programs implemented and if his/her target is to provide quality education for all students, one of the major and most important concerns should be promoting school-wide continuous professional development (CPD). Hence, a school principal as an instructional leader needs to motivate all individuals who are eligible to take part in CPD program and work with them.

According to the Ethiopian Ministry of Education (MoE, 2009), the aim of CPD is to improve teachers performance in the classroom in order to raise student achievement and learning because, directly or indirectly, there is a link between students result and teachers performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practices. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries (Organization for Economic Co-operation and Development/OECD, 2005)

2.7.4. Supervision

Supervision is a process for developing teachers' self-awareness and independence, together with a spirit of collective enterprise to improve classroom practice (Gold hammer, 1969:15). Cogan (1973) perceives supervision in terms of developing professionally responsible

teachers, who are self – directing , capable of analyzing their own performance, and open to the assistance of teachers.

In addition, supervision is a core function of educational leader. It plays a key role in the improvement of learning through the monitoring of instruction. Principals have responsibility to help teachers to improve their practice and accountable for meeting their commitment (Ser Giovanni, 2001). The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day to day activities of teachers and supervision is the major instrument for this. The instructional leaders’ repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

For instance, a study of primary school effectiveness in Burundi documents a strong and significant relationship between the frequency of teacher supervision by the school principal and student achievement: student test scores rose as the number of times the school principal visited the classroom increased (Sindhvad, 2009). Therefore, frequent teacher supervision improved the punctuality of teachers and their adherence to the curriculum, which in turn produced higher scores.

2.7.5. Goal Clarification

According to (Ubben and Huges, 1997) well-advertised goals for schools and classrooms are absolutely essential. Schools those are aspiring to high performance results for the nature of the goal setting process. School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and Departmental chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequently, communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skillful leaders address different learning needs of students.

The function of communicating school goals refers to the ways the principal expresses importance of the school goals to staff, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

As Sheppard (1996) made it clear in his study that communication of school goals by the principal has a significant positive relationship with teacher classroom innovativeness, which

in turn can contribute to school improvement. He found out that, at the high school level, communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. The communication of school goals by the principal gives confidence to teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to only educational program if they get its value and importance.

Hence, principals are expected to make clear general and specific objectives of instructional process in order to have appropriate expectation for achieving and meeting the set goals because teachers and students accept and follow focus attention on key aspects of the schools vision and communicate the vision clearly and convincingly.

2.7.6. Evaluation

The principals need to provide leadership in the school setting to assist teachers to use evaluation procedures which appraise what pupils have learned. The evaluation is stressed in terms of pupils having the stated objectives. Evaluation that is continuous provides information to the teacher and evaluation measures to determine the achievement by learners need to be aligned with the objectives. Validity and reliability of evaluation procedures are of utmost important (Maslow, 1999)

There is a common understanding that evaluation is the process of delimiting to what extent the educational objectives are actually being reached or instructional improvement (Leggette, 1981). Evaluation to principals as instructional leadership is used to assess whether instructional goals have been achieved or not. Hence, the objectives of the evaluation are to the benefit of the teachers by rewarding and promoting for their needs and by motivating and encouraging on their weak sides. Principal is the key person to pass decision on the important issues of the school.

2.7.7. Research Work

Research work is in particular the most important one that deserves to be given priority (Moon, et al, 2000). The necessary pre condition must be fulfilled by the school principals for the undertaking of research in the school by teachers. According to Dimmock (2000), school principals should motivate teachers to recognize research to solve school problems and on effective teaching and learning because school effectiveness and improvement will be difficult without research.

In general, principals are expected to mobilize teachers to study and reflect on their practice so that research serves the professionalization of teachers on research2.8 Challenges Facing School Principals

Today leadership has become a very complex phenomenon because of the complexity of industrial, social, or political organization, globalization, and technological advancement especially in information technology (Lucas, & David, 2008). The leadership responsibilities of principals play an important role for the achievement of educational objectives. Nevertheless, in carrying out the task of leadership, principals usually face many challenges. Stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include training and professional development of principals, lack of resources, the work over load, the personal quality of the principal, shortage of time, the problem of limited acceptance, Social and Organization cultural context and nature of the school, socio-political context and selection and placement of school principals etc...

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2.8.1. Training and Professional Development of Principals School

leadership has a key role in the improvement of a school. Educational leadership development programs provide certain kinds of knowledge and skills about leading and managing leadership practices. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skills and knowledge for the learners for later use. School principals regularly deal with

emotions that come from aggressive or pleasure parents, students, and staff members. This is a common practice in principal's schoolwork environment. Hence, principals training should include learning strategies to deal with the emotional trouble of the principals' activities. Training principals for restructuring schools should prepare them to direct their available resource toward the mission, goals, and improvement priorities of schools. Training helps principals to develop technical skills such as material resources identification, purchase, information use, human resources management. To achieve these tasks, principals are expected to take training before they fill in the position. Bush & Heystek (2006) conclude that training should be extended and recommend that, management development for principals should take place before appointment. Training principals should integrate learning and work, emphasize action orientation, problem-solving approaches to training; focus on the development of teams; and be comprehensive, coherent, and continuous (Mojkowski, 1991). According to Bennaars (1994), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Suddenly a head teacher finds himself in a leadership position, which calls for a lot of commitment, dedication, and tolerance. Confirming the idea, McEwan (2003) states that while many institutions are restructuring their administration programs to provide more opportunities to develop leadership skills in addition to academic knowledge a gap remains between the academic and real world. Thus, lack of skills and training is the common impediments to educational leadership effectiveness

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2.8.2. The Personal Quality of the Principal

Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of that school, (Ubben and Hughes, 1997). The principal's own personality, vision, extent of commitment, human relation skills etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorton (1983) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be self-constraining in carrying out leadership responsibilities properly.

2.8.3. Shortage of Time

Principals are schools representatives. They have responsibility over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole workdays. According to Ubben and Hughes (1997), a school executive day is characterized by one encounter after another with staff members, students, parents, community members, politicians, and others.

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CHAPTER THREE

Research Design and Methodology

This chapter described the overall design of the study , the research method , source of data ,instrument and procedure of the data collection, simple and sampling techniques , methods of data analysis and research ethics

3.1 Research Design

Under this chapter the design coveredup sources of a data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis. Mixed research method was employed because it enables to make investigation with prediction narration of events, comparisons, and drawing of conclusion based on the information that would be obtained from relatively large, detailed and representative sample of the target population. (Kathari and Paraash (2005)described that a survey research is important to collect a detailed description of existing phenomenon with the intent of employing the data to justify current condition and practice on to make intelligent

Mixed researched design procedure was used for collecting analyzing and mixing both qualitative and quantitative data in a single study or in multiphase series of studies, Hence this method is referred on the ground that practice and challenges of secondary schools leadership are better identified from the opinion survey of school leader (principals and vice principals and teaching and non teaching members of the school.

3.2 Source of the Data

The source of the data for this study were secondary school leaders (principals and vice principals)teachers , supervisors , woreda Education bureau officials P.T.A. (Parent Teachers Association) and student representatives as the primary source of the data and the annual abstract, teachers portfolios principals documents were scrutinized as a document to launch review of method literature.

3.3 Instrument and Procedure of Data Collection

In this study the researcher employ three types of data gathering tools. The data from the primary source was collected through questionnaire, interview and focus group discussion (FGD) in addition informal conversation (interview) and document cross check is conducted

3.3.1 Questionnaire

Questionnaires are suitable for collecting factual information, opinion and attitudes from large population and it can be easily analyzed (Wilkinson and Birminghamm 2003). The researcher used self-developed questionnaire in this study. While developing the questionnaire, the researcher gave due emphasis on the principles of questionnaire construction (for example, uses natural and familiar language, avoid double negatives, understand research participants etc) (Johnson and Christensen, 2008). Based on the principles and steps of constructing questionnaire, the researcher developed questionnaire on leadership style (5) leadership quality (6) item leadership functions; Planning (6) items, curriculum development (5) items, staff development (5) items, supervision (4) items, Evaluation (4) items, Goal clarification (4) items, utilization of resource (4) items challenges of principals (5) items. This study employed five-point scales.

The researcher ranked the items on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). As per advisor's comments, the researcher improved the questionnaire.

Even, in the principles of questionnaire construction, (Johnson and Christensen, 2008, p. 304) stated that "Always pilot test your questionnaire." Even though, advisor commented on it and the researcher corrected it, it is important to pilot test the survey questionnaire because there may be ambiguity of questions for respondents. The researcher pre-tested the questionnaire at Warke Gugi secondary school. To this end, the researcher distributed -draft questionnaire with 23 teachers. The researcher excluded the participants of the pilot study in the actual research. Based on the pilot test, the researcher calculated the internal consistency of the instruments using Cronbach Alpha as it is appropriate to test the reliability of Lickert questions and found out 0.82. Test results of 0.65 and above are reliable for attitude, opinion, and perception question items (Yalew, 2011)

3.3.2. Interview

Well-constructed and structured interview questions were prepared and administrated to principals and Wereda educational officers and supervisor. The interview questions were the same as the questions in the questionnaire as it helps to triangulate the data. This study used one set of interview for principals. The interview guide has 8 items. Thus, structured interview was conducted with school principals and wereda educational officers and supervisor within 1 hour for each informant and it took 17 hours for 17 informants. With

respect to the place of interview, school principals were interviewed in their offices, wereda educational officers and supervisor were in education office. The researcher himself facilitated the interviews because when there was necessity to prove the questions. For the sake of clarity, all interviews were conducted in Afan oromo.

Well-conducted interview can produce an in-depth data that is not possible with a questionnaire. Moreover, to support and crosscheck the findings from the questionnaire, the researcher used structured interview. In a structured interview, the researcher asks a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule. One of the main advantages of structured interview is that it provides uniform information, which assures the comparability of data (Kumar, 1999). The researcher tried to use audio equipment in the interviewing process. However, the respondents denied using tape recorder. Because of this, the researcher was forced to take interview notes in detail. The researcher transcribed the data in to Afan Oromo hard copy and gave to participants (interviewees) to read and comment on transcription and they read and agreed. Then, the transcribed data were translated in to English. Moreover, the researcher conducted the interview in Afan Oromofor principals because the researcher believes that all participants would explain their ideas appropriately and sufficiently using Afan Oromo than English.

Again, for an interview items, the researcher conducted a pilot test with one principal and vice principal. The researcher incorporated the respondents who participate in the pilot study to the actual interview

3.3.3. Focus Group Discussion (FGD)

Focus group discussion was conducted with 6 PTA members and 20 student representatives of 6 secondary schools. The student representatives" number and PTA members uniform to all schools. The point of discussion was focused on the practices of secondary school principal ship and the achievable solution for these practices and challenges. The focus group discussion took place in face - to - face conversation. It was really beyond my control to bring parents together for a focus group discussion in one school. All the focus group discussions were conducted in Afan Oromo . The researcher did a lot of clarification and probing to get more information, in the course of discussion

3.4. Sample and Sampling Techniques

The determination of the population and sample of schools were based on the annual statistical report prepared by Gulliso Wereda in 2018/ 20010 E.C) unpublished. From the eight wereda secondary schools 6(six) schools were selected by purposive sampling techniques one school for pilot testing. The target populations were selected from the six secondary schools teachers' by simple random sampling method which was 30% of the total population

The randomly selected schools were Horest-spinges General secondary and preparatory schools, Gallewo General secondary school ,Wirtu challia General secondary school and Gulliso general secondary and Preparatory schools. Then from each General secondary schools and preparatory schools 45 teachers were selected by systematic sampling techniques 1 supervisors 5 educational officers and 11 principals were selected by purposive sampling techniques .6 PTA representatives and 20 student representatives were selected by quota sampling techniques based on the number of classes in secondary and preparatory schools

3.5. Method of Data Analysis

It is the work of a researcher at this stage to generate knowledge from the data gathered. Data collected through questionnaires" were scored and categorized. Once the quantitative data gathering were accomplished and properly scored and summarized, the statistics were entered into the Statistical Package for the Social Science (SPSS version 21) software for analysis. Statistical data collected through questionnaires" were scored and categorized. Once the quantitative data gathering were accomplished and properly scored and summarized, the statistics were entered into the Statistical Package for the Social Science (SPSS version 21) software for analysis. Statistical measures were performed on quantitative data assembled from the respondents. The qualitative and quantitative data were analyzed for recurring themes and codes accordingly. Coding categories were constructed from the concepts and themes relevant to the review literature. Among the tools mean and standard deviation were used to determine the significant value of the study. These data were used to explain and enhance the statistical data drawn from the quantitative data of the study. According to Gall, Gall and Borg (2003) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings

3.6 Validity and reliability

The researcher made pre taste on Warke Gugi secondary schools of Guliso Woreda on 1 principal 1 vice principal and about 23 teachers of different departments totally about 25 participant were used to check the reliability and validity of the questionnaire to make an improvement on the research and found that the reliability test value was about (.825 Alpha Cronbach's) and concluded that the questionnaires were reliable.

3.7 Ethical Consideration

To make the study ethical, the researcher did the following attempts. To this end, the researcher tried to clearly inform to the respondents about the purpose of the study i.e. purely for academic; as the researcher introduced the purpose in the introduction part of questionnaire and interview guide to the respondents; and confirm that subjects confidentiality would be protected.

Moreover, the researcher developed an informed consent form The form stated that the participants are guaranteed certain rights, agreed to involve in the study, and acknowledge their rights are protected. A statement relating to informed consent was given to every participant before the distribution of actual questionnaire.

The researcher protected the anonymity of participants by numerically coding each returned questionnaire and keeping the responses confidential. While conducting the individual interviews with the selected respondents, the researcher used the expression like 'one of the school

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CHAPTER FOUR , Presentation, Analysis and Interpretation of Data

This chapter deals with the characteristics of sample population, analysis, and interpretation, of data collected through questionnaire from two groups of respondents and the information obtained through interview and focus group discussion (FGD). The necessary data for assessment was obtained from 45 teachers..

Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage was used to analyze the general characteristics of the respondents such as sex, age, educational specialization and work experience were analyzed. In addition mean and standard deviation value were computed by SPSS (version 21.0). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in tables as follows

4.1 Characteristics of Respondents

The characteristics and background information of secondary school principal and teachers were presented below:

Table 1: Demographic Characteristics of teachers Respondents

	Frequency	%		
21-30	16	35.55		
31-40	7	15.5		
41-50	10	22.2		
>50	12	26.6		100%
T0tal	45			100%

A total of 45 questionnaires were distributed to the respondents, out of this 45 were returned. Producing an overall 100% return rate.

Table 1 reflects the response rate. As it is reflected in the table most of the respondents were within the age ranging from 21– 30 years. The majority of the respondents were male. As

shown in the table, female participation was very low that needs effort to empower women in every aspect.

Table 2: Qualifications and Work Experience of both principals and teachers respondents

Qualification field of study	Work experience in year					
	1-5	6-10	11-15	16-20	21-30	>30
BA/Bed	8	14	4	5	19	3
MA/MSc	0	0	0	0	0	0
Pedagogical science	0	0	0	0	0	0
EDPM/Bed	0	0	0	0	0	2
EDPM/MA/MEd	0	0	0	0	0	0
Others	0	0	0	1	0	0
Total	8	14	4	6	19	5

Table 2 reflects both teachers and principal respondents by qualifications and work experiences. As it is reflected in the table majority of the respondents have qualifications of first degree. Most of them have work experience within the range of 5 – 20 years services. The data indicated that masters' degree holders were very few of the total respondents. This data may give concern to the government officials who strive for quality of education. In general, leadership requires knowledge and skill in the field of education and it is also the basis to reach the target set forward. Based on this information we can conclude that the majority of the respondents' population seems capable to take part in the teaching and learning activities.

Table 3: Position Attainment Conditions of Principals by Qualification

No	Position Attainment	Qualification(field of study	
		BA/Bed	MA/Med
1	Elected by wereda education office	9	0
2	Elected by kebele education board	0	0
3	Elected by teachers	0	0
4	Others	1	1
total		10	1

According to table 3; 9(Nine) principals were appointed by Wereda educational officers with the party leading the wereda. The other two principals were selected by NGOs. So we could infer from the table that position attainment conditions depicted that most of the principals were attaining their position by wereda official not by merit. The participation of stakeholders like teachers, parents and students did not encompass the opportunity to appoint the school leaders democratically that could contribute to the negative influence of leadership to work with school society as a team.

Effective work teams set clear goals, keep connections strong between the team and other stakeholders such as administrators and teachers. And always, no matter what the purpose of the team members are aware that improved student learning is the ultimate mission.

Hence, position attainment conditions must be transparent to all concerned parties in order to work as a group for the improvement of quality of education. The voice of the stakeholders must be considered seriously by education authorities who are playing the leading role in instructive school situation to assign the school principals by merit or occupation of performance.

4.2. Leadership Styles of Secondary School Principals

Leadership style is the pattern of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this thought, Kinard, (1988:326) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school

Table 4: Responses on Leadership Styles of secondary school principals

No	Item	Teachers			mean	St.D
1	.principals rely much on punishment	Categories	frequency	%	4.9	2.215
		SD/D	22	48.8		
		UN	13	28.8		
		SA/A	10	22.2		
2	.principals have directive character	SD/D	25	55.5	4.54	1.905
		UN	4	8.8		
		SA/A	16	35.5		
3	.principals give emphasis to group decision- making	SD/D	8	17.7	3.00	.894
		UN	5	11.1		
		SA/A	32	71.8		
4	.principals consult staff and take their ideas into consideration before taking decision	SD/D	14	31.1	5.005	1.894
		UN	13	28.8		
		SA/A	18	40		
5	principals give complete freedom to the staff	SD/D	16	35.5	3.34	1.297
		UN	24	53.3		
		SA/A	15	33.3		
6	principals try to satisfy everyone in the school	SD/D	14	31.1	3.00	.894
		UN	13	28.8		
		SA/A	18	40		

According to Gemechis and Ayalew (2012) a diversified body of literature witnessed that there are various leadership styles such as: democratic, autocratic, participative, and laissez faire that leaders can exercise in different situations so as to influence their employee with the ultimate aim maximizing organizational performance. Therefore the first two items the personalities of autocratic leader. Items three and four are the personalities of democratic leader; and the remaining two items are the characteristics of laissez-faire leaders. Item 1, and 3 were designed to assess whether the principal relied on much more on group decision making with a mean(4.9) and St.D(.894) respectively which is the characteristics of democratic leadership. Item 2 and 4 also replied that whether the principal have directive character with the mean value(4.5) and St.D(2.215) or consult staff and their ideas into consideration(mean value(5.065) and St.D (1.844) or consult staff and their ideas into

consideration (mean value 5.065 and standard deviation(1.844) in their leader ship. This shows that the principals have no directive character and gave more emphasis on group decision making. Item 5 and 6 were intended to assess whether the principal Laissez -fair personalities of leader ship as the result the respondent disagreed that the principal tries to satisfy everybody in the school with the mean value.(300) and St.D(.894)respectively this might indicate the principal's character were not purely laissez –faire . To check if the principals whether those princpials were exercising authocratic leadership styles or democratic in their school the researcher interviewed them and translated it to English as follows

Principal 1 said One has said punishment is needed when some teachers break the rule set by the school knowingly I sometimes make my own decision that to me right but not for the teachersP 2 disagreed with p1 that punishment reduces teachers willing to do work by initiating them selves

P3 said participating teachers in decision making facilitates group workingbut p4 disagreed to p3 by saying if invite every bone to decision making it delays the decision to take quicke action.

To sum up the critical analysis of data indicated from table 1-6 in the above paragraph might enabled the researcher to generalize that the leadership styles of principals democratic, autocratic and very less laissez – faire inter changeably

4.3. Leadership Qualities of Secondary School Principals

According to Ministry of Education (2005:16) principals as educational leader play a pivotal role in the success of the school. In the success of the school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching and nurture cooperative relationship among all the staffs members: monitor students learning progress and closely work with parents, and community members. Therefore, without effective educational leaders, it is impossible for the schools to attain their educational outcome.

Table 5: Responses on Leadership Qualities of secondary school principals

Item		Teachers			
		Frequency	%		
principals as visionary leaders	SD/D	10	22.2	3.00	.894
	UN	13	28.8		
	SA/A	22	48.8		
principals willingness to take risks	SD/D	17	37.7	2.64	1.125
	UN	12	26.6		
	SA/A	16	35.5		
principals academic background	SD/D	26	57.7	3.36	1.125
	UN	7	15.9		
	SA/A	12	26.6		
principals in relation to the school community	SD/D	10	22.2	2.64	1.125
	UN	13	28.8		
	SA/A	22	48.8		

Visionary leaders have three qualities, which are related to their effectiveness. The ability to explain and articulate the vision to others, express the vision not just verbally through leaders' behavior and communicate the vision to different leadership contexts. For example, the vision of the organization should appeal to employees in different departments (Robins, 1998).

Table 5 depicted that principals are visionary leaders. Visionary leadership is the ability to create and express a realistic, attainable, and attractive vision of the future for organizations which grow continuously. Visionary leaders should create inspiring and innovative visions for their organizations rendering them credible in the eyes of the people in the organizations at the same time.

According to the respondents, 48.8% of teachers .with (mean value (3.00) and standard deviation (.894) agreed respectively to the item the principal is a visionary leader

The vision of the organization should appeal to employees in different departments. Thus principals of the schools must have vision to improve the quality of education in their circumstances. According to the table, 17(37.7%) teacher respondents disagreed with a mean

value (mean 2.64). and standard deviation 1.126) respectively. Based on the respondents above principals were not sufficient enough to manage and not ready to take risk.

The table shows about how much principals have good academic back ground disagreed, with 26(57.7%) of teachers with a mean value (3.36) and standard deviation (1.125). As we can distinguish that the majority of the respondents had an agreement that principals have not adequate academics back ground to execute their principal ship duties and responsibilities.

According to the table, how much principals are trustworthy and straight with school community is responded. 22(48.8%) of the teachers agreed 13(28.8%) undecided, 10(22,2% disagreed.

Therefore, according to the respondents in the table above, the principals were visionary and have good relation with parents but have no good academic back ground and not willing to take risk. Besides, they gather their followers around a common purpose, mission or vision and provide a sense of purpose and future direction with a mean value (3.00) and Standard deviation (1.125) Upon this the researcher interviewed the school principals whether what were said from teacher respondents reflects their qualities and they said

P1 said I plan forward for the better achievement of my school students but the implication failed many times I don't stop I will continue. p2 disagreed to p1 .P3 said said for the situation is not good I don't want to take risk. I live for myself .You know today's communities re running for their own business p4 agreed to p3.

4.4. Major Functions of Principals

Mulford (2003, p.20) summarizes some functions of principals by saying that a principal is one who provides individual support to appreciate the work of the staff, taking their opinion into consideration, promoting the atmosphere of trust. The principal is setting a structure that encourages the staff to take part in decision making by distributing leadership and supporting autonomy. The leader has to work toward consensus to be arrived at by the staff and communicate it to both students and staff members that will give a strong sense of focus of the school. He/she also need to encourage staffs to be innovative and facilitate opportunities for staff to learn from each other. Hence the principal is described as transformational lead

Table 6: Principals Role in Leadership Planning

Items	Parameters			Mean	St.D
		Teachers			
		Frequency	%		
The principals are skilled in developing the school plan and objective clearly	SD/D	22	48.9	3.18	1.68
	UN	8	17.8		
	SA/A	15	33.4		
The principals are capable in preparing plans towards the achievement of expected goals	SD/D	26	57.7	2.64	1.66
	UN	6	13.3		
	SA/A	13	28.8		
The principals are capable of making clear the school's plan and objective to teachers and students	SD/D	26	57.7	3.62	1.19
	UN	9	20		
	SA/A	14	31.1		
The principals work with the staff and parent to implement planned works	SD/D	21 21	46.66	3.16	1.59
	UN	9	20		
	SA/A	15	33.3		

Schools as any institutions require an organizational plan to realize effectiveness in these organizations. Educators in the field have given a number of definitions for the conduct of planning in schools. Ubben and Huges (1997) explain that planning in the schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measure out comes. Success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as a whole, assess the strengths and weakness and carefully create a feeling of readiness for change (Talesra et al, 2002).

In any leadership setting planning is the first and foremost activity. In this research the planning activities of principal is not developing the school plan and objective clearly on average mean (3.18) and standard deviation of (1.68) and the principal has no capabilities of preparing plans towards the achievement of expected goals with a mean value 2.64. and standard deviation of (1.68). the principals cannot make school plan and objective clear to teachers and student a mean value 3.62 and standard deviation of (1.19) The researcher concluded from the above table that the principal was unable to develop plan clearly, principals were not capable of making clear the school's plan and objective clear to teachers and student students; in implementing the planned activities on average mean (2.6) and St.D(1.53). Moreover, on average (2.64) with a standard deviation of (1.68) principals are not capable of encouraging the staff towards the achievement of goals according to the plan.

As can be seen from table 6, principals' role in leadership planning indicated negative response in every item; which means the majority of the respondents have disagreed that they were skilled, capable in preparing plan and making clear the schools plan to the school communities.

Table 7: Responses on Principals Effort on Curriculum Development by teachers' respondents

No	Item	categories	Teacher		Mean	St/D
			Frequency	%		
1	Principals identify school communities need so as to improve curriculum	SD/D	10	22	3.12	1.151
		UN	13	28.8		
		SA/A	22	48.8		
2	Principals work as a resource person in curriculum improvement.	SD/D	25	52.2	3.05	1.172
		UN	8	17.7		
		SA/A	12	26.6		
3	Principals involve teachers in curriculum development	SD/D	15	33.3	2.91	1.157
		UN	8	17.7		
		SA/A	22	48.8		
4	Principals involve parents in curriculum development.	SD/D	25	55.5	3.34	1.168
		UN	5	11.1		
		SA/A	15	33.3		

The decision on curricular issues requires the participation of all members of the society, since the product of the curriculum will affect all. Increasingly, curriculum decisions are held to be of direct interest and concern to the community at large because the curriculum is no longer a “secret garden” for professionals to totally control and enjoy (Skibeck, 1994).

Moreover, teachers are the integral part of the thinking that drives program creation and implementation. They are aware of the assumption behind the process of curriculum development and realization and they make significant contribution in making curriculum execution more effective.

According to the data collected the identification skills of principals in order to maintain a curriculum improvement based on school community needs, 22 (48.8%) teachers agreed with average mean of (3.12) and standard deviation (1.151). All respondents agreed on principals skills to identify basic curriculum needs to improve on a need bases .On the other hand if we see the determinations of principals so as to improve a curriculum by serving as a resource person with average mean (3.05 standard deviation(1.178), is that the principals are not working as a resource person in curriculum improvement.

As we all know the implementation of curriculums become true if teachers are involved in the curriculum development; in this research we can clearly show the involvement of 36 (80%) teachers agreed on the issue of teachers were part of the curriculum development with the average (2.92) and standard deviation (1.157). This implies that only teachers were working to reduce problems facing the teaching learning process by guaranteeing a safe and compatible curriculum for the community. On the other hand parents are the other major parts in developing a curriculum so we can say they will have an important role to the leadership function since focusing on these groups places the two pieces of the puzzle squarely in-line with one another.

The study has shown 12 (26.69%) of teachers agreed and 25 (55.5%) of teachers disagreed with average (3.34) and standard deviation (1.168) that the involvement of parents are not involving in the development of curriculum. In the process of curriculum development there are several factors that need to be considered the first and foremost one is the question of communities need.

Therefore, the response from the table above reveals that the majority of the respondents highly agreed on principals identification of the school community needs to improve curriculum and disagreed to the involvement of teachers in curriculum development Since

curriculum development is the concern of all communities, principals should improve their leadership role to involve parents on the curriculum development issues.

.Moreover, to check whether the given information is right or wrong, the researcher interviewed school principals about their effort to participate teachers in curriculum improvement in their respective schools and translated it to English. The interview results also affirmed the above data i.e. principal 1 said I am busy occupied with administrative works. p2 replied. p3. said , we are expected to manage conflicts among teachers and students. These duties are routine and take times. Therefore, it is difficult to say we are effectively participating teachers in curriculum development. P4 Similar said, "We have many things to do at the same times. For example, we frequently called for Kebele Cabinet, as we are the member of the cabinet. Moreover, many administrative works force us to consume more time in managing the school."

From the above, one can infer that secondary school principals were not in a position to participate teachers in curriculum improvement. Therefore, one can understand that the function of curriculum improvement in Gulliso Wereda was nearly absent. Because if teachers were not participated in the process, who will improve it? This, in turn affects the achievements of students.

Table 8: Responses Principals Role on Staff Development by teachers' respondents

No	Item	Teachers	Mean	St.D		
		categories	Frequency	%		
1	The principals develop a mechanism by which competent teachers share their experience of teaching methodology with their colleague friends.	SD/D	10	22.2	3.2	1.39
		UN	13	28.8		
		SA/A	22	48.8		
2	The principals help to provide short- term training at the school level by preparing academic seminar, workshop, etc	SD/D	10	22.2	3.25	1.39
		UN	13	28.8		
		SA/A	22	48.8		
3	The principal identify Training needs of teachers	SD/D	16	35.5.	3.02	1.39
		UN	12	26.6		
		SA/A	17	37.7.		
4	The principal read different current educational publications and encourage teachers to do so.	SD/D	22	48.5	3.31	1.68
		UN	9	20		
		SA/A	14	31.1		
5	The principals allocate enough bud get for staff development activities	SD/D	20	42.2	3.34	1.259
		UN	6	13.8		
		SA/A	14	31.1		

According to Sheppard (1996) among the role of an instructional leader is promoting school wide professional development. If the intention of principal's is to get school improvement programs implemented and if his/her target is to provide quality education to all students, one of the major and most important concern should be promoting school – wide continuous professional development (CPD).

In this research, the roles of principals in developing a mechanism by which competent teachers share their experience of teaching methodology with their colleague friends has been agree 22 (48.8%) of teachers that principals do take the initiative to enable co-workers share their experience in staff development programs whereas, and 25 (55.5%) teachers agreed on

principals involvement in training programs held within the mean value (3.40) and standard deviation (1.249). Regarding to this, principals were developing the mechanism by which competent teachers share their experience with their colloquies.

In this regard among the respondent 22 (48.8%) of teachers agreed on the principal's determination to provide short- term training at the school level by preparing academic seminar, workshop, etc... in relation to this 17 (37.7%) of teachers and 5 (29.4%) agreed with (mean 3.02 and standard deviation 1.39) on principal's ability to manage training needs of teachers by facilitating staff development programs.

Principals are expected to expose different Medias for their staffs in order to update information from different current sources in this respect the awareness of principal to read different current educational publications and encourage teachers to do so. In this research 22(48.8%) of teachers dis agreed on principals encouragement of teachers to read newly generated researches to be read by teachers with (mean value 3.31 and standard deviation 1.68).

Allocation of budget for staff development programs is one of the most deterministic success factors since it is refreshment and brain-wash program within the school premises having a budget allocated is one of the most important phenomenons. According to the research 14(37.7%) of teachers agreed and 20 (42.2%) of teachers disagreed with the allocation of budget for staff development by the principals (mean value 3.02 and standard deviation 1.124) allocation of budgets are not available by the principals for staff development activities.. From this, one can infer that school principals were developing CPD programs by arranging opportunities, monitoring, and evaluating progress.

Again, to check whether the given information is right or wrong, the researcher reviewed the documents of teachers' continuous professional developments. Actually, in all of the schools some of the teachers are attending teachers' continuous professional development programs. For instance, in Gallew secondary schools about ten teachers, In wirtu Chalia secondary school about eight teachers and in Gulliso General Secondary School 5 teachers. In addition, the researcher interviewed school principals about their efforts to initiate staff development in their respective schools and translated to English as follows .

The interview results also affirmed the above data i.e. principals were not effective in managing staff development. For instance, p1 said principals said the following:

The issue of staff development is difficult in our school. There is continuous professional development program in our school. We tried a lot to initiate teachers to follow this program attentively. However, teachers lacked motivation and commitment to attend the programs seriously. Another p2 said that the work over load on some teachers hinders them to do in time. In similar vein p3 agreed to p2s ideas said as follows, "We have been trying to develop our staffs but teachers are unmotivated to attend teacher continuous development programs. I think government should take some mechanisms to build the commitment and motivation of secondary school principals. In addition the principal of one school has said CPD by itself need training on how to do and organize its portfolios

From the above one can understand that principals were ineffective in encouraging teachers to follow teachers' continuous professional development programs. With the absence or poor Practice of this, it is difficult to believe teaching-learning processes are taking places effectively. This is because in continuous professional development programs, how to teach, what to teach, why to teach when to teach and what is expected .more over the way teachers share their experience of teaching how to induce the newly hired teacher in to the school on how to handle teaching learning documents and the like will be emphasized and the absence of this in turn affects teachers how to select the objectives, contents, and strategies. Thus, quality of education is adversely affected.

4.5. Supervision

Table 9: Teachers' responses on Principals Role in Supervision of classrooms

No	Item	categories	Teacher		Mean	St.D
			frequency	%		
1	The principal arrange meeting with teachers before and after supervision	SD/D	20	42.2.8	3.34	1.63
		UN	12	26.6		
		SA/A	13	28.8		
2	The principal Visit the class room instruction align with school goals	SD/D	10	22.2	3.38	1.623
		UN	12	26..6		
		SA/A	23	51.1		
3	The principal observe teachers for professional development instead of evaluation	SD/D	22	22.6	3.35	1.125
		UN	13	28.8		
		SA/A	22	46.6		
4	The principal organize seminars with teachers to share their experience after supervision	SD/D	12	26.6	3.38	1.62
		UN	13	28.8		
		SA/A	20	42.2		

The supervision of instruction by the school principal is among his/her practices as an instructional leader. As instructional leader, he/she needs to follow – up the day to day activities of teachers and supervision is the major instrument for this. The instructional leaders' repertoire of instructional practices and class room supervision offers teachers the needed resources to provide students with opportunities (Ser Giovanni, 2001).

One of the duties of principals is to visit class room instructions and follow procedures to bring into line with the school goals for successful instructions. According to the research made to this effect 23 (51.1%) of teachers agreed, 10 (22.2%) of teachers disagreed, with (mean 3.38 and standard deviation 1.163) about visits made by principals for instructional goals. So, the principals were lively in supervision and in evaluating the continuing achievements of teaching learning process accordingly.

On the other hand, an observation made by principals is for the reason that preparing teachers to be cable of doing their tasks by filling the gaps through a training made accordingly the

research shows 20 (42.2%) of teachers disagreed and 13(28.8%) of teachers agreed with mean value (3.35) and standard deviation (1.125) which indicates that principals do not used teachers evaluation results to improve the instructional practices.

This implies relatively principals observe teachers for evaluation instead of professional development. For a clear goal and maximum effect it shall be declared for all participants under supervision why and how supervisions are made. According to the table, 23(51,1%) of teachers agreed with mean value (3.38) and standard deviation (1.623) that the principal visit teachers to align with school goal

Organizing a seminar or workshop programs to learn from past experiences and to share ideas is one important event by the principals. To this effect 20 (42.2%) of teachers agreed, 12 (26.6%) disagreed, with mean value (3.38 and standard deviation (1.62) respectively. Therefore, principals organized seminars with teachers to share their experience after supervision which was really helpful for the realization of maximizing progressive effort to be made by the teachers as indicated from the above table principals' visit the classrooms continuously to ensure classroom instruction align with school goals.

To cross check the data, the researcher analyzed the documents of the supervision in all schools. In 2010E.C. Horest Spingis Secondary schools gave support for about 3 teachers those newly assigned to their school. This implies that there were active supervision practices in the schools.

In addition to this, the researcher interviewed school principals on classroom observation. To that end, school principals agreed on the above responses. *To strength this responses, one of the school principals said the following:*

P1 ,I believe classroom observation is crucial to us because in that way we can check whether the intended goals are going to be achieved or not. So we prepare supervision schedule to support teachers accordingly.

From the above, one can understand that the main function of principals; supervisory activities were performed in the school to encourage newly hired teachers on teaching learning activities.

Table 10 Teachers' Responses on Principals Role in Evaluating the Instructional Process

No	Item	Categories	Teacher		Mean	St.D
			Frequency	%		
1	The principals evaluate at each semester the ongoing achievement of the teaching learning process	SD/D	5	11.1	4.18	2.24
		UN	4	8.9		
		SA/A	36	80		
2	The principal use teachers to evaluate results to improve their instruction process	SD/D	26	57.7	4.14	2.24
		UN	8	17.8		
		SA/A	12	26.6		
3	Principals provide feedback to teachers	SD/D	14	31.1	3.04	1.31
		UN	13	28.8		
		SA/A	18	40		
4	The principals have capabilities in evaluating teachers	SD/D	15	33.3	3.25	1.39
		UN	13	28.8		
		SA/A	17	37.7		

Evaluation should provide all teachers with regular feedback that helps them grow profession. No matter how long they have been in the classroom, evaluation should give schools the information they need to build the strongest possible instructional teams, and help Education offices hold school leaders accountable for supporting each teacher development (Jordan, 1997).

Monitoring and evaluation is the key to a successful progress of teaching learning process. According to the study made 36 (80%) of teachers agreed 5(11.1%) of teachers disagreed with a mean value (4.18) and standard deviation (2.24). Principals evaluate at each semester the ongoing achievement of the teaching learning process. Consequently, most of the respondents did not agree that evaluation is made to evaluate the ongoing achievement of the teaching learning process. .

Evaluations are made to improve instruction performed according to the activities given to them. To this end 18 (40%) of teachers disagreed and 12(26.6%)of the teachers agreed with a

mean value 3.04 and standard deviation that evaluation was made to evaluate result and give feedback to teachers up on the instructional activities,

In addition to evaluation, feedbacks are central to narrow communication gaps 18(40%) of teachers agreed, 14 (31.1%) teachers responded disagree with mean value (3.04) and standard deviation 1.39) respectively. Principals provide feedback to teacher every semester but not regularly back .This implies that there was a likely less communication to accept feed backs and lead into progressive change. In other respect, the capacity of principals to evaluate was the biggest challenge since it is one of the core leadership functions. Accordingly, 17(37.7%) of teachers agreed, 15(33.3%) of teachers disagreed with mean value (3.25) and standard deviation (1.39) respectively.

So, the data showed that the principal has ability to give feedback teachers to enhance their performance handling case

Again, to check whether the given information is right or wrong, the researcher reviewed and checked the documents of teachers' evaluation and feed back. . Actually, in all of the schools I found that performance evaluation exists as a document. Fore example, in Gallew secondary schools performance evaluation was less , In wirtu Chalia secondary school it was relatively better Again in Gulliso Genera Secondary School feedback was given to all teachers

In addition, the researcher interviewed school principals about their efforts to give performance evaluation. The interview results also affirmed the above data by saying

P1 said I do evaluation at the end of the semester to report to Wereda education office for that without which teachers can compete for their up grading course and to get carrier structure

P2 said it is not easy to make continuous evaluation and feed back to teachers it takes me time for this I do not give continuously I only give at the end of first semester and second semester

P3 agreed by saying, it is simply wasting time has no use except for carrier structure and getting up grading course

Table 11: Teachers' responses The Role of Principals in Goal Clarification

Items	Parameters	Category		Mean	St.D
		Teacher			
		Frequency	%		
Principals are skilled in developing school goals clearly	SD/D	10	22.2	3.25	1.39
	UN	13	28.9		
	SA/A	22	48.9		
Principals are capable of making clear that the school goals to school communities	SD/D	10	22.2	3.25	1.39
	UN	13	28.9		
	SA/A	22	48.9		
Principals are capable of encouraging the staff toward the achievement of expected goals	SD/D	17	26.1	3.02	1.29
	UN	12	16.9		
	SA/A	16	53.9		
Principals are capable of setting direction toward the achievement of anticipated goals	SD/D	19	28.8	3.36	1.58
	UN	14	37.7		
	SA/A	12	26.6		

School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meeting and department chair meetings. They communicating them through individual meetings such as follow up conferences to classroom observations. Frequently, communicating of school goals by instructional leaders promote accountability, a sense of personal ownership and instructional improvement (Ubben and Huges, 1997).

A plan setting goal is the most important strategy for a better performance of the intended plan. Consequently, the research showed 12(22.2%) of teachers agreed and 19 (42.2) disagreed with mean value (3.25) and standard deviation (1.39) respectively.

This exposed that most frequently principals were unable to set clear goals. Plans are made to meet the needs of the community to this effect involvement of principals made sure that the school goals were in line with respect to their objectives. The other fundamental issue regarding principals is the capacity of encouraging the staff toward the achievement of expected goals. On the study it is shown that 16 (35.5%) of teachers agreed 17 (37.7%) of teachers disagreed with mean value (3.25 and standard deviation (1.39) correspondingly. Table 11 depicted that the majority of the respondents agreed upon principals were skilled in developing school goals clearly but were not capable of setting direction towards the achievement of anticipated goals. Thus, the study result has shown that most often the principals were not encouraging the staff and the communities towards the achievement of expected goals

To check whether what were said by teachers go with that of the principals interview was made with the principals .One of the principal said I am always occupied with work though the school had prepared one year ,three years ,6 months and BSC plan I did not invite staff to know about those plans

The other principal said I for myself prepare a plan with a committee no need of telling the teachers about the plan except weekly and monthly educational plan.

Again the principal of one school said we prepare plan with PTA(parent Teacher Association teachers are told about the plan even I tell the community Another vice principal said I can't prepare a plan according to the procedure

In order to be successful in goal achievement, we have to encourage participation of teachers in decision-making process. This is because school decisions can affect them directly. Through and with teachers school plans will be accomplished. Thus, it is important to encourage the active participation of teachers in decision-making processes. The following table presents to what extent principals encourage teachers participation in decision-making processes.

Table 12: Principals Role in Decision-Making

Items	Parameter s	Category		Mean	St.D
		Teacher			
		frequency	%		
The school community is satisfied with decision made in the school	SD/D	25	62.2	3.04	1.63
	UN	5	11.2		
	SA/A	12	26.6		
Teachers are making active participation in school decisions	SD/D	20	48.9	3.34	1.63
	UN	8	17.7		
	UN	8	17.8		
	SA/A	17	33.4		
school leaders make decisions openly	SD/D	18	35.5	3.38	1.62
	UN	8	17.7		
	SA/A	19	37.7		
The school communities are well informed	SD/D	26	52.2	3.36	1.68
	UN	7	21.4		
	SA/A	12	51.5		

Decision making can be either a specific act or a group process. In a school system satisfying the needs of everyone might be difficult. According to the research made 12 (26.6%) of teachers responded agree, 22(48.8%) of teachers disagreed with mean value (3.04) and standard deviation (1.63) correspondingly. Thus, the research showed that the respondents most frequently value disagreed so that school communities were not satisfied with decisions made in the school.

As part of the decision, participation of teachers is inevitable since they are playing the major leadership role in the school site. According to the respondents 20 (44.4%) of teachers responded disagree. 17(35.5%) of teachers agreed, with mean value 3.34) and standard deviation (1.63) respectively.

In this regard, the most frequent value indicated were negative about teachers' participation role in decision making. This revealed that teachers were not valued passing the most important decisions to be made.

Transparent form of leadership helps for smooth communication among school communities to this effect, 18(37.7%) of teachers agreed, 19 (40%) of teachers disagreed agreed with mean value (3.38) and standard deviation (1.63) respectively. Subsequently the data collected depicted that school principals make no participative decision.

A major challenge in leadership is to organize information circulated for the total population as to the data collected 26 (55.6%) of teachers disagreed, 12 (26.6%) of teachers agreed, with the mean value (3.36) and standard deviation (1.68) respectively. As the most frequent value confirmed most of the respondents disagreed that school communities were not well informed about the day to day activities performed in the school teaching and learning interaction which is the negative implication community satisfaction with the school Principal ship

To check what were said by teachers with that of principals interview was conducted with the principals P1 said I make decision with the school board committee on the issues of our school , principal 2 said I make decision with our school management committee not with teachers I only inform if and only if necessary. No need of participating teachers in school decision making

Table 13: Teachers' responses on Principals Role in Utilization of Resources

Items	categories	teacher		mean	St.D
		frequency	%		
Mobilize require resources to run the school activities to enhance students learning	SD/D	10	22.2	3.25	1.39
	UN	12	26.6		
	SA/A	23	51.1		
Identify and equitably allocate resource to support student and staff learning	SD/D	36	80	1.80	1.03
	UN	4	8.8		
	SA/A	5	11.1		
Monitor the use of resources aligned to the academic standards	SD/D	27	60	4.14	2.24
	UN	6	13.3		
	SA/A	12	26.6		
Review the strategies and working guides to resource management in school	SD/D	14	31.1	3.04	1.31
	UN	13	28.8		
	SA/A	18			

Mobilizing resources is as much about making alert or better use of available resources as it is about mobilizing additional ones. In this research 22(48.8%) of teachers disagreed, 23(51.1%) of teachers agreed, with the mean value (3.25) and standard deviation (1.39) correspondingly.

As the most recurrent value represented, principals played a great role to mobilize required resources to run the school activities to enhance students learning. Allocation of resources is one of the major function of leaders as the data illustrated on 36(80%) of teachers disagreed, 5 (11.1%) of teachers agreed, with mean value (1.82) and standard deviation (1.03) respectively. Hence, the capacities of principals to identify and equitably allocate resources in order to support student and staff on their teaching learning action were not well done because of shortage of resources. .

Developing a plan or strategy for resource utilization can lead to creative efforts in using them to gain support for keeping the academic standards. Accordingly the respondents responded that 14 (32.1%) of the teachers disagreed, 18 (40%) of teachers agreed with the mean value (3.04) and standard deviation (1.31) respectively. As it frequently responded

most of the respondents agreed that principals reviewed the strategies and working guides to resource management in the schools.

Principals monitor the use of resources aligned to the academic standards. In resource utilization monitoring and evaluation are the primary tasks of leaders as the data described that respondents responded, 27 (51.1%) of teachers agreed, 12(26.6%) of teachers disagreed, with mean value (4.14) and standard deviation (2.24) correspondingly. As the data displayed on table 13, the most frequent responses revealed that principals could not monitor the use resources effectively aligned to the academic standards.

Hindering Factors to Principals' Effectiveness

There are lots factors that hinder the achievements of school principals. Knowing the root cause of the problems and tackling them is very crucial.

The following table presents the factors school principals.

TABLE14 teachers' responses on Challenges of school principals

No	Item	Teachers			Mean	St.D
			frequency	%		
1	Lack of training in school leadership management	SD/D	20	42.2	3.04	1.25
		UN	5	11.1		
		SA/A	21	46.6		
2	Lack of adequate resource	SD/D	14	31.1	3.42	1.64
		UN	5	11.1		
		SA/A	24	53.3		
3	Work over load	SD/D	16	35.5	4.24	2.12
		Un	7	15.5		
		SA/A	22	46.6		
4	Limited acceptance of principals	SD/D	12	26.6	4.14	1.39
		Un	10	22.2		
		SA/A	23	28.8		
5	Problem of Working with parents and the community in General	SD/D	10	22.2	3.38	1.19
		UN	3	6.6		
		SA/A	32	71.1		

As shown in item 1 of the table 14 above, 21 (46.6%) the teacher respondents were in agreement with lack of training in school leadership and management. The item has mean score of 3.25 and standard deviation of 1.39. From this, one can infer that lack of training in school leadership and management affected the performance principals.

With respect to item 2 of the table above, 24(53.%) of teacher respondents were in agreement with lack of adequate resources. The item has mean score of 3.42 and standard deviation of

1.64 .From this one can infer that lack of adequate resources hindered the effectiveness of school principals.

With regard to item 3 of the table above, 24(53.3%) of teacher respondents were in agreement with the work overload with mean score of 4.24 and standard deviation of 2.14. From this, one can infer that work overload affected the performance of principals.

.With regard to item 4 of the table above,23(51.1%)of teacher respondents with a mean value4.14 and standard deviation1.39 were in agreement with the problems of limited acceptance of principals. From this, one can understand that the school communities were not accepted principals.

.With respect to the last item in the table above, the respondents were in agreement with problem of working with parents and the community in general 32(71.1%) of the teachers agreed with a mean valueof3.38 and standard deviation of1.19 . From the above, one can understand that the negligence of working parents and the community in general affected the effectiveness of school principals in their respective schools.

In addition to this, in the open-ended question, the respondents were asked to mention whether there were additional factors that hinder the effectiveness of school principals. In the open-ended question, they enumerated the following factors: students' disciplinary problems, students being late, lack of teachers' motivation, lack of community involvement and so forth

Findings from Interview and Focus Group Discussion

The following information was collected from and focus group discussion conducted from, 20 student representatives and 6 PTA members with respect to selection criteria agreed upon, principals training, experience, qualification and leadership styles of secondary school principals and principals 'leadership functions:based on that the student researcher made discussion with PTA in Afaan Oromo and transilated it to English as follows

According to the respondents1 the selection criteria was based the Oromia Education Bureau and by competition among teachers with MA(masters degree) if not any teacher with BA/ BED competes by having recommendation letter from Wereda(OPDO) office Now days some EDPM graduates are becoming school Principals .Few principals have training on school leader ship except that short term training on planning HIV/AIDS BSC Environmental protection. Even those leading schools as principals are not attending EDPM.

In order to be selected as principal for preparatory and secondary schools are MA be it any subject ; however for we don't have MA degree as much needed even those with MA degree are not willing to be school leader we are obliged to selected those with BA/BED.

During the interview some PTA members replied the leading ability of some principals in planning, decision making participating school community on school matters are still needs additional work they sometimes become autocratic it is better if they are democratic. The selection criteria for principal ship position were by Wereda education office the Wereda sent principal to our school We don't know whether they are trained or not they are assigned to our school. Our school principal make decision by calling the PTA to school major problems the principals face are disturbance of student ,budget, teachers shortage ,insecurity teachers do not respect the principal work load---etc

Focus group discussion with student representatives; the discussion was done in Afan Oromo and translated by the student researcher to English .most of the student replied on the principals ability to arrange different co- curricular activity by saying co-curricular (different clubs were by skeleton organized but not functioning no strong student council, principals ask us information about teachers but teachers do not fear principals they waste our period as they like ,In Horest-Spinges General secondary school the student representatives said our teachers organizes additional class for us but students are not willing to learn In Gallewo general secondary school the principal forces student to attend additional classes and in co-curricular activities there is strong student council in our school.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The core objective of this study was to assess the major practices and challenges of school leadership in secondary schools of Gullisoo Wereda. The research engaged secondary school principals (principals and assistance principals), teachers, supervisors, education bureau officials, PTA members and student representatives of sample schools . In this study attempts had been made to answer to the following basic questions:

What is the selection criteria adopted for the principalship position?

Are educational leaders/ principals adequately trained, qualified, and experienced enough to lead secondary schools effectively?

Which leadership styles seem to work best in which circumstances in secondary schools of Gulliso Wereda?

In what type of educational leadership functions do school principals spend much of their time?

What solutions do principals and teachers offer?

What are the challenges principals face in the schools?

To deal with the basic questions, related review literature was conducted; questionnaire, interviews, and focus group discussion were implemented as the means of the study. The research was analyzed by using frequency count, percentage, mean and standard deviation through the Statistical Package for the Social Science (SPSS version 21)

The data analysis and interpretation led to the following main findings:

Concerning the characteristics of respondents, it was found that the participants' age was ranging from 21 – 30 years. The majority of the respondents were male. Female respondents were few .When their qualifications were taken into consideration, most of the participants in the study hold first degree and few with their second degrees (MA's). The majority of the respondents work experience range from 5 -20 years.

Regarding the selection and assignment criteria of secondary school principals 11 of them participated in the study. 9(Nine) Of them were appointed by wereda education officers two were selected by NGOs.

Among the leadership styles practiced, most the respondents“ agreed that principals“ rely much on punishment with the mean value (3.45) and standard deviation (1.36) respectively; and the principals have directive character with mean value (2.19) and standard deviation (1.37) which was the characteristics of autocratic leadership style.

Concerning principals give more emphasizes to the majority of the group decision making with the mean value (3.86) and standard deviation (2,18) and principals consult staff and take their ideas into consideration before taking decision with mean value leadership style. (3.21) and standard deviation (1.271) was the characteristics“ of democratic

Regarding principals give complete freedom to the staff and principals try to satisfy everyone in the school the majority of the respondents agreed with the mean value (3.48) and standard deviation (1.36and disagree with mean value (3.25) and standard deviation (1.39) was the characteristic of lassie - faire and autocratic leadership style. Concerning the role of principals in developing the school plan and objective clearly most the respondents disagreed; with mean value (3.04) and standard deviation (1.631)

Capabilities of principals in preparing plans towards the achievement of expected goals with mean value (3.38) and standard deviations (1.68). Regarding the capability of making clear the school plan and objective to teachers and students and the principal work with the staff and parent to implement planned works with the mean value (3.36) and standard deviation (1.681) and mean value (3.31) and standard deviation (1.133) respectively. Moreover, principals are capable of encouraging the staff towards the achievement of goals according to the plan; most of the respondents agreed with mean value (3.32) and standard deviation (1.163) respectively.

Regarding principals’ role in curriculum development, the skills of principals in order to maintain a curriculum improvement based on community needs, the majority of respondents disagreed with mean value (3.25) and standard deviation (1.39) respectively. Based on the responses of the participants the involvement of teachers in curriculum development, most of the respondents disagreed with mean value (3.25) and standard deviation (1.39) respectively. In addition on Principals involvement in curriculum development most of the respondents disagreed with mean value (3.23) and standard deviation (1.157) respectively. Concerning the

role of principals in staff development, principals develop a mechanism by which competent teachers share their experience of teaching methodology with their colleague friends, most of the respondents agreed with mean value (3.25) and standard deviation (1.39) respectively; and the principals help to provide short – term training at the school level by preparing academic seminars, workshops with mean value (3.25) and standard deviation (1.394) correspondingly. In relation to, principals read different current educational publications and encourage teachers to do so, the majority of the respondents disagreed with the mean value (3.36) and standard deviation (1.38) respectively. And the principal allocate enough budgets for staff development most of the respondents disagreed with mean value (3.342) and standard deviation (1.68) respectively. Regarding principals' role in conducting supervision, the principals' visits the class room instruction align with school goals most of the respondents strongly disagreed with the mean value (3.34) and standard deviation (1.63) respectively. Principals arrange meetings with teachers before and after supervision most of the respondents agreed with mean value (3.35) and standard deviation (1.68) correspondingly. In addition to, principals observe teachers professional development instead of evaluation and principals organize seminars with teachers to share their experience after supervision the majority of the respondents disagreed with mean value (4.14) and standard deviation (2.24) and mean value (3.04) and standard deviation (1.39) respectively.

Regarding principals evaluated at each semester the ongoing achievement of the teaching learning process respondents disagreed with mean value of (1.8) and standard deviation (1.03) correspondingly. With regard to, principals use teachers to evaluate their performance according to the determined plan given to them than to improve instruction process . About principals provide Feedback and the principals have capabilities in evaluating teachers most of the respondents agreed with mean value (3.39) and standard deviation (1.39) and (3.25) and standard deviation (1.139) respectively Regarding principals in their performance of goal clarification were agreed by respondents in developing school goals with mean value (3.25) and standard deviation (1.39) respectively and principals make clear the school the school goals with mean value(3.25) and standard deviation (1.39) correspondingly. In relation to principals staff toward the achievement of the expected goal with mean value (3.04) and standard deviation 1.29) respectively and principals capable enough to set direction towards the achievement of anticipated goals respondents agreed with mean value (3.36) and standard deviation (1.58) respectively. Concerning the role of principals in decision making the majority of the respondents disagreed on the school community is satisfied with decision made in the school with mean value (3.04) and standard deviation (1.63) respectively and

teachers are making active participation in school decisions also agreed with mean value (3.34) and standard deviation (1.63) respectively. With regard to school leaders make decisions openly participants agreed with mean value (3.38) and standard deviation (1.62) respectively and the school community is well informed also agreed by respondents with the mean value (3.36) and standard deviation (1.68) correspondingly. In relation to principals' role in utilization of resources, most of the respondents agreed on mobilization of required resources to run the school activities to enhance student learning with mean value (3.25) and standard deviation (1.39) and identification of equitably allocate resource to support student and staff learning still agreed with mean value (1.8) and standard deviation (1.03). In addition concerning the monitoring of resources use aligned with the academic standard most of the respondents agreed with mean value (4.14) and standard deviation (2.14) respectively and reviewing the strategies and working guides to resource management in the school the majority of the respondents agreed with the mean value (3.04) and standard deviation (1.31).

5.2. Conclusions

The study revealed that there were guideline criteria for the selection and assignment of principals. The assignments of principals were decided by wereda education office based on the pre-set criteria by Oromia Education bureau still the power of (OPDO) the leading party; the recommendation prepare must be brought without which even to register is impossible. There was no indication for the participation of stakeholders (teachers, parents and students) through their representatives; in selection of principals for the sake of transparency that could contribute to the creation of horizontal relationship between the school and the school community

- ❖ . Good communication with the school community is critical aspect of educational leadership. So schools are less likely to embrace collaboration and solve problems of principal does not encourage and model effective communication.
- ❖ Concerning leadership styles of principals Autocratic principal leadership style negatively influenced academic achievement because they adopt harsh leadership style which were highly detested by teachers. It implied the more autocratic style were used, the poor to influence academic achievement. The study of Charlton (2000) supported the findings of the study as it is found out that principals who use strict

control measures are likely to face teachers’ resistance and increase indiscipline because the teachers tend to protest against dictatorial measures used. On the contrary, democratic leadership style influences academic achievement positively and democratic leadership style affected general school performance confidently because it motivated teachers to work with principals to achieve school objectives.

- ❖ The study revealed that there was no significance influence of laissez faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks to and consequently performance declined. This style may work well when trying to build team harmony, increase moral, and improve communication or repairing broken trust among the staff.
- ❖ As to curriculum development principals created no favorable conditions for teachers to participate in decision making process related to curriculum implementation and they made less or no effort to get resource support for curriculum implementation and improvement. To the contrary they tried to encourage those teachers who implemented Curriculum effectively by providing moral support. , Most of the principals have not worked further for the involvement of parents in curriculum development. Since curriculum development is the concern of all communities, principals should improve their leadership role to involve parents on the curriculum development issues. Regarding staff development, principals and teachers perceived professional development as being imperative for teachers as they gain skills and learn new things about their subjects. The provision of short term training, academic seminars and workshop were significant. Even though allocating budget for staff development program was encouraging, more initiatives were still needed to meet their organizational goals.
- ❖ Concerning supervision and evaluation of teachers, principals were highly motivated to conduct classroom observations. However the focus of evaluation is more on performance than building the capacities or not for professional development
- ❖ Concerning the principals’ role of leadership planning, the study revealed that principals were not skillful in developing the school plan and objective clearly. Principals were not working with staff and parents to implement the school plan; in addition they were not capable of encouraging the staff towards the achievement of the expected goals according to the plan laid down.

- ❖ Concerning the capacities of principals, to identify and equitably allocate resources in order to support student and staff on their teaching learning action were well done.

The principals develop plan or strategy for resource utilization led to creative effort in using them to gain support for keeping the academic standards. Moreover principals reviewed the strategies and monitor the use of resources. In resource utilization monitoring and evaluation are the primary task of leaders to use resources effectively aligned to the academic standards.

5.3. Recommendations

The researcher believes that there is fertile ground for further investigation into issues relating school leadership. Therefore, the following possible recommendations were made:

Gulliso Wereda must assign trained, experienced and knowledgeable school leaders; who is professionally competent, knowledgeable about education system, experienced and skill full. The selection of school leaders for school must be made on competitive bases and immediate impact assessment should be made.

Gulliso Wereda should give orientation about principal ship and the role expected from school principals; besides, selection and assignment of principals should be by qualification, experience and must based on their current performance.

- School leaders should be professional who modeling good behaviors because teachers are normally looking for signals of best practices and they would like to follow the footsteps of their leaders the one who is creating a flexible environment..

- Zonal education office, Wereda Administration office and Wereda Education office have to assign qualified principals to school leadership position, work for qualities of teachers and allocate enough budget for secondary schools., should solve the problems that affect principals' face by taking in to consideration on curriculum development decision made in the school for that the heart of schools are community:

Budget allocation for school must be on time and most important to accomplish teaching learning, therefore the Wereda education officers must push the government in order budget is given on time to schools. Additional work load from school leaders must be reduced

Provide incentives for those teachers who effectively play in teaching learning process for improvement.

- A school leader approach to curriculum development is often reflection of one's educational leadership style. School leaders who involve the stakeholders in educational decisions are likely to practice the same shared authority with curricular decisions and curricular leaders should

communicate frequently and clearly to provide transparency to their constituents. Effective school leaders should ensure that all of the stakeholders have a voice in decision - making process.

decisions. It is easy for school leaders to lose sight of the schools educational mission with the competing demands on the curriculum. Curriculum leaders should continually examine the relationship between the curriculum and the mission of the school.

- Leadership does not belong to a single principal or administrative team. Instead, leadership must be seen as the responsibility of everyone in the community. These include school principals, teachers, staff, students, parents and community members. The relationship between a school principal and those who follow him or her should be based on mutual trust and respect. School principals must work to build and maintain a trusting environment in which teachers feel comfortable and supported

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AAPPENDEX A
ADDIS ABABA UNIVERSTY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ADDIS ABABA

Questionnaire: to be filled in by Teachers

Dear respondent,

The purpose of this questionnaire is to assess and examine the leadership practices and problems of government secondary schools in Gulliso Woreda. The information gathered through this questionnaire will be used strictly for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note:

- No need of writing name
- Each question has its own instruction
- Give only one answer to each item unless you are requested to do so.
- Make a tick $\sqrt{\square}$ in the place provided to show your responses.

Thank you in advance for your cooperation

Name of the school _____

Woreda _____

PART I Background Information

Instruction: Please indicate your answer by making a "✓" mark or writing where it is necessary in space provided.

1. Sex: Male ☐ Female ☐

2. Age : below 20 ☐ 21 – 30 ☐ 31 – 40 f) ☐ 41 – 50 ☐ Above 50 ☐

3. Work experience in teaching

3.1 Total ☐

3.2 On the current Position

4. Qualification (field of specialization) in:

4.1 Under graduate program ☐

a) Edpm ☐

b) subject major ☐

c) Pedagogical science ☐

d) other, please specify ☐

4.2 Graduate Program

Edpm ☐

Psychology ☐

Curriculum ☐

Other specify _____

6. What were the criteria used to elect / appoint you to the principal position?

Training in education leadership management ☐

Prior experience as a school leader at lower levels ☐

Prior experience as a teacher ☐

Political connection ☐

e) Any other ☐

7. How was the school management Committee members elected?

By secret ballot ☐

BY showing hands ☐

Elected unopposed ☐

By consensus ☐

Assigned by the director ☐

Assigned by Authority ☐

PART II

The following questions are concerned about selection criteria of secondary school principals.

Instruction: Please select your choice and put (√) mark in the corresponding boxes. You can choose more than one answers.

1. What are the criteria you implement for the principal ship position in your sub – city?

b) Political commitment ☐ b) Educational level ☐ c) Experience in teaching ☐

d) Others please, specify _____

2. In your opinion, do you think that school administrators (principals) who is not qualified in educational administration can help teachers in teaching – learning process effectively?

a) Yes ☐ b) No ☐ c) Not sure ☐

3. Is there a standing guideline for the assignment of principals of secondary schools?

a) Yes ☐ b) No ☐ c) Not sure ☐

4. If your answer for question number 3 is yes, do principals assigned according to the guideline?

a) Yes ☐ b) No ☐ c) Not sure ☐

PART III

Instruction: The following questions are designed to assess the adequacy of resources available to school to improve teaching and learning process. Therefore, put the (√) mark in the places provided against the choices.

N.B VH = Very high H = High M = Medium L = low VL = Very low

No	Item	Very High 5	High 4	Medium 3	Low 2	Very Low 1
1	The extent to which your school possess competent qualified teachers in all subjects					
2	The extent to which your school possess enough reference materials in the school library					
3	The extent to which your school possess necessary student text books					
4	The extent which your school posses adequate amount of finance /budget					
5	The extent which your school posses enough desks and classrooms					

PART IV

Instruction: The following question items are designed to assess actual situation in school and outside the schools regarding how principals involve and work with parents and other stakeholders so as to improve and facilitate the environment for teaching and learning process.

No	Item	Very High 5	High 4	Medium 3	Low 2	Very Low 1
1	The extent which principals involves Parents in formulating school policy and program					
2	The extent which to which the principals involves for implementing school policy and program					
3	The extent which to which the principals involves parents in student discipline problem					
4	The extent to which the principals involves parents come to school for meeting and provide constructive ideas					

5	The extent to which the principals creates a strong link between parents/ stakeholders and improve the teaching learning process					
6	The extent which to which the principals involves parents and stakeholders in supporting the school by their finance					

PART V:

The following question items are designe the extent to which teachers are satisfied in their principal performance

No	Item	Very High 5	High 4	Medium 3	Low 2	Very Low 1
1	The entire to which the principal involves and works cooperatively with staff for meeting school rules and regulations.					
2	The extent to which the principals works cooperatively with staff for solving problems and making participatory decision - making					
3	The extent to which the principals encourage individual to self – evaluate performance and identify the area of improvement					
4	The extent to which the principals build conciseness and acceptance on established rules and regulations					

PART VI

Instruction: The following are statements about styles of leadership in secondary schools; please rate each statement from strongly agree to strongly disagree by putting (✓) mark in the columns provided using the following scale.

SA = Strongly Agree (5) A = Agree (4) UD = Undecided (3) DA = Disagree (2) SD = Strongly Disagree (1)

No	Regarding styles of leadership	SA (5)	A (4)	UD (3)	DA (2)	SD (1)
1	Principals rely much on Punishment					
2	Principals have directive character					
3	Principals give emphasis to group decision - making					
4	Principals consult staff and take their ideas into consideration before taking decision					
5	Principals give complete freedom to the staff					
6	Principals try to satisfy everyone in the school					

PART VII

Instruction: The following are statement about leadership qualities of principals in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (✓) mark in the columns provided using the following scale

No	Regarding styles of leadership	SA (5)	A (4)	UD (3)	DA (2)	SD (1)
No	Regarding styles of leadership					
1	Principals rely much on Punishment					
2	Principals have directive character					
3	Principals give emphasis to group decision - making					

PART VIII

Instruction: The following are some **educational leadership functions** that school principals spend much of their time. These are: **Planning, curriculum development, staff development, supervision, evaluation, goal clarification, research work, decision – making and utilization of resources.** Please, rate each statement from **strongly agree** to **strongly disagree** by putting (√) mark in the columns provided using the following scale.

SA = Strongly Agree (5) **A** = Agree (4) **UD** = Undecided (3) **DA** = Disagree (2) **SD** = Strongly Disagree (1)

No	Planning (1 – 5)	SA (5)	A (4)	UD (3)	DA (2)	SD (1)
1	Principals rely much on Punishment					
2	Principals have directive character					
3	Principals give emphasis to group decision - making					
4	Principals consult staff and take their ideas into consideration before taking decision					
5	Principals give complete freedom to the staff					
6	Principals try to satisfy everyone in the school					
	Curriculum Development (1 – 5)					
1	Principals identify school communities need so as to improve curriculum.					
2	Principals work as a resource person in curriculum improvement.					
3	Principals involve teachers in curriculum development					
4	Principals involve parents in curriculum development.					
5	Principals identify school communities need so as to improve curriculum					
	Staff Development					

	(1 – 5)					
1	The principals develop a mechanism by which competent teachers share their experience of teaching methodologies with their colleague friends.					
2	The principals help to provide short – term training at the school at school level by preparing academic seminars, workshops , etc.					
3	The principals identify training needs of teachers.					
4	The principals read different current educational publications and encourage teachers to do so.					
5	The principals allocate enough bud get for staff development activities					
	Supervision					
1	The principals’ visit the classrooms often to ensure classroom instruction align with school goals.					
2	The principals observe teachers for professional development instead of evaluation					
3	The principals arrange meeting with teachers before and after supervision.					
4	The principals organize seminars with teachers to share their experience after supervision.					
	Evaluation					
1	The principals evaluate at each semester the ongoing achievements of the teaching learning process					
2	The Principals use teachers to evaluate results to improve the instruction process					
3	Principals provide feedback to teachers.					
4	The principals have capabilities in evaluating teachers					
	Goal clarification					
1	Principals are skilled in developing					

	school goals clearly.					
2	Principals are capable of making that the school goals to school communities.					
3	Principals are capable of encouraging the staff towards the achievement of expected goals.					
4	Principals are capable of setting directions towards the achievements of anticipated goals					
	Decision - making					
1	The school community is satisfied with decision made in the school					
2	Teachers are making active participation in school decisions					
3	School leaders make decisions openly					
4	The school communities are well informed					
	Utilization of Resources					
1	Mobilize required resources to run the school activities to enhance student learning					
2	Identify and equitably allocate resources to support student and staff learning					
3	Monitor the use of resources aligned to the academic standards					
4	Review the strategies and working guides of resource management in schools					

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Interview guideline for principals and vice principals

PART ONE: Personal characteristics

1.1 Name of the interviewee _____

1.2 Sex : Female ☐ Male ☐

1.3 Age: _____

a) 25 and below ☐ b) 26 – 35 ☐ c) 36 – 45 ☐ d) 46 and above ☐

1.4 Educational Qualification _____

PART TWO: Interview Questions

1. How did you get the position of being principal?
2. What are the selection criteria agreed to, for the principal ship position in secondary Schools of your Woreda/Schools
3. How did you encourage the participation of teachers in curriculum improvement?
4. Are educational leaders or principals adequately trained, qualified and experienced enough to lead secondary schools?
5. To what extent you conduct supervision?
6. How did you manage resource?
7. What is the focus of your evaluation?
8. How did you initiate staff development?
9. How often parents are invited to see their student results to give feed back to school?
10. Which leadership styles and strategies seem to work best, in which circumstances; in secondary schools?
11. What possible alternative strategies could be used to overcome the current challenges to enhance secondary school leadership?
12. What are the major problems that the school principal faces on his / her leadership activities?
13. What are the possible solutions for the above problems?

APPENDEX3
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Interview guideline for Supervisors, Woreda Educational officers

PART ONE: Personal characteristics

1.1 Name of the interviewee _____

1.2 Sex : Female ☐ Male ☐

1.3 Age: _____

a) 25 and below ☐ b) 26 – 35 c) 36 – 45 ☐ d) 46 and above ☐

1.4 Educational Qualification _____

PART TWO: Interview Questions

- 14 What are the selection criteria agreed to, for the principal ship position in secondary Schools of your Woreda/Schools
- 15 Are educational leaders or principals adequately trained, qualified and experienced enough to lead secondary schools?
- 16 How school principals are assigned in current situations?
- 17 Which leadership styles and strategies seem to work best, in which circumstances; in secondary schools?
- 18 What possible alternative strategies could be used to overcome the current challenges to enhance secondary school leadership?
- 19 What role do you play in the school?
- 20 How many times do you visit the school under your supervision within a week to discuss upon the affairs / problem of the school?
- 21 What are the major problems that the school principal faces on his / her leadership activities?
- 22 What are the possible solutions for the above problems?

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Focus group guide lines for student representatives

Part One Personal characteristic

1.1Name of the interviewee-----

1.2 Sex Male ☐ Female ☐

1.3Age 12 ☐ 13—17 ☐ Above 17 ☐ Part two ☐

1. Does the principal arrange different co-curricular activities for the students?
2. Does the principal work to ensure the safety and security of students in the school?
3. Does the principal helps to organize strong student councils?
4. Does the principal work continuously to improve disciplinary problem?
5. Does the principal with the staff to set high and achievable standards for students?

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Focus group discussion with PTA(parent Teacher Association)

PART ONE Personal characteristics

1.1 Name of the interviewee-----

1.2 Sex Male ☐ Female ☐

1.3 Age A 25 and below ☐ B 26-35 ☐ C 36-45 ☐ D-46 above ☐

1.4 Educational qualification

PART TWO Introduction and permission statement

This focus group discussion guide is to describe the purpose of gathering data on practices and challenges of secondary school leadership in Gulliso Wereda .Your participation, opinion, feeling and reaction .will give important contribution for the final outcome of the research study. This study will be only for academic purpose.

1. What are the selection criteria agree to the principal ship position in your school?/Wereda/
2. Are educational leaders or principals adequately trained qualified and experienced enough to lead secondary schools?
3. How school principals are assigned in current situation?
4. Which leadership styles strategies seem to work best and in what circumstances?
5. What possible alternative strategies could be used to overcome 6 6 challenges to enhance secondary school in Gulliso Wereda?
6. Do school communities participate in decision making in your school?
7. How much competent the principal is to develop curriculum?
8. How often your school carry out instructional supervision per semester? How much competent your school principal to taking risk ?
9. What are the major problems principal's face in providing leadership in teaching learning