



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**CHALLENGES OF PRINCIPALS' LEADERSHIP PRACTICES
IN GOVERNMENT SECONDARY SCHOOLS OF KEMBATA
TEMBARO ZONE, IN SNNPR**

BY

MESERET HAILEMICHAEL

JUNE, 2019

ADDIS ABABA, ETHIOPIA

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ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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ADVISOR: TESHOME TOLA (PhD)

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June, 2019
Addis Ababa

DECLARATION

I, declare that this thesis entitled “Challenges of Principals’ Leadership Practices in Governmental Secondary Schools of Kambata Tembaro Zone” is my original work and that all the relevant information or sources used for the thesis have been properly acknowledged.

Name of the researcher: Meseret Hailemichael

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Date of Submission: June, 2019

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ACRONYMS

GEQIP- General Education Quality Improvement Programme

CPD -Continuing Professional Development

ESDP- Education Sector Development Program

GEQAP- General Education Quality Assurance Program

KETB- Kebele Education Training Board

PTSA -Parent Teacher Student Association

REB - Regional Education Bureau

MoE- Ministry of Education

NLNS- New Leader for New School

SNNPRG- Southern Nation Nationalities People Regional Government

USAID- United State America International Aid

UNESCO- United Nations Educational Scientific and Cultural Organization

UNICEF- United Nations International Children's Education Fund

WEO- Woreda Education Office

WQEAH- Woreda Quality Education Assurance Head

ABSTRACT

The purpose of this study was to assess Challenges of Principals' Leadership Practices in Governmental Secondary Schools of Kambata Tembaro Zone. To achieve this purpose the study employed descriptive survey research design. Study used both qualitative and quantitative approach through collecting and analyzing data. For the study 7 secondary and preparatory schools were included through simple random sampling techniques. From these sample, 4 supervisors from cluster schools and 4 Woreda education officer quality assurancehead experts from woreda education office were selected by using availability sampling, while 120 teachers were selected by using stratified sampling and 14 principals were selected by using simple random sampling techniques. Questionnaires were used as main tool of data collection. Interview was used to substantiate the data gathered through questionnaires. Document analysis was also part of data collection for the study. Data were analyzed using statistics such as frequency, percentage, mean, standard deviation, and independent t-test while content analysis approach was used to analyze qualitative data. The result of the study indicated that the teacher and principals respondents have the same views. Challenges which faces the leadership practices of secondary school principal in Kambata Tembaro Zone such as heavy work load to perform instructional activities, lack of enough instructional materials, lack of technology leadership practices, interference of political case and superintendents for decision making, challenges of administrative obstacles and shortage of time due to unwanted meeting call from woreda administrative body, lack of community support for education, lack of enough budget allocation. Finally, to minimize the challenges listed in above related to challenges of leadership practices, it is recommended that the woreda education office in collaboration with the zonal education department has employed administrative workers at each level of vacancy to reduce work over load of principals, giving training in technology leadership, avoid interference of political case and superintendents for decision making in the school, avoid unwanted meeting call from woreda education office, allocate sufficient budgets for education sector and motivate and create awareness community participation in education area were suggested.

CHAPTER ONE

INTRODUCTION

This chapter deals with background, statement of the problem, objectives, significance, delimitation and limitations of the study as well as operational definitions of key terms.

1.1 Background of the study

Education plays a vital role to speed up the overall socio-economic development of the country. As a result of this, nations of the world has given high priority to education sector to realize that education could be the gateway to future economic, social, political and technological development of the country. The role of education, therefore, is not only just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in the society, but also to impart values, ideas, attitudes and aspirations which are important for natural development.

There are different variables that contribute for the development of education system. Among these, school leadership is critical to school improvement and create a situation in which best teaching learning process can occur. To develop the effectiveness of schools, we need to have well selected curriculum, instructional situations and competent teachers and school leaders. Although schools have the required instructional materials, financial and human resources, effective performance cannot be realized without appropriate leadership practice.

Leadership is a highly complex concept to define, but most definitions focus on the exercise of influence (Leithwood & Jantzi,2000) as the notion of efficient leadership has shifted from delegation and direction to collaboration and shared responsibilities. In the traditional perspectives, the definitions of leadership focus on the ability of an individual person to influence other peoples so as to achieve certain objectives. However, at this time the concept of leadership shifted from analyses of individual leaders either those in formal leadership roles or informal leaders to distributed leadership.

School leadership has become a priority in education policy agendas in a global context. It plays a great role by improving school outcomes by influencing the motivation of teachers, parents, community and stakeholders in education (Pont, Nusche & Moorman, 2008).

Principal as an instructional leader for the school facing a lot of challenges and obstacles achieve their vision and mission. According to Sharma, Sun and Kannan (2012), the principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. They have to consider in the entire angle whether their decision will be affecting anybody or not. Especially when dealing with teachers, whether their instructional practice really gives impact to teachers or not. So as leader he/she should consider all these aspects.

The government of Ethiopia recognizing the role of education in developing the country economy, has placed great emphasis on professional development for school principals, vice principals, department heads, and teachers as well as educational officers in charge of education at different levels to keep the quality of education. In its educational sector development program four (2010), ministry of education stated that educational leadership are professional and those who assume the role should equipped with the necessary knowledge and skill to exhibit proper professional ethics that are necessities at school level. In addition to this, the Ethiopia Educational and Training Policy, (MOE, 1994: p: 29-30) states that educational management should be democratic, professionally coordinated efficient and effective.

According to Premavathy (2010), teachers are influenced by their school's leadership and they then have a direct influence on Students' achievement.

School leaders have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Developing a shared vision around standards is an essential element of a school leader. Regarding the role of school principal Ethiopian Ministry of Education (2012) emphasizes that:

The school principal is the leading professional of the school. The major role of the school principal is providing professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The researcher argues that effective leadership practices of school principals play a great role in making school effective, Bush, (2008) as emphasizes the quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective.

Day & Sammons (2009) described that school principals carry the leadership activities through practicing their knowledge and the required skills to influence followers to achieve common

goals. Therefore, school principals are expected to improve the overall schools performance and student's achievement through effective school leadership practices.

Therefore, school leadership is one of the most complex processes that help to influence people to achieve common goals. To be an effective leader, school principals need to have a better knowledge and the required skills of more than one leadership theory to serve their customers effectively and efficiently.

According to Adam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. According to Karunanayake (2012), leadership is a process of influencing followers to achieve the desired expectations.

For many decades, the principal has been used to perform Management Routine tasks as planning, organizing, monitoring, and evaluating. These tasks are evidenced in giving orders, dealing with school budget, arranging classrooms timetables, monitoring attendance and absence of teachers and students. Those tasks are considered and are still seen as important. However, with the advent of major changes in education and the changing prospects for the graduates needed for the new economy, this view of the roles of the principals has changed. Today, the challenges are schools faced with not only an abundance of knowledge and technological movements at all fields but also with many challenges to an effective learning process (Leonard, 2010, p. 1). However, we still hear that too are playing the same old roles with little focus on teachers' performance, which could improve students' learning. The old image of the principal's roles dominated our schools for a long period of time, but now, it is the time to move and take series steps to change this image.

Nowadays with the advancement of knowledge and the changes in Technology, we need different types of leadership in our schools, which is quite different from what is familiar and ordinary, Past education systems tend to have placed their focus on managing school- smooth bus operations, substitute placement, student and staff discipline, etc." (Dumas, 2010). This is not to argue that the instructional leader does not possess managerial skills, the successful principal is the one who cares for educating his students, helping his teachers, and at the same time does not neglect the routine tasks which are vital to achieving goals and visions of the school. All those roles are essential in the school journey towards ongoing progress. (Gupton, 2010, p. 16)

Traditionally, principals were expected to be managers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance. During the eighties, there was a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should become directly involved with the teaching and learning processes. Principals should not only possess the knowledge, skills, and attitude to support learning; they should also spent significant chunk of their time on it. Principals need to be the prime role models of learning. We will conclude this unit by quoting Jenkins (2009): "If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment. To achieve this goal takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principals, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships." (p.37)

Principals as heads and pedagogical leaders are responsible for the goals, processes and outcomes of schools (Geir Skeie, 2009) and in carrying out their responsibilities; the principals expected not just to fulfill their duties but also to be successful in curriculum implementation.

Availability of efficient and effective educational leaders seriously affects the improvement of school effectiveness as well as the realizations of the objectives of entire education system of a country. For instance, according to the 1994 Education and Training Policy the cultivation of citizens who are capable of playing conscious and active roles in the economic, social and political life is one of the major aims of the country's education system (TGE, 1994). However, the realization of this big educational aim has been somehow challenged due to lack of adequate and effective educational leaders as indicated in General Education Quality Improvement Package (GEQIP) document of ministry of education (MoE, 2007). This document further states that educational leaders like school principals lack expected degree of leadership skills to promote transparency, accountability and participatory decision-making. This research inquires about to study the problems which may challenge the leadership practices of principal in Kembata Tembaro zone of secondary school.

1.2. Statement of the Problem

Pont (2008) identified the following factors as challenges to school leadership in an attempt to improve quality education: school autonomy, accountability for outcomes, role expansion, role overload, insufficient preparation and training, and lack of clarity about the core roles of school leadership. Sungtong (2007) on his part identified three major challenges that school leaders face during school reform: restructuring school administration and management system, financial management related and parental expectation and relation. Following the formulation of the new Education and Training Policy (1994) major achievements have been retained in creating access to primary education. However, achievements in access have not been accompanied by adequate improvements in quality (World Bank, 2008).

The MoE has clearly noted the challenges facing the country with regard to education quality, stating, “The achievements in enrollment have not been accompanied by sufficient progress in the quality of education-in fact, in some areas, quality has deteriorated, at least partly as a result of rapid expansion” (MoE GEQIP 2007). The key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogical skills, inadequate school facilities, and insufficient curricular and instructional materials (USAID, The Government of Ethiopia Quality Assurance & Examination Agency 2010). Above all the practice of school leadership takes a lion share for the implementation of the package. This implies that, a leader (manager) holds a special place in the system of management, because she/he leads and accomplishes over all school activities, and we can say that schools grow, develop and prosper because of effective leadership. On the other hand, lack of effective leadership is the reason for the failure of many schools. Indeed, leadership makes the difference between successes and failures.

However, the capability of leaders to carry out the program in mobilizing the stakeholders to facilitate the implementation of the package is under question. Berry and Workiye (2009) also stated that the implementation of GEQIP faces challenges that emanate from the low awareness level among stakeholders, weak understanding of how to integrate the packages, and insufficient support system. Firdissa (2006) on his part argued that although there are established opportunities, including GEQIP for quality assurance in Ethiopian education system, many challenges such as the rapid enrollment expansion, scarcity of resources and low proportion of qualified teachers are untouched challenges. Moreover, as stated by UNICEF (2010), the weak

capacity of the schools to correctly interpret, plan, implement, and monitor policies and programs, and inadequate resources highly affect the reform.

On the other hand, the quality improvement program was based on school effectiveness model that consisted of eight domains though GEQIP does not treat all. The school effectiveness model that was developed by researchers in UK and USA is directly adopted as a package for quality improvement in our education system. However, Saleem (2010) argues that in developing countries like ours, it becomes difficult to implement the model due to different contexts, lack of resources and skills, and coordination of communication. It is also a different cultural environment which on a stranger education model might not work properly, being just partially accepted at school level.

According to New Leaders for New Schools (NLNS) (2009), School leaders' effectiveness is measured through three major areas: improving student's achievement, promoting their effectiveness and practicing effective leadership by actively involving all stakeholders to achieve common goals and objectives.

From the above statement it would be easy to conclude that, the attention given for the strengthening of school leadership is inadequate. Similarly, Ethiopian Ministry of Education (2005) identified, weak school management and low capacity of schools to implement programs was one of the great challenges to achieving access, quality, and equity in education. Though, from the above accepted understanding one may describe that the existing situation could affect the quality of the principals leadership practice in secondary schools, until now there was no enough studies that can show the status of challenges that faces principal leadership practices in government secondary school of Kembata Tembaro Zone.

To enable schools to become caring communities that nurtures all children, regardless of their ethnic background, economic status, religious affiliations, or gender differences. It starts not From the above statements it would be safe to form understanding that, the traditional assumption of school leaders' roles and responsibilities can no longer serve the learning needs and interests of the generation of 21st century students. School leaders' role is not simply to accomplish administrative tasks, rather to lead with shared vision and mobilize all the required school resources through shared leadership to ensure the provision of quality education with improved student's achievement.

Heroic leadership by which school leaders working alone are tends not to meet the leadership capabilities of today. From the observation of the researcher during the practicum sessions, living in the area for a long time and informal discussions with teachers and parents, the practice of secondary school leaders in Kembata Tembaro Zone is ineffective.

Research findings and some documents show that majority of school principals in Ethiopia, operate in the midst of several challenges. Some were trained in subject areas than in leadership. That means, they have not been trained in professional disciplines that make them serve as principals in secondary schools. Thus they face many challenges in performing instructional leadership activities as expected of them. For example, UNESCO, 2006 document highlights that pressure from their super ordinates to meet the goals of the organization on the one hand, and from the teachers to meet their personal need on the other are some of the challenges Similarly, another local research indicated that most of secondary school principals did not have the required qualification for secondary school principal-ship and they did not get educational leadership training which make them adequate in instructional leadership practice (Feseha, 2005).

Further, Fekadu (2009), in his study indicated that principals were challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals experiences in principal ship, and heavy work load, and external challenges like interference in principals' decision making process by superintendents, and lack of technical support from the superintendent in performing instructional leadership practices.

Hence, Kembata Tembaro zone is one of the zones in SNNPR is not free from lack of challenges the leadership practice of principal in secondary schools. This is found to be weakness in instruction and implementation capacity of school principals (BGREB, 2013).

Though from the above ideas one may show that the existing situation could be among the several challenges of the leadership practices of principal in secondary schools, until now there are not enough studies that can show the status of challenges of the leadership practices of principal in Kembata Tembaro zone.

Although several studies exist relating to challenges faced by school principals they do not indicate the reality of principals in the identified study area. Newman, et al (cited in James, 1997); Point's (2008) and Sungtong's (2007) study focused on challenges of school principals, these are foreign studies that are far removed from Ethiopian context. Berry and Workiye (2009)

as well as Workineh (2012) study are of local origin, but have different focus. While Berry and Workiye were interested in the implementation of GQUIP, it neither specifically mentions anything about SIP which is also an area of principals leadership effectiveness, nor does it spell out challenges faced by Ethiopian school principals.

Workineh (2012) study was somehow related in that it addressed school management and organization, but does not say anything about challenges encountered by principals as school leaders. So far it is evident that no study had attempted to address issues related to the challenges of the leadership practices of principal in secondary school of Kembata Tembaro Zone. Hence, this study tries to address the observed research gap by using teachers, principals and supervisors as a sample to get relevant data concerning the issue under the study. The study tries to find answers to the following basic research questions:

1. What are the major challenges of leadership practices do secondary school principals face in Kembata Tembaro Zone?
2. Which of these challenges are the most critical in secondary school of Kembata Tembaro Zone?
3. What leadership skills do the principals need under such challenges?

1.4. Objective of the Study

This study has general and specific objective.

1.4.1. General objective of the study

The major objective of the study is to assess the factors that influence the leadership practices of principal's in secondary school of Kembata Tembaro Zone.

1.4.2. Specific objectives of the study

1. To identify the major challenges encountered the secondary school leadership practice of principal in Kembata Tembaro Zone.
2. To examine the challenges of the leadership practices of principal in secondary schools of Kembata-Tembaro Zone.
3. To indicate the challenges of the leadership practices of principals' can be effectively tackled in secondary schools of Kembata-Tembaro Zone.

1.5 Significance of the Study

The research findings on the factors influencing the leadership practices of principals' in public secondary schools in Kembata Tembaro Zone, in SNNPRG was hoped to help the policy makers in the Ministry of education to come up with the necessary leadership policies that can enhance teacher and student performance. The findings may be useful to the practitioners to exercise good supervisory management skills so as to improve students' performance. The study was also expected to be of great use to the principals' association who come together to discuss issues in educational administration, to the PTSA, to KTB for training and finally, the study may form a basis for further research with a view of improving the quality of leadership practices principals in secondary schools. This study was crucial to the improvement of problems of challenge the leadership practices of principal in secondary schools, since it was find to provide vital information about the challenges the leadership practices of principal in promoting students' academic achievement. This in turns help the school management to determine suitable ways in familiarizing leadership practices of principal in school. Accordingly, this study has the following significances:

- It may help the leadership practices of principal to identify their weaknesses and strengths on leadership practices and then encourage them to give more attention to properly implement principal activities in secondary schools.
- It may show the major challenges of the leadership practices of principal for teachers' professional development which put into improves learning-teaching in secondary schools.
- It may give awareness to the school principal practice that may affect the school improvement activity negatively or positively.
- It may provide information for Woreda, Zonal and Regional educational expertise about the current practice and implementation of leadership practices of principal in secondary schools and helps them to accomplish their share.
- The findings of the study may hopefully assist in enriching the existing literature on the issue of leadership practices of principal and may help as a spring board for other researchers who want to conduct further study in the area of the leadership practices of principal.

1.6 Delimitation of the Study

The study was concerned with public secondary schools. Private secondary schools and other learning institutions were not studied. The study was also restricted to the factors influencing principals' instructional supervision practices. Data were collected from principals, supervisors and teachers of selected secondary schools.

The research was more comprehensive and reliable, if it includes all schools; public and private, primary and secondary schools in Kembata-Tembaro Zone. However, due to finance and time constraints, the study was limited to public secondary schools in Kembata-Tembaro Zone because of two main reasons. The first was that the problems on the leadership practices of principal in secondary schools are commonly observed in this zone (KTZED, 2016-2017). The other one is that, the researcher is a colleague with cluster supervisors, teachers, school principals and Woreda education officers, because he has been working in one of these Woredas for many years. It is assumed that working in this zone helps the researcher to easily obtain relevant information. In order to make the study more manageable and feasible within the given time, it was geographically delimited to some selected government secondary schools (9-10) of Kembata-Tembaro Zone. From twenty one secondary schools (9-12), seven secondary schools (33.3%) were included in the study because these represent about 30% of the school population. Besides this, it gives opportunity for clarity, manageability and in-depth analysis of problems which may challenge the leadership practices of principal toward school improvement program as all the seven schools share similar characteristics. Leadership has many purposes such as: administrative, academic, liaison functions and the like. This study was delimited to the academic function of leadership at school level practiced by the school community itself.

Out of many aspects to be considered in the leadership practices of principal, the variables that address this study was: the procedures of classroom observation; the role of leadership practices of principal in promoting teachers' professional competence; the challenges of leadership practices of principal for teachers' professional development and factors that affect the practice of principal at school level focused of the present study. Finally, the study was delimited by data gathering tools include questionnaire, interview guides and document analysis. Private schools were left out because they had different management procedures and school facilities.

1.7 Limitations of the Study

According to Mugenda and Mugenda (2010) limitation is an aspect of research that may influence the results negatively but over which the researcher has no control. In this research it seemed like the respondents were shared information which is bound to affect the objectivity of the findings. However to minimize this problem, the researcher appealed to the respondents to be frank with assurance that their responses would be treated with confidentiality and would only be used for the purpose of the study. The researcher is also not in a position to control other variables that may have had influence on the study.

1.8 Operational Definitions of Terms

The following terms are also used operationally in this study. The various authors that have been quoted had numerous definitions of the term leadership; therefore, I have included a wide variety of definitions.

Instructional leadership:-is a management technique which focuses on the principal as highly involved in the teaching and learning practices in a school.

Leadership:-the process of influencing the activities of a person or a group in efforts toward goal accomplishment in a given position.

Principal: - refers to the head teacher with overall administrative responsibility over secondary schools.

Principals' leadership practices:-refers to those activities related to principals' leadership tasks that he or she uses to address control in schools.

Public secondary school: -refers to any institution of learning which is run by funds from the government and the public.

School Principal:-is a person who is executive leader of a secondary school and who is responsible for goal attainment and success of a school.

Secondary Schools:-in this study are public secondary schools in SNNPRS; schools that give education in four years duration (Grade 9-12) consisting of two years of general education (Grade 9 & 10) and two years of preparatory (11 & 12) which will prepare students for higher education.

South Nations, Nationalities and Peoples' Regional State (SNNPRS): -is one of the nine Federal Governments/States in Ethiopia. The Federal Democratic Republic of Ethiopia is divided in nine Regional States and two City Administrations.

1.9. Organization of the Study

This proposal will be organized with three main topics. The first topic contains the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation, limitation, and operational definition of key terms and organization of the study. The second topic presents the review of related literature about the contribution of school-based supervision toward school improvement activities in secondary schools. Topic three consists of description of study zone, research design, research method, sources of data, Population, sample size and sampling techniques, data collection instruments, validity, reliability, data collection procedures and methods of data analysis and ethical issues.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to review the theoretical perspectives guiding the study and outline in greater detail the dimensions of school leadership adopted as the conceptual framework for the enquiry.

2.1 Definition of Leadership

Leadership is the effort to influence the behavior of individuals or members of a group in order to accomplish organizational, individual or personal goals. It is a process by which one person influences the thoughts, attitudes, and behaviors of others. In connection to this, Peter Northouse (2007) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) Leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Without leadership a group of human beings quickly degenerates into argument and conflict, because we see things in different ways and lean toward different solutions. Leadership helps to point us in the same direction and harness our efforts jointly. Leadership is the ability to get other people to do something significant that they might not otherwise do. It’s energizing people toward a goal. Without followers, however, a leader isn’t a leader, although followers may only come after a long wait.

2.2 Significance of Leadership

Strong leaders develop guidelines and directives to influence and motivate people (Drucker, 2008). Leadership must be open, supportive, and friendly to influence the performance of employees. The most important leadership qualities involve being passionate, making or being the difference in one’s chosen profession, and managing challenges. Leaders must have clear goals, objectives, and a sense of direction for organizations. They must be able to foster and support new thinking among employees through persuasive visionary skills. Leaders also support knowledge dissemination and encourage staff improvement to inspire performance.

Leaders should enable the development of skills and competence. Drucker (2008) emphasized that leadership also entails the ability and attitude to increase employees' morale. However, the significance of leadership is not fully understood without referring to earlier works.

Daft (2010) asserted that the concept of leadership has changed since the Industrial Revolution and that contemporary leadership requires the skills to deal with conflict, unpredictability, and overall performance.

Daft contended that the emphasis has shifted to the attitudes, social interactions, and influences of leaders on individuals as well as groups. Leadership exemplifies two-way communication between leaders and followers. Daft emphasized the importance of this interaction by referring to it as "post heroic" (p. 476), meaning that leaders must develop the humility to engage others in decision making and strategy development to create a shared ownership.

Humility in leadership is a natural catalyst for the interactions and motivation needed toward achieving performance. Virtue (2010) asserted that the current Jamaican education system values the input of all stakeholders in improving and enhancing the standards of education in order to reduce academic underperformance.

2.3 Theoretical Construct of Leadership

School leadership stated that effective leaders are motivated by knowledge, facilitation, humility, innovation, and the power to influence others. Allport argued that the theoretical construct of leadership is affected by the cultures of individuals in the form of cognitive, emotional and genetic events, behavioral paradigms, and environmental effects that function as interacting determinants. The full range leadership theory incorporates situational variables in presenting a position to establish transformational leadership, which motivates, encourages, and stimulate followers. Leadership is regarded as a critical factor to initiate and implement transformational strategies in organizations.

2.4 Emerging Paradigms of Leadership

Leadership and the role of leaders are changing to achieve higher levels of effectiveness and efficiency. Similarly, Harris and Chapman (2002) contended that effective leadership focuses on people and their willingness to promote collaboration in the workplace. The focus is on the ability to create sustainable relationships, develop values and morale, and support the emergence of leaders to forge organizational changes. Harris and Chapman noted, "Effective leaders are

able to combine a moral purpose with a willingness to be collaborative and to promote collaboration amongst colleagues, whether through teamwork, or extending the boundaries of participation in leadership and decision making” (p. 2). The school system requires leaders who can manage the school system to influence students’ academic performance.

School leaders are at the core of school growth and performance. Evans (2006) described effective leadership as a willingness to accept responsibility and accountability, and a commitment to support open and honest relationships to motivate others to work together for the common goal of the organization. Effective leadership requires knowledge of and experience in what works, confidence and flexibility, respect, trust, and empathy to enhance performance. Harris and Chapman (2002) viewed effective school leadership as key to improving the performance of teaching staff. School leaders should be able to apply leadership styles that align their values and moral purposes with the personal value systems of staff members. Effective school leadership develops all areas of the school as a learning community. Harris and Chapman maintained that effective leadership in schools facing challenging circumstances must be people oriented, empowering, resilient, and flexible toward change and development strategies.

To build on the effectiveness of school leaders, Kivipold and Vadi (2008) argued that institutional leadership must promote the transfer of knowledge among staff, students, and parents to improve academic performance. The researchers suggested that institutional leadership report, monitor, and evaluate performance to influence the quality of teaching and learning. Pasternack, Williams, and Anderson (2001) affirmed that institutional leadership is an asset that can drive school performance toward the achievement of academic excellence. Effective school leaders play a key role in establishing performance and standards.

As one way to improve performance and standards, Clawson (2006) discussed the diamond model to emphasize the relationship among leaders, tasks, followers, and organizations to show how the elements relevant to each stakeholder are important in creating a paradigm shift in performance. This paradigm shift can occur among leaders, staff, and the work environment to achieve the desired performance outcome. The diamond model acts as a coordinated framework for leaders to design courses of action, create tasks for managing change, and influence strategic thinking by others in the quest for improved performance. The diamond model can help to determine leadership needs within and beyond the boundaries of the organization at the performance level (Clawson, 2006; Gullickson, 2010).

Leaders need to understand what their leadership responsibilities are within organizations or institutions to achieve success. Leaders need to know their limitations, abilities, and capabilities within the environment; identify the needs of organizations and employees; and set target levels for strategic change and improved performance. Clawson (2006) asserted that in evaluating the requirements of leadership, attention needs to be paid to leaders' needs, capacities, and effectiveness in increasing knowledge and learning.

The quality of teaching is evident in the content of the lessons; the instructional methods; and the student outcomes resulting from the efforts of school leaders who work with teachers in supportive, demanding, and reasonable ways (Colasacco, 2011). Clawson (2006) asserted that a paradigm shift that changes management control to shared control could revolutionize organizational development through performance built on commitment. Change occurs when leaders are committed to improving performance, communicating organizational goals, and influencing changes in attitudes and behavior through leadership practices.

2.5 Types of leadership

A. Transformational Leadership

Leaders are charged with identifying needs and making changes that can lead to positive results. Transformation is based upon leaders and their impact on followers. Transformational leadership supports the individuals involved in improvement efforts. Bragg (2008) emphasized the importance of transformational leadership in assessing the effectiveness of leadership in school and capacity building in teaching. Bragg asserted that people need to develop moral and authentic forms of transformational leadership to motivate, stimulate, and influence the contributions of others to organizational performance.

Bragg (2008) asserted that transformational leaders help followers to achieve a higher level of performance. School leaders need to develop transformational qualities in an effort to improve teaching and learning in their institutions.

B. Transactional Leadership

Transactional leaders often focus on what appeals to their own self-interest to gain group performance. Avolio and Bass (1991) as well as Bass and Avolio (1990) stated that transactional leaders use contingent reinforcement to encourage their followers to perform. They noted that followers are roused to action by leaders' promises; incentives; and/or intimidation (i.e., punitive action or punishment). This type of engagement is regarded as active management by exception,

which involves observing the performances of followers and correcting mistakes when they occur. Leaders who engage in passive management by exception wait passively for followers' mistakes to come to their attention, and they maintain the status quo by demanding adherence to organizational rules. Transactional leaders appeal to followers by presenting a responsive approach to situations in which their personal self-interests are the center of performance. Employees who identify with leaders' encouragement and enthusiasm are motivated to meet the goals, objectives, and overall purposes of the organization. Transactional leaders inspire employees by offering incentives, promises, and rewards, as well as by threatening intimation and punishment.

Transactional and transformational leaders communicate with employees on an individual basis, although transactional leaders use direct inducement to enhance work and growth opportunities. Transformational and transactional leadership styles complement each other, although transactional leaders' relationship with followers relies heavily on personal gains. However, to distinguish between transactional and transformational leadership styles,

C .Value-Based Leadership

Valued-based leadership seeks to uphold the values of reliability, accountability, fairness, honesty, and commitment of team members. Kraemer (2011) stated that value based leadership is "a personal journey of self-knowledge and commitment to do the right thing...to do the best you can" (p. 17). Kouzes and Posner (2007) described transformational and valued-based leadership as inter relational. They asserted that value based leadership focuses on interactions that increase individual motivation and morality.

Kouzes and Posner presented their five practices of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. They maintained that this type of leadership promotes inclusion, integrity, and genuineness to enhance trust among people; recognizes the contributions of teams; and appreciates and recognizes individual work.

Kouzes and Posner (2007) stated that leaders are pioneers who venture into unknown territory; search for opportunities to innovate, grow, and improve; experiment; and take risks. Leadership also entails learning by doing, adapting to conditions, and learning from errors and failures. Kraemer (2011) noted that value-based leadership involves lifelong discipline relative to individual development and learning. Kraemer presented four principles on which valued-based

leadership is focused: self-reflection, whole life balance, true self-confidence, and genuine humility. Value-based leadership encompasses personal values and tools for personal assessment.

Value-based leadership empowers and enhances the instructional development of teaching materials, delivery, and learning. Kennedy (2010) suggested that school leaders embrace and develop sustainable and influential principles at all levels of the school community. Combining principles with daily interactions contributes to building competence in others. Kennedy summarized the core of value-based leadership as values that sustain the organization's principles. Value-based leaders help others to use values as a representation of the organizational principles driving performance.

Value-based leadership contributes to sharing knowledge and practices that influence the development of instructional strategies and address the challenges of safety and security in the school environment. Principals and teachers are accountable for instruction and performance, but parents and school board members inspire performance. Often, school inspectors are excluded as responsible partners, but their annual assessment reports on performance do not include clear strategies for improvement, thus making them accountable for school and student performance.

D. Instructional Leadership

Instructional leadership resides with the principal to effectively manage resources and staff. Loeb, Elfers, and Plecki (2010) asserted that school leaders must have or develop the competence to become knowledgeable in instructional strategies and effective methods of content delivery. They noted that the supervision of teachers should be viewed as instructional leadership's efforts to improve classroom management. The principal serves as the team leader who assesses and evaluates improvements in instruction and the quality of student learning.

Leithwood (1994) and Loeb et al. (2010) contended that school leadership comprises not only formal authority but also expert knowledge of instruction, teaching, management, and safety within schools. Supervising teaching staff and managing schools require knowledge, application, and the development of methods in instructional leadership to enhance commitment, morale, and motivation. Instructional leadership entails being responsible for developing teachers' capabilities and paying attention to administrative matters such as budgeting, building maintenance, and school nutritional programs. This level of administrative support allows principals to focus their energy and time on academic performance.

Leithwood (1994) noted that a major concern of instructional leadership is to maintain momentum in the quality of instruction, staff morale, and motivation. Instructional leadership seeks to establish a level of commitment that reflects the values, beliefs, and influences of the teaching staff on the development of realistic and simple instructional techniques to improve learning. Instructional leadership builds relationships between core teaching staff and parent-teacher associations. Spillane et al. (2000) discussed the effectiveness of instructional leaders and stated that even though principals have full responsibility for the overall functioning of schools, teachers are critical to the development and delivery of instruction.

2.6 Principals' Leadership Practices Style

A leadership style refers to a particular behavior applied by leaders to motivate his or her subordinates to achieve the objectives of an organization (Olembo, 1997; Kemp & Nathan, 1989) identified three types of leadership names authoritarian, democratic and laissez faire. According to Campbell (1993) the autocratic leadership style results in the group members reacting aggressively and apathetically in work environment. Owens (1998) postulates that autocratic leadership centralizes power in the person of the leaders as well as ignoring the needs of the followers. In democratic leadership style the major point of focus is sharing. Also says that the head leads better if he consults his staff and students from time to time on what is going on in the school. The principal shares decision making with the subordinates.

2.7 Effective School Leadership

“Scratch the surface on an excellent school and you are likely to find an excellent principal. Peer into a failing school and you will find weak leadership” (Leithwood & Riehl, 2003, p 2). School leaders are regarded as central to the task of overall school improvement with crucial roles to play in promoting student learning, improving quality in education, and building and sustaining successful, welcoming, productive schools (Darling-Hammond et al. 2007; Ediger, 1998; Hallinger & Heck, 1998; Leithwood et al. 2008; Waters, Marzano & McNulty, 2003;), and they are widely recognized as the key change agent at all levels in a school system (Fullan, 2006).

Historically, overall responsibility for the school's operation has fallen to a single individual, the principal. The role of the principal of the last century has been largely vested in managerial expertise (Portin, Alejano, Knapp, & Marzolf, 2006). Successful schools in the mid-20th century

were often identified as clean and regimented institutions. The shift from viewing principals as managers to seeing them as leaders has involved consideration of:

(a) The exercise of leadership in relation to learning;

(b) Conceptions of leadership roles and the allocation of school leaders' authority; and (c) the forces and conditions driving change in leadership roles and responsibilities.

According to the National Association for Elementary School Principals (2008) in the USA, the role of principal continues to become more complex and challenging. Traditional leaders may have considered their jobs to be solely the managers of schools. But the current social and educational context-which combines high stakes accountability with the high ideals of supporting social, physical and emotional needs of children demands that principals demonstrate the vision, courage and skill to lead and advocate for effective learning communities in which all students-and adults-reach their highest potential. (p.2)

Much of the available literature on school leadership effectiveness indicates that school leaders play an important role by exerting their influence over several factors, including, most importantly, teachers (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Effective school leadership directly affects teacher capacity, motivation, and commitment and working conditions, all of which directly affects teaching practices linked to student learning and achievement (Leithwood et al. 2008).

Moreover, school leaders influence student learning by encouraging and supporting teachers to invest in their professional development, focus on student learning, and participate in professional learning communities (Hargreaves, Halasz & Pont; 2007).

While only a small body of research links principals directly to student achievement (Branch, Hanushek & Rivkin, 2009), a much larger research base documents principals' effectiveness on school operations through motivating teachers and students, identifying and articulating vision and goals, developing high performance expectations, fostering communication, allocating resources, and developing organizational structures to support instruction and learning (Knapp, Copland, Plecki & Portin, 2006).

According to Day et al. (2010), the educational values of principals, their reflective strategies and leadership practices highly shape the internal processes of school organizations and pedagogies adopted, which all have significant impact in student learning. These scholars also claim that the leadership of the principal has a direct effect on teachers' expectations and

standards. This includes the way teachers think about, plan and conduct their teaching and learning practices, their self-efficacy, commitment, sense of wellbeing, and their organizational trust and faithfulness, all of which influence student outcomes.

Leaders' effects on learning appear to involve "professional learning" and "system learning" (Portin et al., 2006, pp. 11-12). Professional learning refers to the range of skills, knowledge, and values that teachers and administrators gain from practice, through formal attempts to develop their professional capacities while on the job, and from initial preparation for their professional positions. System learning refers to knowledge about the functioning of the school system as a whole and the development and assessment of new policies, practices, and structures intended to improve its performance (Knapp, Copland & Talbert, 2003).

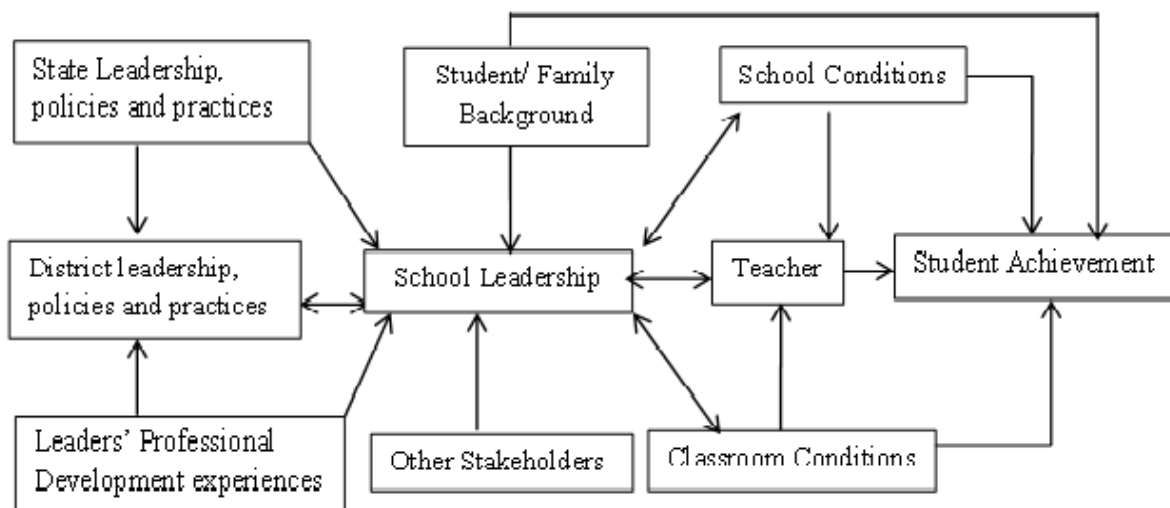


Figure 2.1: Leadership influences on student learning. Adapted from investigating the links to improved student learning: Final report of research findings (p. 14) by Louis, Leithwood, Wahlstrom, & Anderson (2010).

According to Louis et al. (2010), school leaders influence student learning mainly through establishing appropriate school conditions by setting goals, influencing culture, setting parameters for classroom conditions through designing and managing curricular planning and resource allocations, and also by directly influencing teachers. School leaders and school conditions are influenced by a number of interacting factors such as state and district level policies and practices, outside stakeholders (for example community, media, interest groups),

leaders' own professional experiences and practices, students and their family background, which all are directly responsible for student learning as shown in the Figure 2.1.

Leithwood, Anderson, Mascall and Strauss (2010) offer a 'four paths' model as shown in Figure 2.2 through which school leaders exercise their influence to improve student learning. The four paths are emotional, rational, organizational and family, each of which is seen as a way through which school leadership practices can influence student learning and school success.

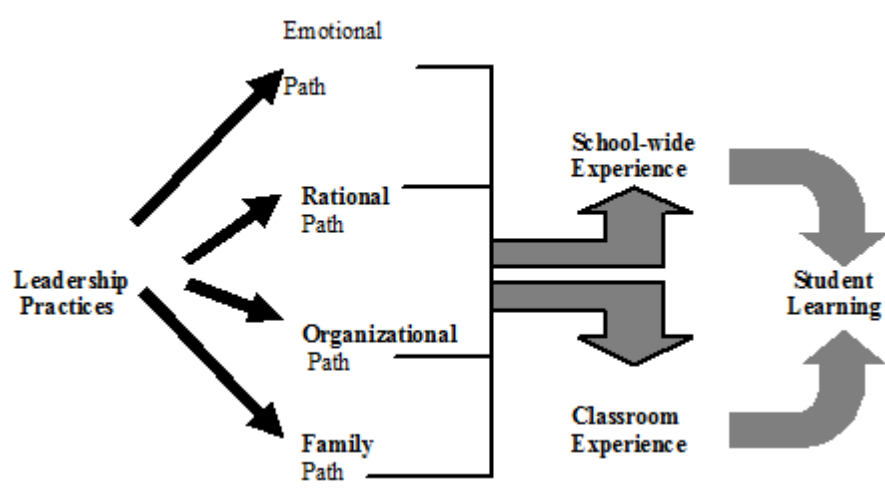


Figure 2.2 - Leithwood, Anderson, Mascall and Strauss (2010) offer a 'four paths' model as shown in through which school leaders exercise their influence to improve student learning.

Figure 2.2: Four paths of leadership influence on student learning. Adapted from School leaders' influences on student learning: The four paths by Leithwood, K., Anderson, S. E., Mascall, B., & Strauss, T. (2010), the principles of educational leadership and management, 13-30.

Leithwood, Seashore Louis, Anderson & Wahlstrom (2004) consider leadership as second only to classroom instruction in influencing student learning. Although the majority of their findings indicate modest to small effects of principal leadership on student learning, they found leadership to have much stronger effects in struggling schools in difficult situations. Leithwood and Riehl (2003) also report strong leadership effects on student learning, particularly among the exceptional schools that excel beyond expectation. They note that successful leaders influence student learning mainly by creating vision, setting goals, supporting teachers and providing conditions that promotes teaching and learning.

Hallinger, and Heck, (1998) reviewed 40 studies investigating principal's effectiveness on student achievement conducted between 1980 to 1995. They found that school leadership effects on student learning were mostly indirect, yet significant and meaningful. In particular, they found that school leaders influence student learning mainly through setting the vision, goals and tone for a school, but also through creating school structure and building organizational culture. The most comprehensive study available so far reporting directly on effect size by leadership dimension on student learning is by Viviane Robinson and her colleagues (2007, 2011). In their research involving meta-analysis of the research reporting on leadership impact on student learning, they found the following five leadership dimensions having moderate to significant impacts on student learning based on effect size: a) promoting and participating in teacher learning and development; b) planning, coordinating and evaluating teaching and the curriculum; c) establishing goals and expectations; d) strategic resourcing; and e) ensuring and orderly and supportive environment. Among the five leadership dimensions, the leading for teaching learning and development through formal and informal learning opportunities was found to be the most significant leadership dimension having effect size 0.84(effect size less than 0.2 is considered weak effect measured in a scale 0-1). According to Robinson (2011), "the most powerful way that school leaders can make a difference to the learning of their students is by promoting and participating in the professional learning and development of their teachers "(p. 104). Similarly, the researchers also found the three additional leadership dimensions that had positive impact on student learning, which include:

- a) Creating educationally powerful connections,
- b) Engaging in constructive problem talk, and
- c) Selecting, developing, and using smart tools.

The Wallace Foundation (2006) report also highlighted important connections between achievement and instructional leadership by the school leaders, and it has noted six standards for effective school leadership practice:

- (a) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- (b) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

- (c) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- (d) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- (e) Acting with integrity, fairness, and in an ethical manner; and
- (f) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Day et al. (2010) note that effective principals,

- (a) Define their values and vision to raise expectations, set direction and build trust;
- (b) Reshape the conditions for teaching and learning;
- (c) Restructure parts of the organization and redesign leadership roles and responsibilities;
- (d) Enrich the curriculum;
- (e) Enhance teacher quality;
- (f) Enhance the quality of teaching and learning;
- (g) Build collaboration internally, and
- (h) Build strong relationships outside the school community.

Leithwood et al. (2004) suggest that assessment of educational leadership should focus on leadership behaviors defined by the intersection of six core components of school performance and six key processes, which together make up their conception of principal and team school leadership. Their assessment model does not envision direct effects of leadership behaviors on student success rather that the leadership behaviors lead to changes in school performance, which in turn lead to student success. The six key processes refer to the manner in which leadership influences others in achieving six core components. Their framework mainly focuses on behaviors of the leaders and the interactions they have with teachers and students. The core components are

(a) high standards for student learning; (b) rigorous curriculum; (c) quality instruction (d) a culture of learning and professional behavior; (e) connections to external communities; and (f) systemic performance accountability. The key processes are, (a) planning; (b) implementing; (c) supporting; (d) advocating; (e) communicating, and (f) monitoring. While exploring the leadership dimensions for effective school leadership, all the sources reviewed differ in terms of the number of leadership dimensions identified, but they all fully or partially recognize the

following six activities, as shown by the check marks in Table 2.3: (a) visioning and goal setting; (b) building a positive school culture; (c) supporting teachers and students to improve learning; (d) cultivating leadership qualities in others; (e) managing school resources and operation; and (f) leading for continuous instructional and organizational improvement.

2.7.1 Visioning and Goal Setting

Vision is widely recognized as one of the key components of effective school leadership (Bush, 2011). Sergiovanni (2007) defines vision as the “capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization” (p. 10). Collaboratively setting school targets can require a significant amount of effort to motivate teachers and staff. It is about defining a shared purpose as an essential stimulant for action. Specific practices in setting targets are recognized as building a shared vision, fostering the acceptance of group goals, and demonstrating high-performance expectations from students (Hallinger & Heck, 2002). These specific practices reflect, but also add to, three functions in Yukl’s managerial taxonomy of motivating and inspiring, clarifying roles and objectives, and planning and organizing (Yukl, 1991).

According to Walker et al. (2002), “The vision embodies people’s highest values and aspirations. It inspires people to reach for what could be to rise about their fears and preoccupations with current realities” (p. 1). A vision offers a picture of the future that people aspire to reach from their existing realities; a vision guides us, gives us direction and purpose, and can serve as a powerful motivator for those around us and ourselves. In order to truly guide and motivate, Bush (2011) contends a vision must be aligned with the core values of both the individuals and the institution, and be effectively communicated to and accepted by everyone involved in the system.

Leithwood et al. (2004) maintain that leadership practices that set directions account for the largest share of a leader’s impact. This set of practices is aimed at helping teachers develop shared understandings about the institution and its activities and goals that can under-bind a sense of purpose or vision. They argue that people become motivated by goals which they find personally compelling, especially if they are seen as challenging and achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work place.

Goal setting helps in providing coherence to many activities and efforts by aligning them toward the student well-being and their learning (Robinson, 2011, p. 45). Goal setting involves about deciding the types of goals to be set, involving others in goal setting process in order to develop ownership among the stakeholders about the goals and communicating widely among the concerned members of the community (Robinson, 2011).

Highly effective school leaders inspire others around them by providing clear sense of purpose and direction through creating shared vision focused to academic excellence involving organizational values (Leithwood & Riehl, 2003). Besides setting higher expectations for students and teachers, successful school leaders collaborate with stakeholders in identifying and setting goals aligned with their vision of academic excellence, communicate regularly their vision and goals to the stakeholders, and monitor and assess the progress made regularly (Leithwood & Riehl, 2003; Hallinger & Heck 1992).

Clark (2014) expands on the process of goal setting by noting the following four points he considers important for school leaders:

- (a) The goals should be realistic and attainable.
- (b) The goals should be targeted to improve the school system (moral, academic and infrastructure).
- (c) The goal-setting process should include the maximum number of stakeholders so that they will feel a sense of ownership that will drive them to achieve the goals.
- (d) A process and completion indicator should be developed for each goal.

2.7.2 Building a Positive School Culture

Sergiovanni (2007) notes successful schools are characterized with “strong and functional culture aligned with vision of academic excellence” (p. 11). He further notes:

This culture serves as a compass setting to steer people in a common direction; provides a set of norms that defines what people should accomplish and how; and provides a source of meaning and significance for teachers, students, administrators, and others as they work. (p. 12). He considers schools as places that are loosely connected around management themes but tightly connected around cultural themes, which means members of the school community are likely to be more highly influenced by aspects of a school’s culture than by management rules and bureaucratic procedures. In other words, teachers and students are influenced highly by values, beliefs, relationships and socialization activities rather than by rules and regulations imposed

from outside. Hence, the task of school leaders in this respect is to focus on the cultural aspects of school life which are more informal, subtle and symbolic, with a view to fostering a strong functional culture promoting growth and achievement.

Deal and Peterson (1994) argue school leaders are key to shaping school culture because they communicate core values through their everyday work, reinforcing values in their interactions with teachers, students and parents, as well as other members of the community when they visit the school and participate in celebrations and governance activities. Deal and Peterson summarize their rich account by describing how school leaders can reshape a school's culture by constantly and consistently communicating core values in what they say and do, by honoring those who have worked to serve the students

and the purpose of the school, by observing rituals and traditions that support the mission of the school, by celebrating staff and student accomplishments, and recounting stories of success and achievement that showcase cherished values.

Research has shown that school culture plays a significant role in promoting school effectiveness (Heck & Marcoulides, 1996; Sammons et al., 1995). High commitment and high performance are frequently identified as distinguishing features of schools with a healthy culture characterized by collegial and collaborative interactions and high levels of self-determination (Sergiovanni, 2006). Several studies have illustrated the critical influence of school principals on school culture, and the effect of positive school cultures on teachers' performance and wellbeing (Hallinger & Heck, 1996).

Successful school leaders build collegial relationships with stakeholders based on care, respect, and trust in order to develop a strong learning community (Leithwood, 2012). Besides regularly communicating core values, norms and beliefs through their actions, successful school leaders highly promote collaboration among the members of the school community, motivate and inspire teachers and students, demonstrate highly ethical behavior, maintain transparency and appreciations for others, and they remain highly visible and easily accessible (Leithwood, 2012; Leithwood & Riehl, 2003).

2.7.3 Supporting Teachers and Students to Improve Learning

According to Yukl, Gordon and Taber (2002), supporting refers to "showing consideration, acceptance, and concern for the needs and feelings of other people" (p. 20) which contributes strongly towards follower satisfaction with the leader and improves interpersonal relationships.

Leithwood, Harris and Hopkins (2008) note that school leaders support teachers in order to improve their performances through building their capacities, improving working conditions, and through motivation as shown in Figure 2.3 below, which ultimately contributes towards improving teaching and learning. They report strong and positive influences on teachers' motivation, commitments and beliefs regarding the supportiveness of their working conditions which, in turn, had greater influence on classroom instruction. Although building capacity of teachers has been regarded as an important function of the principals, these researchers found that school leaders have substantial influence on motivation and working conditions of the teachers.

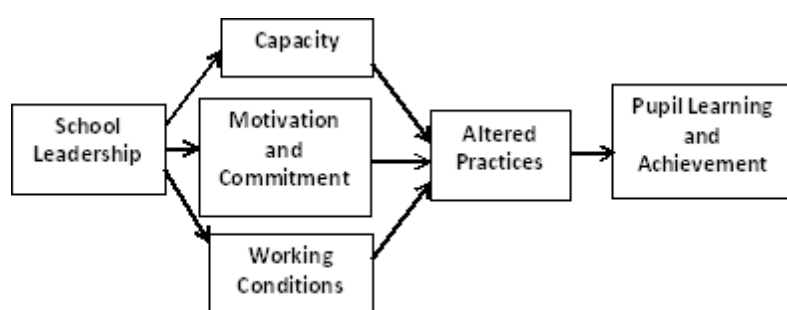


Figure 2.3: The effects of school leadership on teacher capacity, motivation, commitment and beliefs about working conditions. Adapted from Leithwood, K, Harris, A., and Hopkins, D. (2008). Seven strong claims about successful school leadership. *School leadership and management*, 28(1), 27-42.

Promoting and developing teachers professional learning through formal and informal learning opportunities has been regarded as one of the most significant leadership dimension having significant impact on student teaching (Robinson, 2007, 2011).

According to Robinson, “the most important reason for the effect in that direct involvement in professional learning enables leaders to learn in detail about the challenges the learning presents and the conditions teachers require to succeed (p. 105). Supporting is an important process to ensure the resources necessary to achieve the set goals are available and used well. Leithwood and Jantzi (2005) link supportive activities to transformational leadership. Successful leadership ensure that their teachers have expertise by providing instructional support and resources necessary to excel in their profession; provide safe and orderly school environment; they are sensitive in addressing to the needs of their individual student (Leithwood, 2012; Council of Chief State School Officers, 2008). Marzano, Waters, and McNulty (2005) have also shown how

school leaders demonstrate personal interest in teachers and staff, and make available to them. Berman and McLaughlin (1978) discuss how school leaders provide support for high-quality instruction by seeking to provide guidance for teachers working to integrate skills learned during professional development activities into their instructional behaviors.

2.7.4 Managing School Resources and Operation

Management involves coordinating staff, hiring appropriate people for the organization, addressing everyday organizational issues including pursuing goals aimed at fulfilling the vision of the organization (House & Aditya, 1997). Koontz and O'Donnell (1978) note that management is concerned with setting up and sustaining a productive, orderly, working environment in an organization. The role of the manager is one of stewardship, necessitating qualities of good administration, abilities to make efficient and effective use of resources (Sharma, 2009).

According to Leithwood (2012), school leaders who focus on overall organizational management have greater impact on raising student achievement by developing appropriate school conditions focused to academic excellence. Successful school leaders ensure their school policies, planning, operating procedures, organizational structures are designed in a way that promotes collaboration and cooperation among the members which offers maximum opportunity for the teachers and staff to become more competent and productive. Moreover, they ensure resources are allocated strategically in order to maximize student learning (Leithwood, 2012; Leithwood & Riehl, 2003).

2.7.5 Cultivating Leadership Qualities in Others

The primary aim of developing teachers and staff in schools is building not only the knowledge and skills that teachers and other staff need in order to better accomplish organizational goals, but also to enhance commitment, capacity and resilience to persist in applying appropriate knowledge and skills. Following Gray (2000) and Harris and Chapman, (2002) more specific practices within this leadership dimension include providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors. Leithwood et al. (2004) report that in both school and non-school organizations the contribution of leaders' effects on their co-workers is substantial. Leaders' actions can positively influence the attitudes and actions of others through intellectual stimulation, individualized support and providing appropriate models of best practice and beliefs considered fundamental to the organization's success. In essence, successful school leaders develop leadership qualities in others by promoting collaboration through their actions by involving teachers in decision making

and planning, developing instructional and leadership capacity, offering intellectual stimulation, providing individual support and providing appropriate models of best practices, and by offering leadership opportunities to their teachers and staff (Leithwood, 2012, Council of Chief State School Officers, 2008, Day et al., 2010).

2.7.6 Promoting Continuous Improvement

As discussed by Leithwood, (2006) the practices included in promoting continuous instructional and organizational improvement are concerned with establishing working conditions that allow teachers and other staff to make the most of their motivations, commitments and capacities. He states that school leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions. Specific practices identified by him and others include building collaborative cultures, restructuring and recapturing the organization, building productive relations with parents and the community, and connecting the school to its wider environment (Chrisman, 2005; Louis & Kruse, 1998; West, Ainscow & Stanford, 2005). The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and prevent the use of effective practices.

In sum, successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers and students through strengthening school cultures, modifying organizational structures, and building collaborative processes. The purpose of reforming the organizational cultures and structures is to support the work of organizational members and the flexibility of structures should go with the changing nature of the school's improvement goals.

2.8 School Leadership in Developing World

Unlike western mainstream educational leadership models that view school leadership as being participatory, collaborative, interpersonal, democratic with a focus on instructional leadership, school leadership models in developing countries place less emphasis on participation, collective decision making, team building, and instructional leadership (Oplatka, 2004). After examining school leadership in developing countries covering South Asia, South East Asia, and Africa by reviewing 27 school leadership journals, Oplatka (2004) concluded that school leadership models

and practices in developing countries differ significantly from what is found in developed countries. According to him, “It is likely that particular contextual conditions in which schools in many developing countries work and the cultural values defining the role of the principal constitute an obstacle to more profound acceptance of this [Western] leadership model by principals” (p. 434). He attributes the less inclusive school leadership practices in developing countries to the lower priorities accorded to education in general and school leadership in particular. This, in turn, often results in the (a) lack of major education reform, (b) insufficient budget allocations for education, and (c) a lack of focus on defining and articulating the importance of the school leadership role and its functions. Despite education reforms focusing on decentralization in some developing countries during 1990s, education systems in many developing countries have remained highly centralized, which severely limits school leaders’ autonomy, restricting the scope for the exercise of leadership and thereby leaving school leaders to focus on routine administrative jobs and managing resources (Anderson & Mundy, 2014; Chapman, 2000; Oduro, Dachi, Fertig&Rarieya, 2007; Opltko, 2004). For example, in his review, Opltko (2004) found the ministry of education, the apex government body responsible for education in all countries in the survey, retained power over major aspects of education including designing curriculum, preparing text books, managing examinations, funding, teachers’ training and selection, and recruitment and promotion of teachers, leaving only routine administrative tasks to school leaders. Hence, school leaders were found to focus on routine administrative jobs rather than instructional planning, promoting academic quality, setting goals and introducing innovative and proactive management systems at their schools:

Principals in developing countries were found to focus, by and large, on routine management, control maintenance and output-based teacher appraisal, and were likely to refrain from involving teachers and parents in decision –making, participative leadership, delegation of responsibilities , or major school change initiation. (p. 440)

Furthermore, in his review, he found principals in developing countries focused mostly on basic needs and functions due to the tightly limited physical and human resources available to them. For example, fund raising was found to be the most dominant activity of principals in developing countries. Besides that school leaders in developing countries faced a number of other challenges due to politics, with nepotism and favoritism in the appointment of teachers, forming school management committees, and securing funding being the most prevalent (Opltko, 2004).

Policy and programs focusing on developing effective school leaders is severely limited, and “principals mainly learn informally within the workplace how to do their work (Anderson & Mundy, 2014, p.8). For example, in his study involving four successful secondary school principals in the city of Dhaka, Bangladesh, Salahuddin (2012) found that the principals led their schools mainly based on their experiential knowledge without having any theoretical knowledge of school leadership since they had no opportunity to participate in formal leadership training. Besides administrative and managerial responsibilities, these school leaders are expected to supervise instruction in order to improve quality in education following the decentralization of education in many developing countries, but the centralized education management structure often appoints school inspectors or supervisors from outside the school context thereby removing or supplanting the principal from this key function (Chapman, 2000).

Preetika and Priti (2013) investigated the challenges faced by principals at five different types of schools in India using qualitative interviews. They found that principals were confronted mostly with students’ absenteeism and lack of support from their parents. Although all principals appeared to have understood the importance of parental involvement, the problem was how to get parents to collaborate meaningfully towards school improvement. They found frequent changes of school principals posed another challenge in maintaining consistency in schools. Most principals experienced difficulties motivating their teachers, the majority of whom appeared to lack a sense of accountability. They considered the job security enjoyed by public school teachers without proper accountability made them mostly indifferent toward their profession.

Yang and Brayman (2010) interviewed 40 principals from middle schools and high schools in China to investigate their leadership perceptions and challenges. Among the major challenges reported were (a) a lack of autonomy, with schools being strongly controlled by the government, (b) increased pressures for testing with less emphasis on overall development of students, (c) increased workloads due to teachers being required to carry out political duties mandated by the government alongside their regular classroom teaching duties, (d) lack of support from the community and the government, and (e) lack of resources.

In a research conducted by Voluntary Service Overseas (VSO, 2009), school leaders in the Maldives reported their major challenges as being lack of community support, poor communication between parents and the schools, lack of cooperation from parents, political

instability and political division, lack of trained teachers, lack of autonomy, lack of resources, and disciplinary problems among students, including high dropout rates. The research further notes the possibility of school leadership in developing countries as being more autocratic rather than participative or democratic, and lacking instructional leadership with an overriding focus on routine administrative tasks.

2.9 Provision of adequate resources

Effective schools are dependent on instructional programmes where human and physical resources are available, properly managed and cared for. Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and instructional aides are crucial in achieving instructional objectives. Fonseca and Conboy (2006) note that reasonable laboratory conditions, and even class decoration, can be significant elements in improving student interest and achievement in science.

Studies conducted in Uganda by Guloba, Wokadala and Bategeka (2010) to investigate whether the availability of teaching resources influences pupils' performance found that inadequacy of teaching resources partly contributes to the low quality of education. The findings of these studies suggest, however, that supplying more teaching resources in the current Ugandan context should not form the leading priority in intervention if the quality of education in public primary schools is to be improved. Paradoxically, supply of teaching resources can have adverse effects on education quality. This suggests that the supply of teaching resources in these schools seems to occur at the expense of providing effective human resources.

In contrast, studies conducted in Kenya by Mudulia (2012) found that schools with adequate resources performed better than those without. Learners at low-performing schools were disadvantaged by their lack of resources. Human resources for teaching and/or learning, teachers and school administrators, need to be encouraged to utilize the material resources provided to maximize performance.

2.10 Parental involvement and community support

A school principal needs to possess creative and visionary leadership in building collaboration and commitment between the school and the community. In effective schools, parents understand and support a clearly stated and mutually agreed upon mission at the school (Lezotte, 2001: 31). Whenever parents and the school community are included as valuable colleagues and partners of

the school family, this not only strengthens parent-child relations but also encourages learners to value and appreciate the education they are receiving. As indicated above, Adelman and Taylor (2006) found that in situations where principals work in collaboration with the school community there is improved school attendance, fewer behavioral problems, improved interpersonal skills, enhanced academic performance, increased bonding at school and home, higher staff morale, and better use of resources.

Research conducted by Davis (2000) shows that strong parent, family, and community involvement does not happen spontaneously: it is limited to certain types of schools. Individuals enter the school community with a variety of prior experiences with schools, conflicting pressures and expectations. Some may have underlying issues of suspicion or other conflicts that can affect relations between home, community, and school. Davis (2000) contends that the socio-economic background or status of the community and families of learners has a direct, appreciable influence on the degree of involvement and support given to the school. Contrary to this perception, Henderson and Berla (2004) argue that the most accurate predictor of a student's achievement in school is neither income nor social status, but the extent to which that student's family is able to create a home environment that encourages learning, expresses high, but not unrealistic expectations for their children's achievement and future careers, and becomes involved in education at school and in the community in general. It is nevertheless widely accepted that it is critical for schools to initiate programmes that actively engage learners, family and community networks as partners in creating supportive, inclusive learning environments.

2.11 An environment conducive to learning

In a safe and supportive school, the risk from all types of harm is minimized and diversity is valued. All members of the school community feel respected, included and can be confident that they will receive support in the face of any threats to their safety or well-being (Australian Department of Education, 2010). In addition, an environment conducive to learning is not limited to the physical domain, but enhances the holistic development of learners. This means no violence, physical threats, sexual harassment, verbal abuse or racial vilification.

Research and evaluation studies indicate that a safe, civil, and orderly school environment benefits the academic achievement of its learners. Pro-active support by families for the creation and maintenance of this environment is critical to the school's success (Alonso, 2007). Alonso identifies seven priority areas that create environments conducive to teaching and learning.

These priority areas are linked to supportive environment components: parent/family engagement; curriculum; instruction; youth development and leadership; intervention services and supports; policies and procedures; community involvement; school police; safe facilities; professional development; and data-based decision-making.

2.12 Student academic performance

The preponderance of research shows that the best method of measuring school effectiveness is to examine its influence on student academic growth, independent of other influences. The technical term for this is value-added. The central notion inferred here is that schools should be judged on their direct contribution to student academic progress. This necessarily takes into consideration the learners' starting scores in standardized tests as well as student characteristics that might influence academic performance (Center for Research on Education Outcomes, 2013). Hart (2014) adds that learners at the lower end of the socio-economic spectrum are forced to take lower level courses due to their lack of language skills or ability to perform mathematical tasks. Such lower courses do not prepare them well for higher education. Lower socio-economic status ultimately causes lower academic performance and slower rates of academic progress. In this way a discernible cycle of deprivation is perpetuated. If there is a particular style of leadership which could help to break this cycle of injustice, it is the purpose of, and justification for, this study to identify it or its application in schools from a lower income area.

2.13 Leadership styles

What all successful schools have in common is effective leadership and a managerial climate conducive to growth. The particular leadership style of the principal sets the tone of the school as well as the level of professionalism: it is considered a precondition for an effective school. Deciding which particular leadership style or mix of styles is apposite in achieving school effectiveness depends on situational factors. For example, in situations where learners display passive attitudes or lack maturity, it may benefit the individual school most if the principal adopts a somewhat autocratic leadership style. Diligent and motivated learners at a school that is already considered effective may advance more freely to a higher level under a democratic principal who will discuss challenges with learners and debate their ideas and opinions.

Contemporary scholars such as Duke, Tucker, Salmonowicz and Levy (2007) have observed that a lack of effective leadership in schools lowers learners' achievement: it often results in

dysfunctional school organization and programmes. They add that lack of appropriately designed leadership leads to unstable and discontented staff, learners' negative attitudes to academic work and discipline, an unhealthy school system or climate and lack of cooperation from parents or the community. One can conclude from this literature review with some degree of academic certainty that school leadership has a direct and immediate effect on student achievement: it nurtures the internal conditions for school instruction, such as positive school and community relations, a safe environment conducive to learning and valuable resources.

2.14 Challenges to Principals

The leadership responsibilities of principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership, principals, usually face a lot of challenges, stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include lack of training and skills, lack of resource, the press of duties, the personal quality of the principal, shortage of time, the problem of limited acceptance in the nature of the school.

2.14.1 Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities, principal need to have skills and training that make them effective and efficient leader. According to Bennaars (1994:258) Principals are selected from teacher. 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, McWan (2003:12) states that while many institutions are restructuring their administration programs to provide more opportunities to 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.

2.14.2 Lack of Resources

Resources are the means to the end. They matter in terms of school improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that relate to resource is evident Ubben and Hughes (1997:304). In other words, a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership but if the resource

necessary to implement his or her leadership are inadequate, the principals will face a significant impede (Gorton, 1983: 264)

2.14.3 Work Overload

The principal is the one person in a school who oversee the entire program and holds great responsibility of his/her school. Confirming the above idea, Barth, (In Sergiovanni, 2001:13) states that the principal is ultimately responsible for almost everything that happens in the school and out.

Responsibility other than instructional leadership will frequently press for the principals time and drain his/her energy leaving him/her with the feeling that he/she is spread too thin and even though the principal would like to be an instructional leader he/she real does not have the time to function as one. Explain in the above idea, Shields (2004:111) state that principals are expected to develop learning communities, build the professional capacity of teacher, take advise form parents, engage in collaborative and consultative decision making, resolve conflicts, engage in effective instructional leadership, and attend respectfully, immediately and appropriately to the needs and requests of families with diverse cultural ethnic and socio-economic grounds.

2.14.4. 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 the school Ubben and Hughes (1997:104). 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; 264) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be seen constraining in caring out leadership responsibilities properly.

2.14.5. Shortage of Time

Principals are school representative. They have responsibilities over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole work days. According to Ubben and Hughes (1997:327) a school executive day is characterized by one encounter after another with staff members, student's parents, community members, politicians and others kind of individual or sub groups are myriad and diverse, all of whom have

questions and requests and problems demanding principal's time. Thus, lack of time, due to variety of tasks that principals deal with is another biggest problem in principals work (McEwane, 2003:13)

2.14.6. The Nature of the School

There are many different institutions that exist to give different services for human being. Among them, school is one. Schools are different from these social institutions and perhaps are the most complex of all our social inventions. In relation to this Hanson (1996:1) states that unlike most other formal organizations, the school has a human product that gives rise to unique problem of organization and management. This is because the main participants in the school system are parents, students, teachers, principals and other staff with different backgrounds and interests. However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious and conflicts may be some of the outcome thus the process of school governance became exceedingly complex. The challenge of educational leadership becomes even more complex as the school can again be differentiated from other type of institutions in relation to values structure of the community.

Schools bring individuals of different backgrounds and culture that may hold quite different values yet be thrown as to increasingly closer interactions with each other (Ayalew, 1991:11 and Dimmock 1993:96). 2.7.7. Lack of Experience Harris, Day, Hopkins Hadfield, Hargreaves and Chapman (2003) state that beginning, in experienced head teaches principals usually face greater amount of uncertainty difficulties than the previously experienced principals to perform their jobs. Moreover, the variety of new roles that beginner, in experienced headteachers/principal perform during the first year of their leadership create confusion to them, where their vital task in the beginning would be to learn about these roles.

2.14.7 Problems facing principals in playing their instructional leadership role

Principals may face with different problems in playing their leadership role. The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004; 11-14) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents.

Lack of understanding and agreement about who makes which decision can cause role ambiguity and decision making friction that impact on planning for school wide improvement .Coping with

the volume of administrative task is one of the major problems principals encountered. In addition, teachers-parents, students and central office staff hold widely varying expectations of the principal.

Lunenburg and Ornstein (2004, p.373) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their school, results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

McEwan (2003, p14) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will encourage on the part of instructional leaders. Another problem affecting instructional leadership is lack of support from top authorities.

The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those around him is clearly barrier to becoming an effective instructional leader (McEwan, 2003p.14). He also pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

Lack of sufficient time is also another problem to instructional leadership (McEwan, 2003, p.13).He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues.

Another impediments of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. The principal brings something to his/her principal ship position. His/her energy, devotion, loyalty and many other personal attributes such as originality, adaptability ,and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

According to Castle and Mitchell (2002), the key challenges to instructional leadership were associated with 5 distinct dimensions. They are; amount of time, amount of resources, level of knowledge of staff capacity and teacher expertise in the school, level of knowledge and understanding of curricular developments as well as recent directions from school boards and

ministry, and degree of direction and guidance from school boards and ministry who mandate specific action.

According to Phillips, et al. (2003), poor recruitment and selection processes, inadequate preparation and training, lack of time and district support, rapid and competing changes, lack of authority, and the absence of rigorous evaluation and reward systems are performance inhibiting factors for school principals. So that from the study conducted by Phillips, et al. (2003), Weaknesses reported by America's secondary school administrators the factors that prevent principals from being effective in their jobs are:

Poor Recruitment and Selection Processes:- Not only is the job perceived as unappealing to teachers who may be expected to become tomorrow's principals, but Elmore (2000, p.7) suggests the institutional structure is at fault in that it "does not promote or select [candidates] for knowledge and skill related to instructional leadership" due to time, paper work, financial resources, quality of teachers, burnout, student discipline, lack of budgetary authority, lack of autonomy, and lack of district support (National Association of Secondary School Principals (NASSP, 2001).

Lack of Preparation: - "Principals have been trained and certified as administrators through programs largely irrelevant to and grossly inadequate for the work and responsibilities." The novice principals reported that they were not prepared for major decisions which required reflection on personal values and ethical stances and their personal lives were altered significantly, with most reporting feelings of alienation, isolation and frustration in their work. An in-depth international examination of how principals are prepared and trained determined that school leadership programs generally lag far behind best training practice in other sectors and that no jurisdiction has developed the comprehensive and coherent leadership development program necessary to do the job (NAESP 2001).

Lack of Time: -Principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Most of their time is spent attending to parent issues, community-related tasks, discipline, and facilities management, allowing for very little time to be devoted to instructional leadership, teaching and learning. Lack of time and excessive paperwork are the two greatest obstacles for modern principals (NAESP 2001).

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

Rapid Competing Changes:-In many instances, the rapid pace of reforms presents principals with incoherent and conflicting goals and inadequate lead time to prepare their school communities for their implementation (Fullan,2003) who agreed the quality of their work suffered from lack of system stability (78%) and from constantly changing priorities(63%).

Lack of Authority and Flexibility: -School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. McAdams (1998) notes that the impact of democratic governance and the enhanced power of students, teachers, and parents have steadily diminished the principal’s authority, despite the fact that the principal is increasingly held accountable for student performance. This “responsibility without commensurate authority” leads many principals to increased frustration, increased stress, and diminished job satisfaction. **Absence of Rigorous Evaluation, Recognition, and Incentives:-**Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students’ academic progress. Remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher salary scale (Caldwell, 2002).

2.14.8. Other School Related Problems

Jaiyeoba and Jibril, (2006) explain that same of the problem that secondary school principals may face include over population of students, problem with school plant, ill equipped and inadequate teachers, to cope with the work load, students with poor academic background, poor funding that affects management, students negative attitude towards learning, parents ambivalence towards the educational wellbeing of their children, low motivation, low performance and personal problems including role conflict, social problems and pressures, financial problems and a lot more. Confirming the above idea, Vashist, (2008) added that due to the great growth of pupils enrollments heavy leadership burdens up on school administrators to provide new school

plant facilities which costs many billions of dollars. In general, MoE (2006-2007) writes that as important as sufficient teachers are for the quality education, so is the overall quality of the teachers. In contrast with primary education over all the percentage of qualified teachers is lower in secondary education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the description of study zone, research design and method, the sources of data, the population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, methods of data analysis and ethical considerations.

3.2. The Research Design

This study utilizes descriptive survey design. Descriptive survey research design was employed to assess problems which may challenge the leadership practices of principal raised as the main issues of this study. Moreover, this research design enables the researchers to come up with valid conclusions of the study. The strategy uses the concurrent triangulation strategy which uses both quantitative and qualitative approaches to data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003).

In order to conduct this study, the qualitative and quantitative data were collected using different instruments. Quantitative method was used because it is helpful to show situations as they currently exist. Moreover, it is economical and rapid and turns around the data collection and identification attributes of the large population from a small group of individuals (Creswell, 2009). Qualitative data also would be collected in this study which helps in understanding of major challenges that affect the practices of secondary school principals. This helps to validate and triangulate the quantitative data. Both qualitative and quantitative approach eventually leads to generalize understanding of those the challenges of the leadership practices of principals. In this study, a mixed method was employed with the intention to get the general picture of problems which may challenge the leadership practices of principal in the secondary schools of Kembata Tembaro Zone.

3.3 Data Sources

The study used only primary source of data.

3.3.1. Primary Sources

To answer the stated basic questions, relevant data were collected from teachers, principals, woreda education office quality assurance heads and secondary school cluster supervisors.

3.4. Population, Sample and Sampling Techniques

Gay (1996) suggests for small populations that, it was possible to use a large sampling 10%-30% of population to make the sample representative and get reliable results. The populations of the study were 21 secondary schools, seven woredas, three town administrations, 730 teachers, 85 principals, 9 supervisors and 9 woreda education office quality assurance heads. In this study, the researcher believes that they are the right source of information on the problems which may challenge the leadership practices of principal in Kembata Tembaro Zone.

For this study from 7 Woredas and three town administration, 3 woredas and 1 town administration are selected namely Kachabira woreda, Tembaro woreda, Hadaro Tunto woreda, and Hadaro town administration are selected by using simple random sampling techniques and availability sampling technique which is the best way to get representative samples and to have every subject equal chance to be selected. To determine the sample size of teachers from the total populations (348) available in the selected woreda and town administration of Kembata-Tambaro Zone, the researcher selected 120 teachers as representative for this study by using Cochran and Taro Yemane (1996) formula. The researcher believes that these are representative sample, manageable and sufficient to the study. Therefore, the sample size for this study is 120 teachers.

Table 1: Sample Size and Sampling Techniques

No.	Types of respondents	Target population	Sample	Sample in percent (%)	Sampling techniques	Data gathering instruments
1	Supervisors	4	4	100	availability Sampling	Interview
2	Principal	21	14	67	Simple random Sampling	Questionnaire
3	Woreda & city Administration Education officer quality assurance head.	4	4	100	availability Sampling	Interview
4	Teachers	348	120	34	Stratified Sampling	Questionnaire
Total		377	142	37.7	-	-

3.5. Data Collection Instruments

This study mainly employed questionnaires and interview.

3.5.1. Questionnaire

Questionnaire used as a main data gathering instrument in this study, because questionnaire is less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar, 2005). In addition, it helps the respondents to choose one option from the given scales that best aligns with their views.

This study uses questionnaire for teachers and principals. The questionnaires were prepared in English language, because all of the sample teachers and principals are expected to have the necessary skills to read and understand the concepts that are in the questionnaire. The questionnaires were structure and included four open-ended and four close-ended items which were basically aims at exploring challenges of leadership practices of school principal issues. The close-ended items were formulate in five point Likert type scale (strongly disagree=1, Disagree=2, Undecided=3, Agree=4, and strongly agree=5) and open-ended items will provided for the respondents to freely express their ideas. The questionnaires have two categories: the respondents' personal characteristics and items relevant to the leadership practices of principal.

3.5.1.1. Pilot Study

The purpose of the pilot study was to:

- ❖ check the clarity of the questionnaire items and instructions;
- ❖ eliminate poor wording;
- ❖ check the readability and understanding levels of the research respondents;
- ❖ gain feedback on the time required to complete the questionnaire;
- ❖ gain feedback from the teacher respondents on the suitability of the questionnaire items;
- ❖ gain feedback regarding the appropriate time to conduct the data collection; and
- ❖ Identify irrelevant items.

Pilot study was done in Ambukuna and Bachira secondary schools for 20 teachers that were not included in the sample schools of the study and which was found in one of the selected woredas. Pilot testing was necessary to find out if the respondents find the instruments clear, precise and comprehensive.

3.5.1.2. Validity of the Study

To ensure validity of instruments, initially the instruments were prepared by the researcher and then senior experienced teachers of secondary school English teachers and instructor of Addis Ababa University were personally consulted to provide their remarks. The validity of the research is enhanced through different methods. In supporting this, Patton (cited in Wudu 2003) stated that multiple source of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the program. For this study, different sources of data such as Principals, teachers, supervisors and Woredas office quality education assurance head were employed. The data were cross-referenced and cross-validated to check their validity. The researcher were also conducted Pilot study was done in Ambukuna and Bachira secondary schools for 20 teachers that were not included in the sample schools of the study which was necessary to find out if the respondents find the instruments clear, precise and comprehensive.

3.5.1.3.. Reliability of the Study

The reliability of the instrument was maintained through conducting a pilot test on schools before it is used for the actual data collection purpose. The questionnaires are distributed to twenty-two secondary school teachers who were later excluded from the actual data collection

purpose and the reliability analysis were carried out by using SPSS version 20 with the help of computer. As such, the researcher sought assistance of research experts (advisors) in order to help improve content validity of the instruments. The reliability of the instruments or the internal consistence will checked by using Cronbach's alpha at alpha level of 0.05. As to Cohen et al (2007), the Cronbach's Alpha result, $\alpha > 0.9$ excellent, $\alpha > 0.8$ good, $\alpha > 0.7$ acceptable, $\alpha < 0.6$ questionable, and $\alpha < 0.5$ poor. Thus, calculated reliability of the items, Alpha result = 0.769 (acceptable). Similarly, as suggested by Cronbach's (cited by Tech-Hong and Waheed, 2011), the reliability coefficients between 0.70 – 0.90 are generally found to be internally consistent. Reliability requires accuracy, consistency, stability, and credibility to enhance confidence in testing the instrument. Babbie asserted that reliability “does not ensure accuracy” (p. 143) unless a survey undergoes a test-retest method. In this study, the test-retest method involved making adjustments in the first instance and conducting a second test of the instrument to assess whether the same results were obtained.

Table 2: Reliability Test Results with Cronbach's Alpha

No	Items Type	No of items	Reliability coefficient
1	Respondents' about challenges of organizing and interference of external body.	5	0.949
2	Respondents' views on materials and experience of principals challenges.	4	0.905
3	Respondents' about skills and conditional problems of principals in secondary schools.	4	0.960
4	Respondents' views on Awareness of teacher's about the challenges of leadership practices of principals.	5	0.957
5	The participation of teachers about the improvement of the challenges of principals.	5	0.961
6	To find the solution and identify of the problems of secondary school principal.	5	0.967
Overall Reliability Coefficient			0.949

3.5.2 Interview

Interviews were used as a source of data gathering tools. Interviews are useful for collecting in-depth information allows opportunity for explanation of questions and can be applied to any type of population (Kumar, 2005). Data from interviews can be supplemented with other responses

(Kothari, 2004). Interview is important to find out what is in someone else's mind (Best & Khan, 2005). Semi-structured interview prepared on issues related to the challenges of secondary school principal leadership practices. The interview questions were prepared in English language and for simplicity the result of interview were translated in to Amharic language. The interviews were held with four Woreda education office quality assurance heads and four supervisors.

3.6. Procedures of Data Collection

To answer the basic research question that were raised in chapter one, the researcher went through series of data gathering procedures. The data are gathered by using questionnaires, interviews and document analysis guide. After having letter of authorization from Addis Ababa University and Kembata-Tembaro Zone education office, the researcher went to three sample woreda education offices, one town administrations and principals of respective schools for consent. After agreement has been made, the researcher introduced his objectives and purposes. Then the questionnaires were administered to sample school principals, teachers and supervisors with in selected schools. They were closely assisted and supervised by the researcher to solve any confusion.

On the other hand, woreda education office quality assurance heads and supervisors were interviewed. While interview conducted, to minimize loss of information, the obtained data was carefully recorded with video tape recorder and written in a notebook. In addition, the data available in document forms related to school principal were collected from the sample schools. Finally, the data collected through various instruments from multiple sources were organized and made ready for data analysis.

3.7. Data Analysis Techniques

On the basic types of gathered data and the instrument used to collect them, different techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were check for completion, and then classified and entered into the SPSS software by the researcher himself. First, to describe the personal characteristics of the respondents, frequency and percentage calculations were employed. Then, to measure the leadership practice of principal, information was collect through close-ended items of the questionnaire and analyzed by using mean, and standard deviation. Data from close-ended items of the questionnaire were categorized according to the nature of the information around the subtopic related to the research

questions Also independent sample t-test was used to check whether there were significant differences in the distribution of preferences between groups of respondents in terms of a given items the major challenges of leadership practice of principal. All the data were computed with the help of computer using SPSS version 20.

Accordingly, the calculated mean scores were interpreted as:

1.00-1.49 = strongly disagree (very low), 1.50-2.49 = disagree (low), 2.50-3.49 = undecided (medium), 3.50-4.49 = agree (high), and 4.5-5.00 = strongly agree (very high).

For the case of analysis very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items of the effects of practices of principal in the schools. Finally, both the data gained from the questionnaire (open-ended) and semi-structured interview were compared with the data obtained from document analysis results and were reported through narrative description.

3.9. Ethical Considerations

Based on the ethical principles for scientific researcher, participants of this study were asked verbal consent to take part in this study. Based on their verbal consent; research participant will asked to choose convenient time and place of interview. Upon data collection, prior to starting interview a brief description of the ethical issues, issues of confidentiality and its value was made to them in order to make them clear about pseudonym and importance of confidentiality. Upon completion of the preliminary explanation, each informant was asked to sign an informed consent after they read all its part. All informants including the school administration have taken copy of the informed consent. Accordingly interview takes place after the signing of informed consent and the full cooperation of the school administration.

In order to collect data successfully and smoothly, the researcher was voluntary to get consent of the participants. In addition, showing respect for research participants and explaining the purpose of the study, the reason why they will select, the amount of time that they were involved and their responsibilities. Furthermore, the researcher was created a healthy rapport with respondents expressing that their responses are decisive for the successful accomplishment of the study. On top of that, the researcher also underlined that their responses were not used for any other

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This Chapter deals with description of the sample population, analysis, and interpretation of the data based on the information obtained from questionnaires, interview, and observation. It consists two parts. The first part is concerned with description of the background information of the sample population and the second part concerned with analysis and interpretation of data.

4.1 Background Information

Based on the sampling procedure described in Chapter three from the sampled woredas seven government secondary schools were included that consisted of a total of 134 respondents. That is 14 principals, 120 i.e. 30 percent and above of teachers from sampled Secondary School, 4 Secondary School supervisors of sampled School and 4 WQEA from Sampled woredas were included.

Accordingly a total of 134 copies of questionnaires were prepared and distributed to 120 secondary School teachers and 14 principals. Out of this 100% of teachers and 100% of principals filled in and returned the questionnaires to the researcher. That producing an overall 100% return rate. This high return rate increases the validity of the study.

The interview held with 4 secondary school cluster supervisors and 4 woreda education office of quality education assurance heads were used as additional information and not quantified. Thus, the analysis was made on the basis of the information obtained from questionnaires.

4.2 Personal characteristics of respondents

Table 3: Sex and age of the Respondents

Items		Principals		Teachers		Supervisors		WQEA	
		n	%	N	%	N	%	N	%
Sex	Male	14	100	100	83.3	4	100	4	100
	Female	-	-	20	16.7	-	-	-	-
	Total	14	100	120	100	4	100	4	100
Age	20-25 years	-	-	13	10.8	-	-	-	-
	26-30 years	1	7.1	47	39.2	-	-	1	25
	31-35 years	7	50	34	28.3	1	25	1	25
	36-40 years	3	21.4	18	15	2	50	1	25
	41 & above years	3	21.4	8	6.7	1	25	1	25

Table 3 of item 1 above indicated that 83.3 % of sample teacher's respondents were males and only 16.7% of the sample teachers were females and 100% of sampled secondary School principals, Supervisors and WQEAH were males. None of females was participating in job related to Secondary school principals, supervisors and WQEAH. So that as female teachers involvement in secondary school was low they could not participate equally in sample population with their male counter parts. From this the researcher concludes that the participation of female towards the leadership was very low.

As can be seen from table 3 of item 2 only 10.8% of teachers were in the age range of 20-25 years, 39.2% of teachers and 7.1% of principals were in the age range between 26-30 years. 28.3% of teachers, 50% of principals, 25% of WQEAH and 25% of Secondary School supervisors were in the age range between 31-35 years. Moreover 15% of teachers, 22.4% of principals, 50% of Secondary School supervisors and 25% of WQEAH were in the age range between 41 and above years. Most of the respondents of teachers are in the age of 26-30 this indicates low experience.

As reflected in table majority of teachers, principals, WQEAH and supervisors of the sampled Secondary Schools were found to be in the age range of 26-40 years. So that as the information obtained from the age of the respondents it is possible to obtain matured idea about the challenges of principals' leadership practices of secondary school.

4.3 Educational qualification and services year of respondents

Respondents were asked to indicate their administrative experience. The aim of this information was to find out if the Principals, teachers, supervisors and WQEAH were exposed to challenges of principals' leadership practices in Secondary Schools. Table 5 summarized the results.

Table 4: Reflects respondents by qualification [Educational level] and year of services of respondents

Items		Principals		Teachers		Supervisors		WQEAH	
		N	%	N	%	N	%	N	%
Year of experience	1-10 years	8	57.1	41	34.2	-	-	-	-
	11-20 years	5	35.7	56	46.6	3	75	2	50
	21-30 years	1	7.2	20	16.7	1	25	1	25
	31-40 years	-	-	3	2.5	-	-	1	25
	Total	14	100	120	100	4	100	4	100
Qualification	BA /BSc	6	42.9	87	72.5	1	25	3	75
	MA/MSc	8	57.1	33	27.5	3	75	1	25
	Total	14	100	120	100	4	100	4	100

As indicated in the Table 4 of item 1 of the total work experience of the respondents of Principals have the range of work experience between 1-10 years were 57.1% that were most one, between 11-20 years them have 35.7% that were the medium, between 21-30 year of services have 7.2 % which were the least and 31-40 year of service principals were no any responds.

Regarding the experience of teachers of the respondents 34.2% of them have the work experience between 1-10 years, the majority of teacher respondents were 46.6% have the work experience between 11-20 years, 16.7% of teachers respondents have the work experience of 21-30 years and 2.5% of teachers respondents have the work experience of 31-40 that were the least one from the others.

Majority of secondary school supervisors that were 75% of them had the work experience between the range of 11-20 years and the other 25% between 21-30 years of services.

WQEAH had the work experience between the range of 11-20 years were 50% , about 25 % of the them had the work experience between 21-30 year and the rest 25% of them had between 31-40 year of services.

Regarding the qualification of respondents as indicated in table 4 above, majority of teachers (72.5%) were BA/BSc and only 27.5% were MA/MSc holders. The respondents of principals of (42.9%) are BA/BSc/BEd holders and (57.1%) are MA/MSc holders which are the most one.

The qualification of secondary school supervisors respondents (25%) of them were BA/BSc/BEd holders and (75%) of them were MA/MSc/BEd holders. Regarding of WQEA (75%) of them were BA/BSc/BEd holders and (25%) of them were MA/MSc/BEd holders.

Thus, it can be concluded that most of first cycle of secondary school teachers i.e. grade 9-10 have necessary minimum requirement needed qualification for secondary school level, but the second cycle of secondary school teachers i.e. grade 11-12 teachers were not fit the level. But most of the principals that were MA/MSc degree holders, but the least one were BA/BSc holders. From what the researcher observe most of the principals were qualified or trained in educational leadership and subject area.

According to Fielder and Chemers (1983), indicate that without adequate training and work experience leadership task structuring ability will be lack of experience can decrease his potential for effectiveness. From this view the researcher understand from the data how to observe that majority of teachers, principals; supervisors and woreda quality education assurance have more than 10 and above years of total work experience. Due to this the researcher believed that this group may possibly give significant information for the purpose of the study. Because as one stay for a long period of time in a specific job, they can observe the way how the school principal acts or apply the good practices and solve the problems that the school faces; and having more experience has a great role in leading and supervising a school for effective teaching and learning process for school leaders, supervisors and woreda education quality assurance heads.

4.4 Presentation, Analysis and Discussion of the Findings of the Study

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to challenges of principals' leadership practices in

secondary schools of Kembata Tembaro Zone. Principals and teachers responded to open-ended and closed-ended questions. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the frequency, percentage, mean scores and standard deviation. T-test was also computed to test the significant difference between the responses of the two groups of respondents; (the principals and teachers). Item scores for each category were arranged under five rating scales. The range of rating scales were ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = Agree ≥ 4.5 = strongly agree. In categorizing the rating scales the frequency and percentage.

Mean scores were also calculated for certain responses. As a result challenges of principals' leadership practices with a mean value below 2.49 were rated as lower performance in their level of application, mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to verify the data collected through the questionnaires and to confirm the findings of the study.

4.5 The overall challenges faced by school principals

Currently organizations are increasing complex and complex, because as a result the modern leaders face problems. Educational administrators as well as people in management position in School system have often argued that the problem of the instruction and the system are so different from those of all other instructional that they do not require the application of general principles of management (Adesina, 1990:39).

The School leadership is the most visible and directly accessible representative of the School management. Moreover, the School leaders retain ultimate accountability for the overall operation of the School. Most studies on educational leadership revealed that the main function of Principals as instructional leader is making effective teaching and learning. In practicing both instructional and managerial responsibility in School setting, he/she was facing different problems. Based on this assumption to identify the problems that secondary School leadership faces major points were listed in the questionnaire under part I using the Likert scale strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1.

For the purpose of analysis this major problems were categorized under 3 groups. These were qualification and experience related problems, organizing problem and situational problems.

Finally, to see the effect of the problems on the practice of School leadership the expected analysis was given accordingly in the section that follows.

Table 5: Respondents' about challenges of organizing and interference of external body

No	Items	Respondents	Response[N&%]								t-value	Sig.(P≥0.05)
				1	2	3	4	5	X	SD		
1	Heavy work load on their leadership practices.	Principals	N	-	-	1	7	6	4.42	0.51	2.22	0.06
			%	-	-	7.1	50	42.9				
		Teachers	N	3	5	7	85	20	3.95	0.78		
			%	2.5	4.1	5.8	70.8	16.				
2	Various bureaucratic obstacles or	Principals	N	-	2	2	5	5	3.92	1.07	0.76	0.45
			%	-	14.3	14.3	35.7	35.				
		Teachers	N	3	11	14	77	15	3.73	0.89		
			%	2.5	9.2	11.7	64.2	12.				
3	Shortage of time to perform leadership practices.	Principal	N	1	1	2	6	4	3.78	1.18	1.01	0.33
			%	7.1	7.1	14.3	42.9	28.				
		Teachers	N	9	15	21	63	12	3.45	1.07		
			%	7.5	12.5	17.5	52.5	10.				
4	Interference by superintendent's indecision making process.	Principals	N	2	2	3	6	1	3.14	1.23	-1.07	0.3
			%	14..	14.3	21.4	42.9	7.1				
		Teachers	N	4	16	25	65	10	3.5	0.94		
			%	3.3	13.3	20.8	54.2	8.3				
5	Interference of political case in the school.	Principals	N	1	2	1	8	2	3.57	1.15	-2.059	0.04
			%	7.1	14.3	7.1	57.1	14.				
		Teachers	N	4	6	4	62	44	4.13	0.94		
			%	3.3	5.0	3.3	51.2	36.4				

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is one independent t-test and Sig. (2-tailed) or P-value.

Item 1 of table 5 deals with the practice of principals have heavy work load on their leadership. Accordingly 46.5% of principals and 43.7% of teachers rated agree, 7.1% of principals and 5.8% of teachers rated undecided, 3.3% of teachers rated disagree. From this scales the most of respondents agreed with issues about heavy work load of principals. The mean value of principals and teachers were found to be ($x=4.43$, $SD= 0.51$) and ($x= 3.95$, $SD= 0.78$) respectively agreed that the practice of principals have heavy work load on their leadership. This is confirmed by the t- test value ($t=2.22$, $P \geq 0.06$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that the practice of principals have heavy work load on their leadership. Therefore, it showed that the practice of principals have heavy work load on their leadership have one of the challenges in the schools. *Similarly, the response collected from the interviewed of secondary school supervisors also confirmed that there were school principals faces unwanted meeting call from woreda education office, political interference, lack of community support, lack of budget, lack of classroom for the students, behavior of teachers that are poor preparation and planning, lack of interest to implement CPD and others challenges which faces secondary school principals have heavy work load on their practices.*

As it can be seen in Table 5, regarding to the item 2 about various bureaucratic obstacles or challenges of secondary school principals 35.7% of principals and 38.4% of teachers rated agree, 14.3% of principals and 11.7% of teachers rated undecided and 14% of principals and 9.2% of teachers rated disagree. From this perception the researcher concluded that most of the teachers agreed the issues about bureaucratic /administrative challenges of secondary school principals. From this item of table 5 the mean value of principals and teachers were found to be ($x=3.92$, $SD= 1.07$) and ($x= 3.73$, $SD= 0.89$) respectively agreed that the practice of principals have faced various bureaucratic obstacles. This is confirmed by the t- test value ($t=0.75$, $P \geq 0.45$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that the practice of principals have bureaucratic obstacles. Therefore, the researcher conclude that the practice of principals have faced various bureaucratic obstacles on their leadership.

Similarly, the response collected from the interviewed that most of secondary schools supervisors also confirmed that most of the principals have depends on administrative leadership tasks than

instructional one due to lack of administrative employers that is to sayworeda administrative body did not employee the administrative workers in most of secondaryschools.

Item 3 of table 5 deals with the practices of School leadership's have faced shortage of time to perform leadership practices 35.8% of principals and 31.5% of teachers agree, 14.3% of principals and 17.5% of teachers undecided, 7.1% of principals and 10% of teachers rated disagree. Generally, the researcher conclude that most of principals and teachers were agreed the issues. According to this, the mean value of principals and teachers were found to be ($\bar{x}$ = 3.78, SD = 1.89) and ($\bar{x}$ = 3.45, SD = 1.05) respectively decided that the practice of principals have faced shortage of time to perform leadership practices which have rated as moderate performance. This is confirmed by the t- test value (t = 1.01, $P \geq 0.32$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers responses on the item that the practices of principals have faced shortage of time to perform leadership practices. As a result, the researcher conclude that the practice of principals have faced shortage of time to perform leadership practices.

The researcher conclude that from qualitative data or responses collected from the interviewed of secondary school supervisors and WQEA about this issues most of the time some school principals have face shortage of time because they have not adequate plan, vision and mission due to this they observed lack of time to perform their activities.

Item 4 of table 5 deals with the practices of school leadership's have faced interference by superintendent's indecision making process, due to this issues 25% of principals and 31.3% of teachers rated agree, 21.4% of principals and 20.8% of teachers rated undecided, 14.3% of principals and 8.3% of teachers rated disagree. From this scales the researcher conclude that most of the teachers and principals agreed the issues. According to this, the mean value of principals and teachers were found to be ($\bar{x}$ = 3.1, SD = 1.2) and ($\bar{x}$ = 3.5, SD = 0.94) respectively determined that the school leadership's have faced interference by superintendent's indecision making process. This is confirmed by the t- test value (t = -1.07, $P \geq 0.3$) which is greater than 0.05. Therefore there is statistically significant difference between principals' and teachers responses on the item that have faced interference by superintendent's indecision making process. Thus, the researcher conclude that the practice of principals have faced interference by superintendent's indecision making process.

The researcher conclude that from qualitative data or responses collected from the interviewed of secondary school supervisors and WQEA about this issues there is interference of woreda education office, administrative body from woreda and zonal rather than support in decision making process.

Item 5 of table 5 deals with one of the challenges were the interference of political case in the school. So 35.7% of principals and 43.8% of teachers rated agree, 7.1% of principals and 3.3% of teachers rated undecided, 10.7% of principals and 4.2% of teachers rated disagree. From this item the researcher conclude that the majority of the principals and teachers were agreed on the problem. According to this, the mean value of principals and teachers were found to be ($\bar{x}$ = 3.57, SD = 1.15) and ($\bar{x}$ = 4.13, SD = 0.94) respectively determined that the school leadership's have faced the interference of political case in the school. This is confirmed by the t- test value (t = - 2.05, $P \geq 0.04$) which is greater than 0.05. Therefore there is statistically significant difference between principals and teachers responses on the item that have faced interference of political case in the school. Accordingly, the researcher conclude that the practice of principals have faced by the interference of political case in the school.

The researcher concludes that from qualitative data collected from the interviewed of secondary school supervisors the interference of political case in the school was one of the challenges which affect leadership practices of principals. Most of the interviewed supervisor said that principals spend their time in the school and outside the school by facilitating political issues which was given by woreda education office head and from woreda political heads unless and otherwise they are ignored from their responsibility.

Table6: Respondents' views on materials and experience of principals challenges

N o			Response[N& %]									
	Items	Responde nts		1	2	3	4	5	x	SD	t- valu e	Sig.(P≥0. 05)
1	Face lack of instructional materials.	Principals	N	-	-	-	9	5	4.28	0.46	2.15	0.03
			%	-	-	-	64.3	37.7				
		Teachers	N	2	11	10	83	16	3.80	0.82		
			%	1.7	9.2	8.3	69.2	11.7				
2	Difficult to get modern technology assisted leadership.	Principals	N	-	-	1	5	8	4.50	o.65	1.47	0.14
			%	-	-	7.1	35.7	57.1				
		Teachers	N	2	5	4	69	40	4.16	0.81		
			%	1.7	4.2	3.3	57.5	33.3				
3	Face lack of in-service training in the area of leadership.	Principals	N	-	1	1	8	4	4.07	0.82	1.58	0.12
			%	-	7.1	7.1	57.1	28.6				
		Teachers	N	3	10	22	72	13	3.68	0.86		
			%	2.5	8.3	18.	60.0	10.7				
4	Face lack of cooperation of teachers.	Principals	N	5	5	2	2	-	2.07	1.07	1.21	0.23
			%	35.7	35.	14.	14.3	-				
		Teachers	N	26	47	19	20	8	2.47	1.19		
			%	21.	39.	15.	16.7	6.7				

Key: **SDA**= Strongly Disagree (1.00-1.49) **DA**= Disagree (1.50-2.49) **UD**= Undecided (2.50-3.49) **A**= Agree (3.50-4.49) **SA**= Strongly Agree (4.50-5.00). **M**- is mean, **SD**- is standard deviation, **t**-is one independent t-test and **Sig.** (2-tailed) or **P**-value.

Item 1 of table 6 deals with the practice of principals has faced lack of instructional materials. Accordingly 51% of principals and 37.3% of teachers rated agree, 8.3% of teachers rated undecided, 5.5% of teachers rated disagree. From this scales the most of respondents agreed with issues about lack of instructional materials. The mean value of principals and teachers were found

to be ($x=4.28$, $SD= 0.46$) and ($x=3.80$, $SD=0.82$) respectively agreed that the practice of principals have lack of instructional materials on their leadership. This is confirmed by the t- test value ($t=2.15$, $P \geq 0.03$) which is less than 0.05. Therefore there is significant difference between principals and teachers response on the item that the practice of principals have lack of instructional materials on their leadership. Therefore, it showed that principals have lack of instructional materials on their leadership practices have one of the challenges in the schools.

As it can be seen in Table 6, regarding to the item 2 about difficult to get modern technology assisted leadership practices of secondary school principals 46.4% of principals and 45.4% of teachers rated agree, 7.1% of principals and 3.3% of teachers rated undecided, 2.9% of teachers rated disagree. From this notion the researcher concluded that most of the Principals strongly agree and most the teachers agreed the issues about difficult to get modern technology assisted leadership practices of secondary school principals. From this item of table 6 the mean value of principals and teachers were found to be ($x=4.50$, $SD= 0.65$) and ($x= 4.16$, $SD= 0.81$) respectively agreed that the practice of principals have faced difficult to get modern technology assisted leadership. This is confirmed by the t- test value ($t=1.47$, $P \geq 0.14$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that the practice of principals have difficult to get modern technology assisted leadership. Therefore, the researcher conclude that the practice of principals have faced difficult to get modern technology assisted on their leadership.

Item 3 of table 6 deals with the practices of secondary school principals have faced lack of in-service training in the area of leadership practices to perform 42.9% of principals and 35.5% of teachers rated agree, 7.1% of principals and 18.3% of teachers rated undecided, 7.1% of principals and 5.4% of teachers rated disagree. Generally, the researcher conclude that most of principals and teachers were agreed the issues. According to this, the mean value of principals and teachers were found to be ($x= 4.07$, $SD=0.82$) and ($x= 3.68$, $SD= 0.86$) respectively decided that the practice of principals have faced lack of in-service training in the area of leadership to perform their activities. This is confirmed by the t- test value ($t=1.58$, $P \geq 0.12$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers responses on the item that the practices of secondary principals have faced lack of in-service training in the area of leadership practices. As a result, the researcher conclude that the practice of principals have faced lack of in-service training in the area of leadership.

Item 4 of table 6 deals with the practices of school leadership's have faced lack of cooperation of teachers with in the school, due to this issues 14.3% of principals and 11.7% of teachers rated agree, 14.3% of principals and 15.8% of teachers rated undecided, 35.7% of principals and 30.5% of teachers rated disagree. From this scales the researcher conclude that most of the teachers and principals disagreed the issues because most of the school principals were agreed from their teachers. According to this, the mean value of principals and teachers were found to be ($\bar{x}$ = 2.07, SD=1.07) and ($\bar{x}$ = 2.47, SD= 1.19) respectively determined that the school leadership's have not faced lack of cooperation of teachers with in the school. This is confirmed by the t- test value (t = 1.21, $P \geq 0.23$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers responses on the item that the practices of secondary principals have faced lack of cooperation of teachers. As a result, the researcher conclude that majority of the principals have not faced lack of cooperation of teachers with in the school compounds.

Table7: Respondents' about skills and conditional problems of principals in secondary schools

				Response[N& %]							t-	Sig.(P
<u>N</u>	<u>Items</u>	<u>Respondents</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>x</u>	<u>SD</u>	<u>value</u>	<u>≥0.05</u> <u>)</u>
1	Face challenges of poor communication with superintendents.	Principal s	N	2	1	5	4	2	3.21	1.25	1.54	0.13
			%	14.3	7.1	35.7	28.6	14.3				
		Teachers	N	3	49	39	26	3	2.81	0.89		
			%	2.5	40.8	32.5	21.7	2.5				
2	Face unsatisfactory communication within staffs of the school.	Principal s	N	4	5	2	1	2	2.43	1.39	1.35	0.77
			%	28.6	35.7	14.3	7.1	14.3				
		Teachers	N	16	30	38	23	13	2.89	1.18		
			%	13.2	25.0	31.7	19.2	10.8				
3	Face inconsistent operation of leadership practices.	Principal s	N	5	8	-	1	-	2.14	0.86	2.18	0.03
			%	35.7	57.1	-	7.1	-				
		Teachers	N	14	37	33	32	4	2.79	1.06		
			%	11.7	30.3	27.5	26.3	3.3				
4	Face lack of courage and commitment by leadership practices to perform leading activities.	Principal s	N	3	9	2	-	-	1.92	0.61	-2.57	0.01
			%	21.4	64.3	14.3	-	-				
		Teachers	N	17	38	36	26	3	2.66	1.04		
			%	14.2	31.7	30.8	21.7	2.5				

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is one independent t-test and Sig. (2-tailed) or P-value.

Item 1 of table 7 deals with the practice of principals have faced challenges of poor communication with superintendents, accordingly 21.5% of principals and 12.1% of teachers rated agree, 35.7% of principals and 32.5% of teachers rated undecided, 10.7% of principals and 21.7% of teachers rated disagree. From this scales the most of respondents of teachers disagreed and most of the principals undecided with issues about faced challenges of poor communication with superintendents. The mean value of principals and teachers were found to be ($\bar{x}=3.21$, $SD=1.25$) and ($\bar{x}=2.81$, $SD=0.89$) respectively agreed that the practice of principals have faced challenges of poor communication with superintendents. This is confirmed by the t- test value ($t=1.54$, $P \geq 0.13$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that the practice of principals have the challenges of poor communication with superintendents on their leadership. Therefore, it showed that principals have challenges of poor communication with superintendents on their leadership practices have one of the challenges in secondary schools.

As it can be seen in Table 7, regarding to the item 2 about faced unsatisfactory communication within staffs of the school, 10.7% of principals and 15% of teachers rated agree, 14.3% of principals and 31.7% of teachers rated undecided, 32.2% of principals and 19.1% teachers rated disagree. From this concept the researcher concluded that most of the Principals disagree and most the teachers undecided the issues about face unsatisfactory communication within staffs of the secondary school principals. This shows there were most of the secondary school principals have good relationship with their staffs of teachers. From this item of table 7 the mean value of principals and teachers were found to be ($\bar{x}=2.43$, $SD=1.39$) and ($\bar{x}=2.89$, $SD=1.18$) respectively agreed that the practice of principals have minor case about unsatisfactory communication within staffs of the school. This is confirmed by the t- test value ($t=1.35$, $P \geq 0.77$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that the practices of principals have face unsatisfactory communication within staffs of the school. Therefore, the researcher conclude that the practice of principals have minor faces of unsatisfactory communication within staffs of the school on their leadership.

Item 3 of table 7 deals with the practices of secondary school principals have faced inconsistent operation of leadership practices to perform 57.1% of principals and 15% of teachers rated agree, 27.5% of teachers rated undecided, 46.4% of principals and 21.3% of teachers rated disagree.

Generally, the researcher conclude that most of principals and teachers were disagreed the issues that implies most of the secondary school principals have consistent operation on their leadership practices. According to this, the mean value of principals and teachers were found to be ($x = 2.14$, $SD = 0.86$) and ($x = 2.79$, $SD = 1.06$) respectively decided that the practice of principals have minor face inconsistent operation of leadership practices. This is confirmed by the t- test value ($t = -2.18$, $P \geq 0.03$) which is less than 0.05. Therefore there is statistically significant difference between principals and teachers responses on the item that the practices of secondary principals have minor face inconsistent operation of leadership practices. As a result, the researcher conclude that the practice of principals have minor face inconsistent operation of practices in the area of leadership.

The researcher concludes from qualitative data which was collected from the interviewed one of Secondary school supervisors said that some school principals had faces inconsistent operation in their leadership practices due to lack of short training and confidence.

Item 4 of table 7 deals with the practices of school leadership's have face lack of courage and commitment by leadership practices to perform leading activities, about this issues 9.6% of teachers rated agree, 14.3% of principals and 15.8% of teachers rated undecided, 14.3% of principals and 30.8% of teachers rated undecided, 42.9% of principals and 22.9% of teachers rated disagree. From this scales the researcher conclude that most of the teachers and principals disagreed the issues because most of the school principals have courage and commitment by leadership practices to perform leading activities. According to this, the mean value of principals and teachers were found to be ($x = 1.92$, $SD = 0.61$) and ($x = 2.66$, $SD = 1.04$) respectively determined that the school leadership's have not faced lack of courage and commitment by leadership practices. This is confirmed by the t- test value ($t = -2.57$, $P \geq 0.01$) which is less than 0.05. Therefore there is statistically significant difference between principals and teachers responses on the item that the practices of secondary principals have not faced lack of courage and commitment by leadership practices. As a result, the researcher concludes that majority of the principals have not faced lack of courage and commitment in their leadership practices.

The researcher concludes from qualitative data which collected from the interviewed of some Woreda Quality Education Assurance Head said that some principals had face lack of courage and commitment in their leadership practices due to lack of adequate planning in education area by participating all stakeholders at the beginning of the year.

4.6 Awareness, skills and identification of teacher's about the challenges of leadership practices of principals in the Schools

The awareness of teachers about the principals' challenges implies the ways and means by which the School leadership shows interest in ensuring the staff needs are meeting through programs that would practices the qualitative and quantitative of staff to overall goals of the system. Therefore the following table shows to what scope the challenges school leadership practices activity related to staff improvement.

Table8: Respondents' views on awareness of teacher's about the challenges of leadership practices of principals

N o	Items	Respondents		Response[N&%]								Sig(P≥0.05)
				1	2	3	4	5	X	SD	t-value	
1	Well oriented about the challenges of leadership practices of principals.	Principals	N	-	1	-	8	5	4.21	0.80	1.51	0.13
			%		7.1	-	57.1	35.7				
		Teachers	N	4	10	12	72	22	3.82	0.94		
			%	3.3	8.3	10.0	60.0	18.3				
2	Well aware of the significance of leadership practices of principals.	Principals	N	-	2	-	10	2	3.86	0.86	3.82	0.94
			%	-	14.3	-	71.4	14.3				
		Teachers	N	3	3	13	84	17	3.91	0.76		
			%	2.5	2.5	10.8	70.0	14.2				
3	Oriented about the challenge of the leadership practices in the secondary school	Principal	N	-	2	1	10	1	3.71	0.83	-0.24	0.81
			%	-	14.3	7.3	71.4	7.3				
		Teachers	N	5	24	23	56	12	3.38	1.05		
			%	4.2	20.0	19.2	46.7	10.0				
4	Receive awareness rising on problems of both teachers and principal workers.	Principals	N	-	2	2	6	4	3.86	1.03	1.46	0.15
			%	-	14.3	14.3	42.9	28.6				
		Teachers	N	3	8	42	59	8	3.51	0.82		
			%	2.5	6.7	35.0	49.2	6.7				
5	Develop skills of applying different challenges of school principal techniques through organizing in-service training.	Principals	N		4	5	4	1	3.14	0.93	2.67	0.01
			%		28.6	35.7	28.6	7.1				
		Teachers	N	2	12	10	80	16	3.80	0.86		
			%	1.7	10.0	8.3	66.7	13.3				

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is one independent t-test and Sig. (2-tailed) or P-value.

Item 1 of table 8 deals with teacher is well oriented about the challenges of leadership practices of principals. Accordingly this, 7.1% of principals and 5.8% of teachers rated disagree, 10.0% of only teachers' rated undecided, 46.4% of principals and 39.2% of teachers rated agree. From this scales the most of respondents of principals and most of the teachers are agreed with issues about well oriented about the challenges of leadership practices of principals. The mean value of principals and teachers were found to be ($\bar{x}=4.21$, $SD= 0.80$) and ($\bar{x}= 3.82$, $SD= 0.94$) respectively agreed that they are well oriented about the challenges of leadership practices of principals. This is confirmed by the t- test value ($t=1.51$, $P \geq 0.13$) which is greater than 0.05. Therefore there is no significant difference between principals and teachers response on the item that they are well oriented about the challenges of leadership practices of principals. Therefore, it showed that principals have well oriented about the challenges of leadership practices of principals.

As it can be seen in Table 8, regarding to the item 2 about well aware of the significance of leadership practices of principal, 28.2% of principals and 28.2% of teachers rated agree, 10.8% of only teachers rated undecided, 14.3% of principals and 2.5% of teachers rated disagree. From this notion the researcher concluded that most of the Principals and teachers agree about well aware of the significance of leadership practices of principal. This shows most the teachers know about the challenges of principals. From this item of table 7 the mean value of principals and teachers were found to be ($\bar{x}=3.86$, $SD=0.86$) and ($\bar{x}=3.91$, $SD= 0.76$) respectively agreed that teachers well aware of the significance of leadership practices of principal. This is confirmed by the t- test value ($t=3.82$, $P \geq 0.94$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers' response on the item that the practices of teachers have well aware of the significance of leadership practices of principal. Therefore, the researcher concludes that the teachers have well awareness about the challenges of principals.

Item 3 of table 8 deals with oriented about the challenge of the leadership practices in the secondary school 39.5% of principals and 28.3% of teachers rated agree, 7.3% of principals and 19.2% of teachers rated undecided, 14.3% of principals and 3.4% of teachers rated disagree. Generally, the researcher concludes that most of principals and teachers agreed teachers were

oriented about the challenge of the leadership practices in the secondary school. According to this, the mean value of principals and teachers were found to be ($x = 3.71$, $SD = 0.83$) and ($x = 3.38$, $SD = 1.05$) respectively decided that teachers oriented about the challenge of the leadership practices in the secondary school. This is confirmed by the t- test value ($t = -0.24$, $P \geq 0.81$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers responses on the item that teachers oriented about the challenge of the leadership practices in the secondary school. As a result, the researcher concludes that the teachers oriented about the challenge of the leadership practices in the secondary school.

Item 4 of table 8 deals with teachers receive awareness raising on problems of both teachers and principal on the practices of school, 28.6% of principals and 6.7% of teachers rated strongly agree, 35.8% of principals and 52.3% of teachers rated agree, 14.3% of principals and 35.0% of teachers rated undecided, 14.3% of principals and 4.6% of teachers rated disagree. From this scales the researcher conclude that most of the teachers and principals receive awareness rising on problems of both teachers and principal on the practices of school. According to this, the mean value of principals and teachers were found to be ($x = 3.86$, $SD = 1.03$) and ($x = 3.51$, $SD = 0.82$) respectively determined that teachers receive awareness rising on problems of both teachers and principal on the practices of school. This is confirmed by the t- test value ($t = 1.46$, $P \geq 0.15$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers responses on the item that teachers receive awareness rising on problems of both teachers and principal on the practices of school. As a result, the researcher conclude that majority of the respondents have perceive teachers receive awareness rising on problems of both teachers and principal on the practices of school.

Item 5 of table 8 deals with teachers develop skills of applying different challenges of school principal techniques through organizing in-service training, 17.9% of principals and 40% of teachers rated agree, 35.7% of principals and 8.3% of teachers rated undecided, 28.6% of principals and 5.9% of teachers rated disagree. From this scales the researcher conclude that most of the teachers develop skills of applying different challenges of school principal techniques through organizing in-service training. According to this, the mean value of principals and teachers were found to be ($x = 3.14$, $SD = 0.93$) and ($x = 3.80$, $SD = 0.86$) respectively teachers develop skills of applying different challenges of school principal techniques through organizing in-service training. This is confirmed by the t- test value ($t = 2.67$, $P \geq 0.01$) which is less than 0.05.

Therefore there is highly statistically significant difference between principals and teachers responses on the item that teachers develop skills of applying different challenges of school principal techniques through organizing in-service training. As a result, the researcher conclude that majority of the respondents have develop skills of applying different challenges of school principal techniques through organizing in-service training.

Table 9: The participation of teachers in the improvement of the challenges of principals

No	Items	Respondents		Response [N&%]							t-value	Sig(P≥0.05)
				1	2	3	4	5	X	SD		
1	Challenges of leadership practices of principals for improvement of effective teaching and learning processes.	Principals	N	-	-	1	10	3	4.14	0.54	0.36	0.72
			%	-	-	7.	71.4	21.4				
		Teachers	N	2	5	6	83	24	4.02	0.76		
			%	1.7	4.2	5.0	69.2	20.0				
2	Challenges of principal enable them to affect variety of practicing techniques.	Principals	N	-	1	1	7	5	4.14	0.86	0.57	0.57
			%	-	7.1	7.1	50.0	35.7				
		Teachers	N	3	3	8	81	25	4.02	0.78		
			%	2.5	2.5	6.7	67.5	20.8				
3	A good leadership practices of principal helps to increase the improvement of safe school environment.	Principals	N	-	-	1	6	7	4.43	0.64	0.03	0.74
			%			7.1	42.9	50.0				
		Teachers	N	2	2	3	57	56	4.36	0.77		
			%	1.7	1.7	2.5	47.5	46.7				
4	Challenges of leadership practices need the collaboration of the stakeholders of the schools.	Principals	N	-	-	2	6	6	4.29	0.73	0.12	0.99
			%	-	-	14.	42.9	42.9				
		Teachers	N	1	3	4	65	47	4.28	0.72		
			%	0.8	2.5	3.3	54.2	39.2				
5	Challenges of the school principals decrease the improvement of students' learning.	Principals	N	-	-	-	6	8	4.57	0.51	1.50	0.13
			%	-	-	-	42.9	57.1				
		Teachers	N	3	5	1	65	46	4.22	0.86		
			%	2.5	4.2	0.8	54.2	38.3				

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is one independent t-test and Sig. (2-tailed) or P-value.

Item 1 of table 9 deals with teachers understands challenges of leadership practices of principals for improvement of effective teaching and learning processes, accordingly this, 46.4% of

principals and 44.8% of teachers rated agree, 7.1% of principals and 5.0% of teachers' rated undecided, 2.9% of only teachers rated disagree. From this scales the most of respondents of principals and the teachers are agreed with challenges of leadership practices of principals for improvement of effective teaching and learning processes. The mean value of principals and teachers were found to be ($\bar{x}=4.14$, $SD= 0.54$) and ($\bar{x}= 4.02$, $SD= 0.76$) respectively agreed that challenges of leadership practices of principals for improvement of effective teaching and learning processes. This is confirmed by the t- test value ($t=0.36$, $P \geq 0.72$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that challenges of leadership practices of principals for improvement of effective teaching and learning processes. Therefore, it showed that teachers have known about the challenges of leadership practices of principals have affect the improvement of effective teaching and learning processes.

Item 2 of table 9 deals with teachers understand challenges of principal enable them to affect variety of practicing techniques, accordingly this, 42.9% of principals and 44.2% of teachers rated agree, 7.1% of principals and 6.7% of teachers' rated undecided, 7.1% of principals and 2.5% of teachers' rated disagree. From this scales the most of respondents of principals and the teachers are agreed with challenges of principal enable them to affect variety of practicing techniques. The mean value of principals and teachers were found to be ($\bar{x}=4.14$, $SD= 0.86$) and ($\bar{x}= 4.02$, $SD= 0.78$) respectively agreed that challenges of principal enable them to affect variety of practicing techniques. This is confirmed by the t- test value ($t=0.57$, $P \geq 0.7$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that challenges of principal enable them to affect variety of practicing techniques. Therefore, it showed that teachers have known about the challenges of principal enable them to affect variety of practicing techniques.

Item 3 of table 9 deals with teachers understand good leadership practices of principal helps to increase the improvement of safe school environment, accordingly this, 46.5% of principals and 47.1% of teachers rated agree, 7.1% of principals and 2.5% of teachers rated undecided and 7.1% of teachers rated disagree. From this scales the most of respondents of principals and the teachers are agreed with good leadership practices of principal helps to increase the improvement of safe school environment. The mean value of principals and teachers were found to be ($\bar{x}=4.43$, $SD= 0.64$) and ($\bar{x}= 4.36$, $SD= 0.77$) respectively agreed that good leadership practices of principal

helps to increase the improvement of safe school environment. This is confirmed by the t- test value ($t=0.03$, $P \geq 0.74$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that good leadership practices of principal helps to increase the improvement of safe school environment. Therefore, it showed that teachers have good leadership practices of principal helps to increase the improvement of safe school environment.

Item 4 of table 9 deals with teachers' challenges of leadership practices need the collaboration of the stake holders of the schools, accordingly this, 42.9% of principals and 46.7% of teachers rated agree, 14.3% of principals and 3.3% of teachers rated undecided, 1.7% of teachers rated disagree. From this scales the most of respondents of principals and the teachers are agreed with challenges of leadership practices need the collaboration of the stake holders of the schools. The mean value of principals and teachers were found to be ($x=4.29$, $SD= 0.73$) and ($x= 4.28$, $SD= 0.72$) respectively agreed that challenges of leadership practices need the collaboration of the stake holders of the schools. This is confirmed by the t- test value ($t=0.12$, $P \geq 0.99$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that challenges of leadership practices need the collaboration of the stake holders of the schools. Therefore, it showed that teachers understand that challenges of leadership practices need the collaboration of the stake holders of the schools.

Item 5 of table 9 deals with teachers have understand that challenges of the school principals decrease the improvement of students' learning, accordingly this, 50% of principals and 46.3% of teachers rated agree, 0.8% of only teachers rated undecided and 3.4% of only teachers rated disagree. From this scales the most of respondents of principals and the teachers are agreed with understand that challenges of the school principals decrease the improvement of students' learning. The mean value of principals and teachers were found to be ($x=4.75$, $SD= 0.51$) and ($x= 4.22$, $SD= 0.86$) respectively agreed that understand challenges of the school principals decrease the improvement of students' learning. This is confirmed by the t- test value ($t=1.50$, $P \geq 0.13$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that understand that challenges of the school principals decrease the improvement of students' learning. Therefore, it showed that teachers understand that understand that challenges of the school principals decrease the improvement of students' learning.

Table 10: Respondents' views on the problems of secondary school principal

				Response [N&%]									
N o	Items	Respond ents		1	2	3	4	5	X	SD	t- val ue	Sig(P≥0 .05)	
1	Are affected by the leadership practices.	Principal s	N	1	1	5	5	2	3.43	1.08	- 1. 43	0. 15	
			%	7.1	7.1	35.7	35.	14.3					
		Teachers	N	3	7	23	65	22	3.80	0.89			
			%	2.5	5.8	19.2	54.	18.3					
2	Are involved in identification of challenges like resource, assessment, technology, and the like.	Principal s	N	-	-	1	10	3	4.14	0.53	1. 10	0. 27	
			%	-		7.1	71.	21.4					
		Teachers	N	2	7	12	79	20	3.90	0.80			
			%	1.7	5.8	10.0	65.	16.7					
3	Find solutions for problems they encounter in their instructional practices.	Principal	N	-	2	3	7	2	3.64	0.93	0. 4 4	0.6 6	
			%	-	14.3	21.44	50.	14.3					
		Teachers	N	4	9	33	59	15	3.60	.920			
			%	3.	7.5	27.5	49.	12.5					
4	Receive feedbackparticularly after identification problems which may challenge the school.	Principal s	N	1	3	5	4	1	3.07	1.07	1. 9 5	0. 05	
			%	7.	21.4	35.7	28.	7.1					
		Teachers	N	3	11	35	54	17	3.59	0.93			
			%	2.5	9.2	29.2	45.	14.2					
5	Identify the major problems which may challenge the leadership practices of school principal.	Principal s	N	-	1	6	6	1	3.50	0.76	- 0. 27	0. 78	
			%	-	7.1	42.97	42.	7.1					
		Teachers	N	4	16	25	57	18	3.58	1.01			
			%	3.3	13.3	20.8	47. 5	15.0					

Key: **SDA**= Strongly Disagree (1.00-1.49) **DA**= Disagree (1.50-2.49) **UD**= Undecided (2.50-3.49) **A**= Agree (3.50-4.49) **SA**= Strongly Agree (4.50-5.00). **M**- is mean, **SD**- is standard deviation, **t**-is one independent t-test and Sig. (2-tailed) or **P**-value.

Item1 of table 10 deals with teachersare affected by the leadership practices of principals,accordingly this, 25% of principals and 36.3% of teachers rated agree, 35.7% of

principals and 19.3% of teachers rated undecided, 7.1% of principals and 4.2% of teachers rated disagree. From this scales the most of respondents agreed that teachers are affected by the leadership practices of principals. The mean value of principals and teachers were found to be ($x=3.43$, $SD= 1.08$) and ($x= 3.80$, $SD= 0.89$) respectively agreed that teachers are affected by the leadership practices of principals. This is confirmed by the t- test value ($t=-1.43$, $P \geq 0.5$) which is greater than 0.05. Therefore there is statistically significant difference between principals and teachers response on the item that affected by the leadership practices of principals. Therefore, it showed that teachers are affected by the leadership practices of principals. Regarding to this item, the one of interviewed Woreda education office quality assurance coordinators asserted out:

Most of the time teachers' are affected by the leadership practices of principals' due to lack of delegation on their leadership practices and lack of constructive feedback and comments. Most of the interviewed Woreda education office quality assurance coordinators supported interview.

Item 2 of table 10 deals with teachers are involved in identification of challenges like resource, assessment, technology, and the like. Accordingly this, 46.4% of principals and 41.3% of teachers rated agree, 7.1% of principals and 10.0% of teachers rated undecided and 6.5% of only teachers rated disagree. From this scales the most of respondents of principals and the teachers are agreed that teachers are involved in identification of challenges like resource, assessment, technology, and the like. The mean value of principals and teachers were found to be ($x=4.14$, $SD= 0.53$) and ($x= 3.90$, $SD= 0.80$) respectively agreed that teachers are involved in identification of challenges like resource, assessment, technology, and the like. This is confirmed by the t- test value ($t=-1.10$, $P \geq 0.27$) which is greater than 0.05. Therefore there is statistically significant difference between principals and teachers response on the item that teachers are involved in identification of challenges like resource, assessment, technology, and the like.. Therefore, it showed that teachers understand that are involved in identification of challenges like resource, assessment, technology, and the like.

Items 3 of table 10 deals with teachers find solutions for problems they encounter in their instructional practices, 32.2% of principals and 27.7% of teachers rated agree, 21.4% of principals and 27.5% of teachers rated undecided, 14.3% of principals and 5.4% of teachers rated disagree. From this scales most of respondents of principals and the teachers are agreed that teachers find solutions for problems they encounter in their instructional practices. The mean

value of principals and teachers were found to be ($x=3.64$, $SD= 0.93$) and ($x= 3.60$, $SD= 0.92$) respectively agreed that teachers find solutions for problems they encounter in their instructional practices. This is confirmed by the t- test value ($t=0.44$, $P \geq 0.66$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that teachers find solutions for problems they encounter in their instructional practices. Therefore, it showed that teachers understand how to find solutions for problems they encounter in their instructional practices.

Items 4 of table 10 deals with teachers receive feedback particularly after identification of problems which may challenge the school principal, 7.1% of principals and 14.2% of teachers rated strongly agree, 17.9 % of principals and 29.6% of teachers rated agree, 35.7% of principals and 29.2% of teachers rated undecided, 14.3% of principals and 5.9% of teachers rated disagree. From this scales most of respondents of the teachers are agreed and principals are undecided that receive feedback particularly after identification of problems which may challenge the school principal. The mean value of principals and teachers were found to be ($x=3.07$, $SD= 1.07$) and ($x= 3.59$, $SD= 0.93$) respectively agreed that teachers receive feedback particularly after identification of problems which may challenge the school principal. This is confirmed by the t- test value ($t=1.95$, $P \geq 0.05$) which is greater than 0.05. Therefore there is no statistically significant difference between principals and teachers response on the item that teachers receive feedback particularly after identification of problems which may challenge the school principal. Therefore, it showed that teachers understand receive feedback particularly after identification of problems which may challenge the school principal.

Items 5 of table 10 deals with teachers identify the major problems which may challenge the leadership practices of school principal, 22.3 % of principals and 31.3% of teachers rated agree, 42.9% of principals and 20.8% of teachers rated undecided, 7.1% of principals and 8.3% of teachers rated disagree. From this scales most of respondents of the teachers are agreed and most principals agreed and undecided that teachers identify the major problems which may challenge the leadership practices of school principal. The mean value of principals and teachers were found to be ($x=3.50$, $SD= 0.76$) and ($x= 3.58$, $SD= 1.01$) respectively agreed that teachers identify the major problems which may challenge the leadership practices of school principal. This is confirmed by the t- test value ($t=-0.27$, $P \geq 0.78$) which is greater than

0.05. Therefore there is statistically significant difference between principals and teachers response on the item that teachers identify the major problems which may challenge the leadership practices of school principal. Therefore, it showed that teachers understand that identify the major problems which may challenge the leadership practices of school principal.

Generally, the qualitative data gathered through the open-ended questionnaires and interview the responses that given from teachers, principals, supervisors and WQEAH the other additional challenges which faces leadership practices of secondary school principals in Kembata Tembaro Zone are:-

- Challenges that organizing and supporting classroom instructional activities such as the major challenges which the school leaders face in this area are lack of experience, knowledge and skills by the school leaders as well as commitment to create collaborative work with the school community due to the problem of this the school principals have no experienced to manage and support classroom instruction effectively.
- Lack of creating conducive and healthy environment some challenges under this theme as absence of support from woreda education office, insufficient budget in the school, problem of ability to coordinate human and material resources by the school leaders, lack of positive relation and less interactions between teachers and students as well as among teachers in the school were some of the problems face in creating conducive and healthy school environment as they indicated.
- Lack of professional skill development which means absence of interest by the teachers to take training at school level.
- Lack of developing shared vision and mission goals which means lacking planning abilities and less participation of all school community in developing the school goals are the main problems which were listed in interview respondents and document analysis also strengthen the above idea.
- There were lack of performance evaluation and monitoring student progress that means the criteria used by the school leaders are not consistent with accepted idea and objectives of the staff.
- Lack of sufficient budget to perform educational activities and others challenges were listed in the questioners.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

A summary of the study, research basic questions and major findings, Conclusions and recommendations are presented in this chapter.

5.1. Summary

A school leadership plays great role in the progress of teaching learning process by giving continuous professional support to teachers, which in turn results in improved students learning. The purpose of this study was to study challenges of principals' leadership practices in secondary schools of Kambata Tembaro Zone and recommending feasible ways of reducing those problems. To this end the following basic questions were set:

1. What are the major challenges of leadership practices do secondary school principals face in Kambata Tembaro Zone?
2. Which of these challenges are the most critical in secondary school of Kambata Tembaro Zone?
3. What leadership skills do the principals employ under such challenges in Kambata Tembaro Zone?

Descriptive survey design was employed to address the basic question raised. The subjects of the study were to be school principals, teachers, secondary school supervisors, and woreda education quality assurance. Both primary and secondary sources of data were used and review of the related literature was also made to treat the basic questions. The researcher employed different instruments of data collection as they helped him to combine the strength and amend some of the inadequacies. Accordingly, questionnaires (closed and open ended questions) were used to collect data from principals and teachers. Interview made with secondary school supervisors and woreda education quality assurance of the sampled woredas and in some instances document analysis and observation were undertaken.

Based on this a total of 134 copies of questionnaires were distributed to 14 principals and 120 teachers. The returned were 14 (100%) of principals and 120 (100%) of teachers which comprised

of 14 principals and 120 teachers. The quantitative data gathered through questionnaires were analyzed in frequency and percentage. The mean, standard deviation and t-test was also utilized to check the statistical significance whether there is difference or not between the opinions of the respondents assisted by a computer SPSS program version. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document were analyzed by narration. Based on the study, the following findings were emerged:

- ❖ Analysis of the principals, teachers', supervisors and WQEA demographic data demonstrated that majority 83.3% of teachers are males and rest of 100% of them were male respectively. The majority of respondents of teachers, principals, WQEA and supervisors of the sampled secondary schools were found to be in the age range of 26-40 years. So that as the information obtained from the age of the respondents it is possible to obtain matured idea about the challenges of principals' leadership practices of secondary school.
- ❖ Among 14 principals, 8 principal had educational qualification in MA/MSc and the rest 6 were specialized BA/BSc. Among 4 supervisors 3 of them had MA/MSc and the rest 1 had BA/BSc educational qualification. From 4 WQEAH 3 of them have BA/BSc and 1 of them has MA/MSc educational qualification.
- ❖ Comparison of mean by sex of respondents, the researcher concludes that the mean value of total male respondents of principals and teachers questioners are $x = 3.17$ and $x = 3.67$ respectively for overall challenges of principals and teachers awareness about principals challenges. The researcher also concludes that the mean value of total female respondents of principals and teachers questioners are $x = 4.59$ and $x = 4.87$ respectively for overall challenges of principals and teachers awareness about principals challenges. From these mean the researcher concludes that females are more understanding than males about challenge of secondary school principals in Kembata Tembaro Zone.
- ❖ Comparison of mean by work experience of respondents about overall challenge of principals and teachers' awareness about principals' challenges of work experience between 21-30 years of experienced respondents of both principals and teachers is $x = 4.43$ and $x = 4.73$ respectively and work experiences between 31-40 years of respondents of both principals and teachers is $x = 5.0$ and $x = 5.0$ respectively. From this statement the researcher concludes that high work experience of respondents are more

understanding than the lower work experience of respondents about challenges of principals' leadership practices in Secondary Schools of Kambata Tembaro Zone.

- ❖ Concerning challenges of organizing and interference of external body, the findings related that 71.44% of principals and 75.36% of teachers were responded that heavy work load their leadership practices, various bureaucratic obstacles or challenges, shortage of time to perform leadership practices, interference by superintendent's indecision making process and interference of political case in the school were mentioned.
- ❖ With regard to the views on materials and experience of principals challenges, the findings related that 71.85% of principals and 66.45% of teachers were responded that face lack of instructional materials, lack of modern technology assisted leadership, and face lack of in-service training in the area of leadership the respondents were identified, but face lack of cooperation of teachers, about this issues most of the respondents disagree
- ❖ As respondents indicated that respondents' views on skills and conditional problems about principals, the findings related that 66.05% of principals were disagreed and 66.45% of teachers were agreed about responded such as face challenges of poor communication with superintendents, face unsatisfactory communication within staffs of the school, face inconsistent operation of leadership practices and face lack of courage and commitment by leadership practices to perform leading activities.
- ❖ As study revealed that respondents' views on awareness and skills of teachers about the challenges of leadership practices of principals in the schools, the findings related that 72.88% of principals and 70.02% of teachers agreed responded that they were well oriented about the challenges of leadership practices of principals, well aware of the significance of leadership practices of principals, oriented about the challenge of the leadership practices in the secondary school, receive awareness raising on problems of both teachers and principal workers and develop skills of applying different challenges of school principal techniques through organizing in-service training were effectively implemented in their schools.
- ❖ As respondents indicated that respondents' views on teachers participate to improve the challenges of secondary school principals, the findings related that 91.44% of principals and 91.52% of teachers agreed that challenges of leadership practices of principals for

improvement of effective teaching and learning processes, challenges of principal enable them to affect variety of practicing techniques, a good leadership practices of principal helps to increase the improvement of safe school environment, challenges of leadership practices need the collaboration of the stake holders of the schools and challenges of the school principals decrease the improvement of students' learning, concerning these issues all the respondents were agreed.

- ❖ Concerning the identification of problems and finding solution about challenges of secondary school principals, the findings indicated that 58.56% of principals and 67.68% of teachers agreed that teachers are affected by the leadership practices, involved in identification of challenges like resource, assessment, technology, and the like, find solutions for problems they encounter in their instructional practices, receive feedback particularly after identification of problems which may challenge the school and identify the major problems which may challenge the leadership practices of school principal were in a good position.
- ❖ The qualitative data gathered through the open-ended questionnaires and interviews the additional challenges were given by respondents such as lack of creating conducive and healthy environment, lack of professional skill development, lack of developing shared vision and mission goals, there were lack of performance evaluation and monitoring student progress, lack of sufficient budget to perform educational activities and other challenges were listed.

5.2 Conclusion

Based on the finding of the study the following conclusions are drawn. The main purpose of school principal is professional and curriculum development for creating a better learning condition for teaching learning processes. This requires the positive views of teachers towards school principal. Unless teachers perceive principal as a process of promoting professional growth and student learning, the leadership exercise will not have the desired effect.

However, the findings show that teachers were well oriented to the potential benefits principal could bring to themselves or to the teaching and learning process where they lacked awareness of the activities of school leadership. From this, it can be concluded that teachers in secondary schools of Kambata Tembaro Zone have boundless understanding about the significance and purpose of school leadership. The principal employed various leadership options by selecting and coordinating these tools focusing on the individual teacher's needs and problems and the issues of teaching learning that can enhance school improvement activities and improve their instructional good organization. The study also concludes that challenges which face of secondary school principals significantly affect leadership practices in that it leads to increased workload amongst the principals and the available staff. Principals were fewer plans for instructional leadership practices since they spend more time on administrative issues due to lack of administrative workers.

The researcher concludes from quantitative data of the distributed questioners that study of challenges which faces the leadership practices of secondary school principal in Kambata Tembaro Zone such as heavy work load to perform instructional activities, lack of enough instructional materials, lack of practices technology leadership, interference of political case and superintendents for decision making, challenges of administrative obstacles and shortage of time due to unwanted meeting call from woreda administrative body, lack of community support for education, lack of enough budget allocation, unemployment of administrative workers in the secondary schools and lack of short term training about leadership practices.

Comparison of mean by sex of respondents, the researcher concludes that the mean value of total male respondents of principals and teachers questioners are $x = 3.17$ and $x = 3.67$ respectively for overall challenges of principals and teachers awareness about principals challenges. The researcher also concludes that the mean value of total female respondents of principals and teachers questioners are $x = 4.59$ and $x = 4.87$ respectively for overall challenges of principals and

teachers awareness about principals challenges. From these mean the researcher concludes that females are more understanding than males about challenge of secondary school principals in Kembata Tembaro Zone.

Comparison of mean by chronological age of respondents about overall challenge of principals and teachers' awareness about principals' challenges, the researcher concludes that high age groups of respondents are more understanding than the lower age group about challenges of principals' leadership practices in Secondary Schools of Kembata Tembaro Zone.

Comparison of mean by work experience of respondents about overall challenge of principals and teachers' awareness about principals' challenges the researcher concludes that high work experience of respondents are more understanding than the lower work experience of respondents about the challenges of principals' leadership practices in Secondary Schools of Kembata Tembaro Zone.

Regarding the problems that encountered the school leadership it can be concluded that work overload, lack of training, lack of experience, unable to build team and situational problems, lack of good relation and support of community, lack of professional support from external government body, interference of external bodies such as political case and other superintendents were the problems that affected the practices of school leadership in the sampled secondary schools. Because of these problems the leading practice given at the schools leaderships were found to be inadequate or depends on administrative leadership than instructional one. So that unsatisfactory leading practices of school leader affects the teaching learning process in selected secondary schools. Hence, the researcher conclude that the leadership practices of secondary school principals in Kembata Tembaro Zone were not moderately effective i.e. some content effective.

The researcher also conclude from qualitative data such as interview and open ended questions the challenges which faces the leadership practices of secondary school principal were lack of budget allocation, resistance of teachers, unprogrammed meeting call, lack of planning, lack of vision and mission from principals themselves.

5.3. Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve challenges of principals' leadership practices in Secondary Schools.

- To minimize the challenges related to heavy work load on the area of leadership practices, it is recommended that the woreda education office in collaboration with the zone education office has employed administrative workers at each level of vacancy to reduce work over load of principals and the school leadership to develop expressional locate the job to the staff member and should develop team between the staff to improve teaching learning process (instructional leadership) than administrative leadership.
- To reduce lack of instructional materials on the area of leadership, it is recommended that to facilitate community participation in education area collaboration with kebele education training board, project design for NGOs in collaboration with woreda education office to fulfill teaching materials and ask additional budget allocation for woreda education office to fulfill instructional materials.
- To overcome difficult to get the practices modern technology assisted leadership, it is recommended that work collaboration with woreda education office, zonal education office and regional education bureau which they are coordinate with Minister of Education to fulfill shortage of technology assisted materials and give training on skills about technology assisted practices.
- To decrease the problem related to lack of experience to deal with the problem and training on area of leadership, it is recommended that the woreda education office in collaboration with the regional educational bureau and zone education office has to arrange short and long term training to equip the school leaderships with basic knowledge and skills of leading.
- In order to avoid the problems related to organizing like inability to create team building, it is recommended that the school leadership strengthen the collaboration among teachers by making discussion and share experiences in their departments and staff meetings and the school leadership to develop trust share the job to the staff member and should develop team between the staff.

- To overcome the problems related to restricted one it is recommend that the school leadership should take responsibility to create good relation with the community and create opportunity to discuss with the community.
- And also to overcome the problem related to interference of external bodies such as political case and some superintendents, it is recommended that the school leadership communicate with the woreda or zone education office and regional education representative with the help of Ministry of Education to prevent the interference of other external bodies to education sector that related with educational policy.
- To minimize lack of organizing and supporting classroom instructional activities, lack of creating conducive and healthy environment, lack of professional skill development, lack of developing shared vision and mission goals, lack of performance evaluation and monitoring student progress, lackof sufficient budget to perform educational activities and other challenges, it is recommended that the woreda education office in collaboration with the regional educational bureau and zone education office have to arrange long and short term training for all stakeholders and allocate sufficient budget for educational sector.

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APPENDIX A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

A Questionnaire to be filled by Principals

Dear Respondents,

The purpose of this questionnaire is to identify **challenges of principals' leadership practices in Secondary Schools of Kambata Tembaro Zone**. The responses you provide will have a great significance for the success of this study. So, you are kindly requested to give your genuine responses. Your responses will be kept strictly confidential and used only for writing the Master's thesis I am required to write as partial fulfillment of my study. In providing responses, please do not write any personal identification in any part of this questionnaire booklet.

Thank you in advance for your support!

General direction

1. Please do not write your name;
2. There is no need to ask others to fill up the questionnaire.
3. Please provide your responses by putting a tick mark (✓) in the box provided;
4. Write your opinion briefly for the short open-ended questions in the space provided.

Part I: Personal Data

1. Sex: A. Male ☐ B. Female ☐
2. Age: A. 20-25 ☐ B. 26-30 ☐ C. 31-35 ☐ D. 36-40 ☐ E. above 41 ☐
3. Work experience as a teacher:
A. 1-10 years ☐ B. 11-20 years ☐
C. 21-30 years ☐ D. 31-40 years ☐
4. Years of experience as a principal _____ years.

5. Educational background: A. Diploma in Education ☐ B. First Degree in Education ☐

C. Second Degree ☐

If others indicate _____

6. Field of specialization _____

Part II: Indicate your responses for the following items by putting a tick mark (✓) in the box corresponding to each item

I. Respondents' views on challenges of organizing and interference of external body

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Heavy work load their leadership practices					
2	Various bureaucratic obstacles or challenges					
3	Shortage of time to perform leadership practices					
4	Interference by superintendent's indecision making process					
5	Interference of political case in the school.					

Please, explain in brief if you have any other idea in relation to how the challenges of principal are being practiced in your school.

II.Respondents'views on materials and experience of principals challenges

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Face lack of instructional materials					
2	Difficult to get modern technology assisted leadership					
3	Face lack of in-service training in the area of leadership					
4	Face lack of cooperation of teachers					

In your observation, what are the other challenges that affect the leadership practices of secondary school principals? Please write your answer on the space provided.

III.Respondents' views on skills and conditional problems about principals in secondary schools

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Face challenges of poor communication with superintendents					
2	Face unsatisfactory communication within staffs of the school.					
3	Face inconsistent operation of leadership practices					
4	Face lack of courage and commitment by leadership practices to perform leading activities.					

What are the other skills and conditional problems about principals in secondary schools?

IV.Respondents' views on Awareness of teacher's about the challenges of leadership practices of principals

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Well oriented about the challenges of leadership practices of principals.					
2	Well aware of the significance of leadership practices of principals					
3	Oriented about the challenge of the leadership practices in the secondary school					
4	Receive awareness rising on problems of both teachers and principal workers.					
5	Develop skills of applying different challenges of school principal techniques through organizing in-service training.					

What is the other awareness of teachers about the challenges of leadership practices of principals? _____

_____.

V.Respondents' views on teachers participate to improve the challenges of secondary school

Principals

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Challenges of leadership practices of principals for improvement of effective teaching and learning processes.					
2	Challenges of principal enable them to affect variety of practicing techniques.					
3	A good leadership practices of principal helps to increase the improvement of safe school environment					
4	Challenges of leadership practices need the collaboration of the stake holders of the schools.					
5	Challenges of the school principals decrease the improvement of students' learning.					

Please, describe the other teacher's participationto improve the challenges of secondary school.

IV.Respondents' views on the problems of secondary school

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Are affected by the leadership practices.					
2	Are involved in identification of challenges like resource, assessment, technology, and the like.					
3	Find solutions for problems they encounter in their instructional practices.					
4	Receive feedback particularly after identification problems which may challenge the school					
5	Identify the major problems which may challenge the leadership practices of school principal.					

Pease, list the other identification of problems about challenges of secondary school principals by their teachers. _____

APENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

A. Questionnaire to be complete by teachers

Dear Respondents,

The Purpose of this questionnaire is to study the **challenge of school principals' face in their leadership practices in secondary schools of Kambata Tembaro Zone**. The responses you give will have significance for the success of this study. So, you are kindly requested to give your genuine responses to the items presented in this questionnaire. Your responses will be kept strictly confidential and the data will only be used for writing the thesis as partial fulfillment of my study. Please do not indicate your personal identification in any part of this questionnaire.

Thank you in advance for your support!

General direction

1. Do not write your name;
2. There is no need to ask others to fill up the questionnaire;
3. Please indicate your responses by putting a tick mark (√) in the box provided;
4. Write your opinion briefly for the open-ended questions in the space provided.

Part I: Personal Data

1. Sex: A. Male ☐ B. Female ☐
2. Age: A. 20-25 ☐ B. 26-30 ☐ C. 31-35 ☐ D. 36-40 ☐ E. Above 40 ☐
3. Work experience as a teacher:
A. 1-10 year's ☐ B. 11 -20 year's ☐
C. 21-30 year's ☐ D. Above 36 year's ☐
4. Educational background: A. Diploma ☐ B. BA/BSc Degree ☐ C. MA/MSc Degree ☐

D. Other (Please specify) _____

5. Number of years as principal (if any) _____

6. Field of specialization _____

7. Subject you currently teach _____

Part II: Indicate your responses for the following items by putting a tick mark (✓) in the box corresponding to each item

I. Respondents' views on challenges of organizing and interference of external body

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Heavy work load on their leadership practices					
2	Various bureaucratic obstacles or challenges					
3	Shortage of time to perform leadership practices					
4	Interference by superintendent's indecision making process					
5	Interference of political case in the school.					

Please, explain in brief if you have any other idea in relation to how the challenges of principal are being practiced in your school.

II.Respondents'views on materials and experience of principals challenges

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Face lack of instructional materials					
2	Difficult to get modern technology assisted leadership					
3	Face lack of in-service training in the area of leadership					
4	Face lack of cooperation of teachers					

In your observation, what are the other challenges that affect the leadership practices of secondary school principals? Please write your answer on the space provided.

III.Respondents' views on skills and conditional problems about principals in secondary schools

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Face challenges of poor communication with superintendents					
2	Face unsatisfactory communication within staffs of the school.					
3	Face inconsistent operation of leadership practices					
4	Face lack of courage and commitment by leadership practices to perform leading activities.					

What are the other skills and conditional problems about principals in secondary schools? _____

IV.Respondents' views on Awareness of teacher's about the challenges of leadership practices of principals

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Well oriented about the challenges of leadership practices of principals.					
2	Well aware of the significance of leadership practices of principals					
3	Teacher oriented about the challenge of the leadership practices in the secondary school					
4	Receive awareness rising on problems of both teachers and principal workers.					
5	Develop skills of applying different challenges of school principal techniques through organizing in-service training.					

What is the other awareness of teachers about the challenges of leadership practices of principals?_____

_____.

V. Responses'' Views on teachers participate to improve the challenges of secondary school Principals

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Challenges of leadership practices of principals for improvement of effective teaching and learning processes.					
2	Challenges of principal enable them to affect variety of practicing techniques.					
3	A good leadership practices of principal helps to increase the improvement of safe school environment					
4	Challenges of leadership practices need the collaboration of the stake holders of the schools.					
5	challenges of the school principals decrease the improvement of students' learning.					

Please, describe the other teacher's participationto improve the challenges of secondary school.

IV.Respondents' views on the problems of secondary school principal

(SA= Strongly Agree=5, A= Agree=4, U= Undecided=3, D= Disagree=2 and SD = Strongly Disagree=1).

No	Items	Rating Scale				
		5	4	3	2	1
1	Are affected by the leadership practices.					
2	Are involved in identification of challenges like resource, assessment, technology, and the like.					
3	Find solutions for problems they encounter in their instructional practices.					
4	Receive feedback particularly after identification problems which may challenge the school					
5	Identify the major problems which may challenge the leadership practices of school principal.					

Pease, list the other identification of problems about challenges of secondary school principals by their teachers

APPENDIX C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

Interview guides to be conducted with woreda education office quality assurance heads and Cluster Supervisors

Dear respondents:

The main idea of this interview is to collect relevant data regarding “problems which may challenge the leadership practices of principals in Secondary Schools of Kembata-Tembaro Zone.” The data obtained will be used for research purpose only. Therefore, your openness in responding to the interview questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

Part I: General Information and Personal Data

1) Work place _____ 2) Sex _____ 3) Age _____ 4) Qualification _____
5) Experience: _____ 6) Current position _____

Part II: Give your response to the questions in short, and be precise

1. What is the practice of principal challenges in terms of providing leadership approaches for teachers in your school? _____

_____.

2. What benefits do teachers gain from a good leadership practice of principal? _____

_____.

3. What are the supports you provide to secondary school principal challenges so as to carry out their leadership roles? _____

_____.

4. What are the problems which may challenge the leadership practices of principals in your school? (In terms of Processes such as learning-teaching, utilization of different methodology and materials, teachers' professional development, training and experience sharing, community participation and etc.) _____

_____.

5. What should be done to promote challenges of leadership practices of principal in secondary school? _____

_____.

6. What are the main challenges that hinder the practices of principal in secondary school? _____

_____.

7. What strategies were designed by your school to address the challenges and to improve the implementation of leadership practices of principal? _____

_____.

8. What should be done to solve the challenges of leadership practices of principal?

9. What is your understanding about the challenges of leadership practices of principal?

10. What are your opinions regarding the overall leadership practices of principal in promoting teachers' professional competences? _____

11. What are the supports of the education office to provides the challenges of leadership practices of principal in secondary school? _____
