

**LEADERSHIP CAPACITY OF PRINCIPALS IN GOVERNMENT SECONDARY
SCHOOLS IN NORTH SHOA ZONE OF OROMIA REGIONAL STATE**

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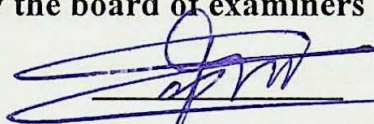
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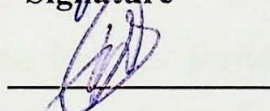


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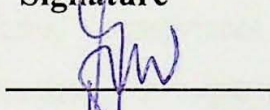
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Acronyms

CSPPE -	Centre of Study for Policies and Practices in Education.
EdAD-	Educational Administration
ESDP-	Educational Sector Development Program
ETP-	Education Training Policy
GEQIP-	General Education Quality Improvement Program
LAMP-	Leadership and Management Program
MoE-	Ministry of Education
NGO-	Non Governmental Organization
SPS-	School Principal Standard
TGE-	Transitional Government of Ethiopia
TVET-	Technical Vocational Education and Training Policy

Abstract

The purpose of this study was to examine the leadership capacity of principals in secondary schools in North Shoa Zone of Oromia Regional state. In the study, mixed research approach and descriptive survey research design was employed. Accordingly, three "Woredas", namely: Jida, Wachale and Fiche administration town were addressed by this study. Therefore, 30 school leaders (main and vice principals and department heads) and 78 teachers selected by Simple random sampling technique, 3 Woreda Education Office Heads and 3 woreda supervisors selected by purposive sampling technique as key respondents. Questionnaires, interviews and document analyses were used for the purpose of collecting relevant data and data obtained through questionnaires were analyzed using statistical tools like percentage, mean, weight mean and average mean. Moreover, data gathered through interview were also analyzed in narrative form. The finding of the study revealed that almost all (96.7%) school leaders were subject area graduate, and all 30(100%) school leaders were bellow the standard set by MoE. Consequently, they lack skill, knowledge, training, and lack commitment and moral of leadership to accomplish their tasks. Based on the findings, it was concluded that: Schools leaders were incapable of enhancing teachers' professional skill development and improving the quality of education. Due to this, the stated vision and defined mission in the school was not compatible with the national goal and it was not supported by its all potential stakeholders. In line with the above findings and conclusions it was recommended that: to equip school leadership with necessary knowledge, attitude and skills; the Region, Zone and Woreda Education Officials may arrange workshops, seminars, short and long term training in collaboration with different universities, colleges and NGO's to enhance leadership capacity of secondary schools principals.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, Significance of the study, delimitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

Leadership capacity widely used in reference to the abilities, skills, and expertise of school leaders, teachers and staffs most commonly when describing the capacity of an individual or school to execute or accomplish something specific, such as leading a school-improvement effort or teaching more effectively. It also encompassed the quality of adaptation, the ability of a school or educator to grow, progress, or improve.

School principals are key actors in education playing crucial roles to implement educational sector development. Therefore, the way principals respond to education reforms becomes a basic concern in policy formulation, public debate and research in both local and global communities (Cheng, 2003). The author further elaborates that the practices of principals need changes in order to meet the challenges of globalization, localization and individualization. This may help to analyze the paradigm shift in principalship and draw implications for educational leadership development. Cheng (Ibid) also identifies those three waves of principal leadership roles in managing changes in education as internal leadership, interface leadership and future leadership.

The internal leadership wave is deeply rooted in the assumption that policy-makers should have clear education aims that could enable to find the best practices to enhance effectiveness for all schools at the grassroots level. The improvement of teacher and student performance is an important target for the educational reform. The way principals attempt to ensure the performance of teachers and students is a key concern in their roles (Brundrett, Burton, and Smith, 2003). The school principals put their major effort for improving the internal environment and processes to achieve the planned objectives. Internal leadership has been considered as a basis for community of practice because it enables leaders to pay attention to help the community develop. Similarly, the 'Blue

Print' for School Improvement Program (MoE, 1999: 25-26) and the directive for School Management, Community Participation and Finance-Amharic version (MoE, 1994:30-34) suggest that educational managers should play the significant leadership and supervisory roles in order to ensure schools have the necessary input and are engaged in goal oriented and processes focused on positive outcomes.

The second wave of principalship-the 'interface principalship' is completely different from the traditional internal leadership in such way that it focuses on taking the initiatives to meet the diverse needs and expectations of parents, students, employers, policy-makers, and those concerned in the community. The author also believes that the interface between schools and the community helps to meet the stakeholders' satisfaction and implement education reforms. In this way, the role of the school principal needs adaptation to the new conception of school effectiveness.

The practice of this approach seems to have been introduced to the Ethiopian education system since the inception of the current education and training policy which says "due attention will be given to popular participation in the production, distribution, utilization, upkeep, care and safety of educational materials, educational technology and facilities" (TGE, 1994:28) which in turn requires for qualified school principals. The blue print organized by the Ministry of Education has also underlined that the school leadership should create safe and healthy environment for students learning and coordinate the work of teachers, insist that students solve their own problems and fulfill the necessary facilities (MoE, 1999).

The third wave of principalship as suggested by Cheng (2002a) is the future leadership which aspires for issues of leadership in the 21st century. It is associated with the new era of globalization, information technology and new economic system. The future leadership also assumes that educational outcomes in the 21st century should fit to rapidly changing environment. Accordingly, the development of knowledge-driven economy and information technology strongly emphasize the paradigm shift in learning and teaching from mere transformation of past experience and culture to demand-driven reforming management of education at different levels in order to ensure their relevance to the future (Cheng, 2000a; Daun, 2001; Burbules & Torres, 2000;). Therefore, the

future-oriented emerging education reforms need visionary school principals who emphasize strongly future effectiveness in terms of relevance to the new education functions. It is also concerned with contextualized multiple intelligences, globalization, localization and individualization of education.

The focus on future leadership has implication for principalship in that leading and directing school should aim at ensuring school effectiveness and relevance to an era of globalization. The Blue print by MoE (1999) also suggests that principals should be visionary and play major roles in ensuring sustainable education sector development.

The current education and training policy (ETP) has adopted different implementation strategies. The policy document greatly stresses the integration of education and development to ensure problem solving capacity of the society in general and that of the individual in particular (TGE, 1994). It emphasizes the identification of the accessibility, relevance, quality, and equity of education provision as the major issue of the country's education system. In order to achieve the strategic goals set in the policy document, the country has adapted the concept of five-year Education Sector Development Program (ESDP). The implementation of ESDP requires designing different strategies such as working with stakeholders and the community at large. For instance the ESDP IV (MoE, 2010) suggests that a special leadership and management program has been initiated to build the capacity of school principals and supervisors towards planning and managing school activities. With the introduction of ESDPs, programs like leadership and administration (LAM) has been introduced with due attention to general education quality improvement programs GEQIP (MoE, 2009).

However, currently the practice of school principal assignment still more confined to nomination from among teachers at woreda, Administrative town and sub-city levels. Due to this, the majority of school principals do not meet the standard set in the blue print by Ministry of Education which suggests graduates of the first degree for primary schools and master's degree holders for secondary school (MoE, 1999).

Geographically the study emphasis in North Shoa of Oromia Regional state. Oromia is one of the nine ethnically based regional states of Ethiopia, covering 284,538 square

kilometres. It is bordered by the Somali Region to the east; the Amhara Region, the Afar Region and the Benishangul-Gumuz Region to the north; South Sudan, Gambela Region, and Southern Nations- Nationalities, and Peoples' Region to the west; and Kenya to the south. The 2007 census reported Oromia's population at over 37 million, making it the largest state in population and area, Oromo (Oromiffa), which is the most commonly spoken language, spoken by 83.5% of the population.

Administratively, Oromia is divided into 18 zones, 245 Woredas, and 36 town administrations with 6500 kebele subdivisions. The educational system of Oromia normally consists of formal and non-formal education: formal education comprises of primary and secondary education, technical and vocational education and tertiary level education. As per the recently available data there are ten (10) teachers training colleges (TTC), 38 technical vocational education training (TVET) of which 36 and 2 are government and non-government centers respectively. Moreover, there are 164 secondary schools and 4893 primary schools found in the Region.

North Shoa zone is located 112 kilometers away from the capital Addis Ababa to Northern of Ethiopia. It is one of the 18 Zones of Oromia Regional State. The zone has 13 woredas and one administrative town (Fitcha). It also has 702 primary schools, 43 secondary schools with the total number of 317,198 students and 6,510 teachers respectively according to North Shoa Zone education office academic year report of 2015/16.

1.2. Statement of the Problem

The government of Ethiopia has introduced different policies in education. One of the landmarks to this effect is developing and practicing the 1994 Education and Training Policy. Moreover, the policy has changed the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of evolving effective school leaders (MoE, 2008).

Additionally, (MoE, 2002) the Education and Training Policy and its Implementation supports and enforces a more decentralized educational planning and leadership where by different stakeholders, including parents and local community, forms unity in leading the

schools. This in turn made the role and work of school principals not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within the school and around the school.

Therefore, monitoring cooperative and collaborative leadership in the school improves the leadership qualities and performance of teaching learning in the school. This means that principals are expected to play dual roles. Primarily, they need to act as managers in maintaining the implementation of the existing government policies, strategies, rules and regulations. Secondly, they are required to develop the vision and change the existing status quo of the school. They are expected to lead both the administrative staff and academic staff in their schools. This is because; quality education is a product of capable school management and leadership practices. Here, capacity of school leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and sustained healthy school environment (MoE, 2012).

In line with the above, Hallinger and Heck (1998) suggest that school principals are the pillars of the development of educational system especially at the second stage of educational pyramid. Today, as indicated above, the duty of the school principal is becoming more sophisticated and complex for transforming schools than in previous decades. This complexity has been generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring capable and visionary leadership of the school principals. This again relies on the ability of the school principals in planning, organizing, coordinating, directing and controlling the activities of the school system and achieving the goals and objectives of the organization.

Additionally, principals are expected to create successful, confident, creative and active teachers and students in their school (MoE, 2012). These all require capable leadership that is supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students.

Besides, school principals are also required to inspire students, internal staff and members of the community to continuously enhance the learning processes in their school (MoE, 2012). It is believed that the principals' leadership role affects the teaching learning process, responsibility and accountability for student development, undertaking professional development, and managing change,

Regardless of the leadership capacity of principals discussed above, many parents, teachers, students and the personal experiences of the student researcher shows that leadership capacity of principals was not executed effectively in the secondary schools of North Shoa zone. Even if different studies have been conducted on some of the related topics such as Alemu (2011) conducted a study on leadership effectiveness of high schools in Illuababora Administration zone and his focus on instructional leadership part of the principals. Yenenew (2012) has done his research on the title "Effectiveness of Principals in Instruction leadership in preparatory schools of South Wollo zone". Still like Alemu this researcher focused on instructional leadership. Additionally, Abraham (2011) stressed his study on leaders' style of principals in Secondary schools of Wolega Zone. Tolla (2011) conducted study on leadership practices of his secondary school principals in Oromia Special Zone was found to be very low. The attention of these researchers was on the type of leadership styles exercised by the principals. But, to the best of the researcher knowledge, there are no studies of this kind done in the North shoa zone and the reality on the ground has showed that school leadership has different problems particularly at secondary school. Therefore, it appears to be timely and worthwhile to assess the leadership capacity of principals in secondary schools of North Shoa Zone.

Accordingly, the main purpose of this study is to investigate the manner in which principals of secondary school in North Shoa of Oromia Regional state are shouldering their leadership responsibilities in a participatory manner starting from vision setting up to the realization of the vision and achieving of the goals.

In view of the fact stated above, the present study therefore, attempted to assess and investigate the extent to which principals are capable in their leadership in selected secondary schools in North Shoa Zone.

This study attempted to answer the following basic research questions;

1. Are secondary schools principals qualified, trained, and experienced enough?
2. What are the school principal standards of secondary schools in Ethiopian context?
3. To what extent the capacity of school principals implemented in forming relationship among the internal staff and the school community?
4. What are the practices used so far by school principals in decision- making pertaining issues?
5. What are the most challenging factors that encounter secondary school principals in leadership capacity?

1.3 Objectives of the Study

1.3.1. General Objective

The main objective of the study was to examine the leading capacity of school principals and to forward possible and reasonable recommendations how to enhance their leadership capacity as stipulated in the Education and Training Policy.

1.3.2. Specific Objectives

- a) To examine the extent to which secondary school principals cope up with the necessary standards and professional training before and after they become incumbent;
- b) To assess the roles and practices used so far to enhance school principals capacity in decision- making pertaining issues related to school leadership; and
- c) To identify the most challenging factors that secondary school principals face while leading schools.
- d) Suggest feasible and realistic ways of solving the existing challenges in the capacity of school leaders.

1.4. Significance of the Study

The study concerned with the leadership capacity of principals in secondary schools of North Shoa Zone of Oromia Regional state. It was assumed that this research would be significant to wide range of organizations. The result of the study may help the following stake holders in the educational system of the country.

1. Leaders of schools may get some ideas on how to become capable in their leadership practices. Moreover, they could realize the events which influence their leadership capacity strength and weakness; and develop their own leadership capacity to meet the recurrent and the change with the school needs.
2. Non - government agencies working on education sector and policy makers might have clear insight into the existing practices in educational leadership capacity and influencing factors and may take appropriate measures that boost their leadership skill based on the findings and recommendations of the study.
3. The reactions to identify the gaps may press Zone Education Office in general and the Woreda's Education Offices in particular to pay due attention to design capacity building training programs that are relevant to transform the necessary knowledge and skills of school principals.
4. It also expected that researchers and students of educational leadership may acquire a necessary knowledge and skills out of it.

1.5. Delimitations of the Study

In order to make the study more manageable, the study was delimited in concepts or issues, geography and time. Issac and Michael (2005:38) defined delimitation as arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved. Regarding the concepts, it is delimited to leadership capacity of school principals. Geographically the scope of this study was also delimited to Oromia Region, North Shoa Zone, According to the annual statistical report prepared by North Shoa Education Office of 2015/16, there are 13 Woredas and 254 Woreda Education Officers;

36 secondary and preparatory government Schools; 1,075 teachers were under the Zone Education Office.

1.6. Limitation of the Study

This study has a number of limitations. The first limitation was lack of relevant local literature on the capacity of school leaders. The researcher feels that, had it been possible to access these literatures. It would have been possible to substantiate the capacity of school leaders and challenges more, and come up with better work. The second limitation was failure to incorporate school unit leaders, Parent Teacher Association and Kebele Education and Training Board members as data sources who are important stakeholders of education system and who are believed to have some information regarding overall process of schools leadership. This exclusion was due to shortage of time to collect data from these sources. To alleviate these limitations the researcher included only key informants and came up with completed study as it was initially anticipated.

1.7. Definitions of Key Terms

School: is the most important part of education system, it is the point at which schooling is delivered and where the quality of service is best-judged (Dimmock, 2000).

Leadership: is formal and informal net influence in desired by the person holding offices (Cohen et al, 1983:148).

School Leadership: refers to the leaders' influences on school community to setting and accomplishing educational objectives focusing on curriculum, teaching and learning and students' assessment. I.e. in diagnosing and solving problems in the teaching learning process (Dimmock, 2000).

School leaders: are personnel (principals) who take the ultimate responsibility of running the day-to-day activities that would lead to improvement of the schools (Harries et al, 2005:231).

Capacity: Educators typically use the term capacity in reference to the abilities, skills, and expertise of school leaders, teachers, and staffs. (Cohen, 1993, p.2)

Leadership style: is leader's typically way of behaving towards group members or subordinates (Heck, & Hallinger, 1999).

Secondary school: It includes grade 9-10(MoE 1994).

1.8. Organization of the Study

This study was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, and Definition of key terms. The second chapter presents a review of related literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The Concept of Leadership

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century. Scholars and other writers have often more than 350 definition of the term leadership. According to Yukl (2010, p.3), leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. Some representative definitions of leadership presented over the past 50 years, which are stated by different scholars. Rauch & Behling (as cited in Yukl, 1999:20) states that “leadership is the process of influencing the activities of an organized group toward goal achievement”. And also Richards & Engle (in Yukl, 2010) says “leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished”. Similarly, Wossenu (as cited in Tigistu, 2012) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work willingly at the aim of shared goals or objectives.

In the study of leadership, it is important to have a concern on similarities and differences between leadership and management. Kotter (1990) proposed that managing seeks to produce predictability and order, whereas leading seeks to produce organizational change. Both roles are necessary, but problems can occur if an appropriate balance is not maintained. Too much emphasis on the managing role can discourage risk taking and create a bureaucracy without a clear purpose, and that of leadership role can disrupt order and create change that is impractical. According to Kotter, the importance of leading and managing depends in part on the situation. As he said, “As an organization becomes larger and more complex, the importance of managing increases; and as the external environment becomes more dynamic and uncertain, the importance of leadership increases”. When Kotter surveyed major large companies in a dynamic environment, he found very few had executives who were able to carry out both roles effectively. Rost

(1993) defined management as “an authority relationship that exists between a manager and subordinates to produce and sell goods and services”. And he defined leadership as ‘a multidirectional influence relationship between a leader and followers with the mutual purpose of accomplishing real change’. Rost also said that “leaders and followers influence each other as they interact in non-coercive ways to decide what changes they want to make. Managers may be leaders, but only if they have this type of influence relation-ship”. Rost proposed and stated in Yukl (2010), that “leading was not necessary for a manager to be effective in producing and selling goods and services. However, when major changes must be implemented in an organization, authority is seldom a sufficient basis for gaining commitment from subordinates or for influencing other people whose cooperation is necessary, such as peers and outsiders”. Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal. Management is a complex task that involves the process of planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performances depend to a large extent, on how resources are allocated and management’s ability to adapt changing conditions.

Leadership, as Robert et al., (2005) concludes, has long been perceived to be important to the effective functioning of organizations in general and, more recently, of schools in particular. However, some researchers and theorists assert that at best the research on school leadership is equivocal and at worst demonstrates that leadership has no effect on student achievement. In contrast, their meta-analysis of 35 years of research indicates that school leadership has a substantial effect on student achievement and provides guidance for experienced and aspiring administrators alike.

Although different stakeholders who are existing in a school; a school leader is a prominent figure who has the power to influence others. School leaders are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their functions to perform

for school improvement and they are also expected to follow different leadership styles for their effectiveness. Then depending on the above concepts of leadership, as a school leader principals can influence students' achievement in a number of ways: lead and manage the teaching learning process; developing self and others; leading improvement, innovation and change; leading the management of the school; and engaging and working with the school community. While principals' skills in these areas are certainly important, skills alone are not enough to ensure that they will be effective school leaders. This is because school contexts; which include school characteristics, practices, and policies set the stage for principals' performance and strongly influence their effectiveness. Then because of that they must have the knowledge and understanding of different leadership theories.

2.2 Leadership Capacity

Educators typically use the term capacity in reference to the abilities, skills, and expertise of school leaders, teachers and staffs most commonly when describing the capacity of an individual or school to execute or accomplish something specific, such as leading a school-improvement effort or teaching more effectively. It also encompassed the quality of adaptation, the ability of a school or educator to grow, progress, or improve. Common variations include educator capacity, leadership capacity, school capacity, and teacher capacity, among others.

Leadership capacity a widely used bit of education terminology refers to any effort being made to improve the abilities, skills, and expertise of educators. If the purpose is to reduce a school's reliance on outside contractors or services, for example, educators may say they want to "build internal capacity." When this term is used in education contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what the term is referring to. In fact, some educational professionals, literature, and resources will call on school leaders to "Leadership capacity" in a specified area without ever describing precisely what capacities should be improved or exactly how they might be improved.

Leadership capacity means broad-based, skillful involvement in the work of leadership. At least two critical conditions would have been necessary in order to establish enduring leadership capacity.

First there would need to be a significant number of skillful teacher leaders who understood the shared vision in the school, the full scope of the work underway, and are able to carry it out. These teachers ideally would be involved with the selection and induction of the new head

Secondly there would need to be commitment to the central work of self-renewing schools. This work involves reflection, inquiry, conversations and focused action – professional behaviours that are an integral part of daily work. These conditions speak to two critical dimensions. Understandings and skillfulness involve more than the knowledge of an innovation (new teaching approaches, material, or arrangements). The skillfulness addressed here are those skills of leadership that allow other teachers to capture the imagination of their colleagues, enable them to negotiate real changes in their own schools and to tackle the inevitable conflicts that arise from such courageous undertakings.

2.3 Leadership in Education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (1995) principals' key functions in effective schools were establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principals' leadership behaviour has a subtle influence on the progress of the school. Leadership capacity is at the core of every successful organization. It is relatively recognized by:

Creating a vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools in understanding how its action relates to its organizational goals.

A vision has been described as a statement which captures an ideal state of affairs (Smith and Stolp, 1995). More recently as a realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work towards the better future.

Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

Building the capacity of leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing

to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

Demonstrating Ethical and Moral leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

2.4 School Leadership

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the capacity of the leaders. Here, principals are prominent figures to lead the school community for improvement and students achievement.

According to George (2004) educational leaders are those people who guide, manage, and, when need be, transform schools. Sometimes educational leaders have been chosen and given power and sometimes they are people within the school community who gain power or influence through their personalities and actions. In some few cases, people outside the school system or community lead through their ideas. Schools present unique challenges to their leaders, and understanding educational leadership requires a deep and detailed understanding of how schools work. Ingunn (2011), while theories on transformational leadership strongly emphasize the cultural and symbolic dimensions in terms of the interaction between leadership and employees, the theories of pedagogic (instructional) leadership are strongly tied to that leadership must be based on knowledge and have specialized expertise in the area where it will be used. It is not enough just to be a leader with cultural capital - you must be academically qualified so as to be able to have

discussions on an equal footing, and understand the challenges that teachers face in their everyday lives (Robinson et al. 2009, p.206). In this theory, the social relationships between leaders and employees are primarily knowledge based and are thus strongly related to positivist theories on leadership.

It is therefore not particularly surprising that the core theories on educational leadership are related to the ability that a leader has in establishing academic goals for the school, to monitor and actively participate in learning activities at the classroom level, and to provide academic feedback to teachers about their teaching and conduct systematic competence development of teachers (Robinson et al. 2009, p.88).

According to Holmes, (1993) school leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, and values to the achievement of educational objectives via the development of available resources. Thus, school leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools.

As Robert et al. (2003), says in many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she per-forms in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. Successful educational leaders develop their schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students.

Specific practices typically associated with this set of basics include strengthening school cultures, modifying school structures and building for collaborative processes. Such

practices assume that the purpose behind the redesign of school cultures and structures is to facilitate the work of the school members and that the malleability of structures should match the changing nature of the school's improvement agenda (Kenneth et al. 2004).

2.5 School Leadership and Change

The Technology revolution has changed organizational life. It has changed the way information and knowledge are accessed and disseminated, and the ways in which people can communicate and share with one another. This has profound implications for what effective leadership will look like as well as how to use technology most effectively in leadership development.

While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen the relationship and their learning experience. Maximizing the effectiveness of leadership development offers the best of both worlds: integrating face-to-face classrooms and coaching experience with technology – based tools and processes; that is, blended learning solutions (Alexander & Ciashi, 2002). The future trends noted reflect in part of a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future including existing potential advances in the globalization, technology, return investment, and new ways of thinking about the nature of leadership and leadership development (Kincaid & Gordick, 2003). While leadership development is strategically important, it is usually expensive.

2.6 Capacity of School Principals

Among many duties and responsibilities, the main capacities of principals' are planning, ,setting the school vision, curriculum development; staff development, goal clarification, supervision and evaluation and utilization of resources which are discussed as follows:

2.6.1 Planning

Schools as any institutions require an organizational plan to realize effectiveness in these organizations. Educators in the field have given a number of definitions for planning in schools. Such as Ubben and Huges (1997) explain that planning in the schools as a

process that involves the translation of concepts, ideas, and beliefs into operational process and measure out comes. Success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as a whole, assess the strengths and weakness and carefully create a feeling of readiness for change.

2.6.2 Setting School Vision and Defining the School Mission

A core function of school leadership is to create a common vision for improving students learning. Creating a learning organization requires a deep rethinking of the leader's role. School leaders must see themselves as 'learning leaders' responsible for helping schools develop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision which provides focus, generating questions that apply to everyone in the organization. Learning becomes a collaborative, goal-oriented task rather than a generalized desire to 'stay current'(Peter, 1990). Peter (1990) also notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school. Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes. Vision is increasingly regarded as an important component of leadership. Organizing (Leith wood, et al., 2006). Hatcher and Hyle (1996) investigated instructional leadership strategies and their relationship with achieving higher standard by students. They have concluded that excellent instructional leaders are very important and they are a vital part of effective's schools in bringing schools up to high standards of students' achievement as expected and demand by most educators and communities. Accordingly, instructional leaders need to lead the teachers, students and community for creating excellent schools by collaborative establishing vision, developing trust, earning respect for school communities. According to Day, et al. (2010) successful instructional leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for

the school. These were shared widely, clearly understood and supported by all staff. They were a touchstone against which all new developments, policies or initiatives were tested.

2.6.3. Curriculum Development

One of the important functions of a school head is to facilitate curriculum development work at the school level. A contemporary secondary school principal, however, seems to be more involved in school administration, leaving curriculum work and related pedagogical practices in the hands of respective heads of departments. Losing control of curriculum and pedagogic power to subordinate, a principal is unable to perform his/her leadership and supervisory roles adequately. Present day secondary school seems to be over – administered and under – led (Sharma, 1992). Greater attention should be given to training future principals in the area of curriculum development. Principals see themselves in role – conflict situations; they wish to act as instructional leaders, but they are evaluated by superiors who appear to set priorities on non – instructional tasks (Vann, 1979).

According to Sharpes (1988) curriculum development involves clear division of labor between the designers and the implementers, who are defined as receivers. Another way is to think of curriculum as an activity. Through regular staff development programmes, principals can prepare teachers for active participation in curriculum implementation at school level. Furthermore, a healthy school climate can be created where teachers have opportunities to release their potential, interact with colleagues, make better use of resources, appreciate individual differences and learn from one another. Besides, curriculum development is the base for education on which the teaching learning process is planned and implemented (Adesina, 1990). Curriculum development is the reviewing of educational curriculum at regular time intervals to improve and develop it. It is related to teaching and learning process which involve look back to what teachers have been taught teaching, what students are learning, how it is organized and with what success.

The principal is the leader of the school and should possess leadership activities, in addition, to understand thoroughly the curriculum. The principal must set and accept relevant role expectation in determining objectives of instruction. Principals must also

lead the way in developing in students a positive attitude about learning since the quality attitudes help pupils to become increasingly proficient in attaining knowledge and skills ends (Maslow, 1999). Therefore, it is the responsibility of the principal to provide the leadership undertaking of the activities for the school effectiveness and for teaching and learning process.

2.6.4. Staff Development

Staff development is a continuous professional development in order to promote teachers profession expertise through involving in problem solving activities (Dimmock, 1993). Promoting teachers professional development, according to Sheppard (1996) is the most influential school leadership behavior at both the elementary and high school levels. Among the role of an instructional leader is promoting school wide professional development. School leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006).

In-service training at school level is one of the means to achieve professional development of teachers. The school leaders and supervision committee can deliver the training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory. In addition, programs have to be supported by variety of teaching materials. Moreover, sharing experiences and communal problem solving activities should be central to the training program. If the use of new practices is to be sustained and changes are to endure in schools, then teachers need to be

able to engage in professional development that is collaborative and meaningful. Working collaboratively not only reduces the sense of isolation many teachers feel, but also enhances the quality of the work produced. Working as part of a professional development community helps focus attention on shared purpose and the goals that lead to school improvement and dynamic change (Harris & Muijs, 2005).

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

2.6.5. Goal Clarification

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

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

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

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

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

2.6.6. Supervising and Evaluating Instruction

Various writers' defined supervision in different ways. Typically supervision is the activity carried out by instructional leaders that oversee the improvement of instructional process progress of learners, and professional development of teachers and school development in general. Haughty and McEwen (1992) defined supervision as general leadership function that coordinates and manages those school activities concerned with learning. They emphasize instructional supervision as fundamental component of instructional leadership, viewing this role as imperative to improve instruction and students achievements. They are also pointed out that there is general agreement among writers that, the focus of instructional supervision is the enhancement of students learning but it is in the practice that they differ. Eye and Netzer (1985:23) further states that supervision as a phase in school administration that mainly focuses on the provision of instruction in the classroom to achieve educational standards formally set.

Weber (1996) also proposed that observations are opportunities for professional interaction. These interactions provide professional development opportunity for both the observer and the one being observed. Generally, the task and functions of instructional leadership are used at the school level to improve the quality of education, teachers and instruction and create well educated citizens at all levels.

2.6.7. Creating Conducive and Healthy School Environment

According to Weber (1996), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress.

Murphy, (1990) also indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to students' learning and professional growth. In schools with such atmosphere principals treat all individuals with dignity and respect; make decisions based on data from stockholders, skilled on problem solving and conflict resolution, finally flexible in dealing with students learning needs. According to MOE (2006) parents can play an important role in improving and maintaining the school, including the classrooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. this can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution.

2.6.8 Utilization of Resources

Ubben and Hughes (1997:304) stated clearly that, Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In most research findings the role resources is evidence for providing quality education. In other words improperly utilization of resources (Financial, physical or human) can be a serious obstacle to principals' capacity.

2.6.9 Decision Making

Decision making is process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter individuals or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership the level of

authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie, Jamees W. 1991:241). Perfect information, rationality of decision maker, multiple goals communication and common sense performance and evaluated to arrive at correct decisions.

As (MoE 2002) stated in the concept paper of principals the first and for most for the personal who is working in administrative line is making effective decision. As Gorton (1987:102) explained “To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students. Some principal’s familiar with directive decision making approach by which principals more collecting information. Others exercise consultative decision making to get the idea of their subordinates even other encourages participative decision making. In this practice the principals share the problem to subordinate and both of them discuss and analyze the issue jointly. This attitude develops mutual trust and generates strong feeling and job satisfaction. To make effective decision, the principals should know not only the alternative but also the type and effective of the decision to be made.

2.7 School Principal Standards and Their Domain

Principals are the leading educational professionals in the school. They inspire students, staff and members of the community to continuously enhance the learning of all. Principals network and collaborate with a wide range of people to secure the best possible learning outcomes and wellbeing of all students. They are skilled at establishing and maintaining professional relationships and structures. Principals are able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

The term standard has been used with different meanings in different contexts and countries, generating some confusion. Sometimes it is used as synonym of goal, while on other occasions it is used as the criteria to judge whether a particular performance can be

considered appropriate or even to denote the descriptors of levels of progress in a particular domain. In the United States the expression standards has been used to define syllabus or curriculum. It is also commonplace to hear claims about the need to raise standards (meaning that learning outcomes should be improved). In the professional domain (standards for teachers and school leaders) and in some European or French speaking countries, the term competence is used more frequently instead of standards, but both terms imply very similar meanings (Ávalos, 2005). Given these multiple meanings and usages of the word, it is helpful to consider the definition of terms such as content standards or performance standards.

Standards can be understood as definitions of what someone should know and be able to do to be considered competent in a particular (professional or educational) domain. Standards can be used to describe and communicate what is most worthy or desirable to achieve, what counts as quality learning or as good practice. Standards can also be used as measures or benchmarks, and, thus, as a tool for decision-making, indicating the distance between actual performance and the minimum level of performance required to be considered competent. In other words, standards can be understood as defining the dimensions of performance or the domains of learning that are valued and that are worthy of being promoted, but they can also be used to assess if what is valued is actually being achieved or not. Thus, standards can be used in the sense of a banner or flag and also as a yardstick or as a measuring tool.

According to Kleinhenz et al. (2007, p.46), a full definition of standards requires three components if they are to be used as measures: First, content standards, which define what is valued (in learning, teaching or school leaders' performance). Second, the definition about how to assess the achievement of content standards, in other words, the rules under which evidence is to be gathered in order to assess teaching or learning. And lastly, performance standards, which indicate how well someone has to perform to be considered competent in the domain defined by the content standard. The definition of SPS is based on the vast existing research on the effect of leadership in the quality of the school process and outcomes (Waters et al., 2005; Louis et al., 2010). Principals' leadership is the second most relevant intra-school factor for the quality of an educational

institution, and that its influence is larger where it is most needed: in disadvantaged social contexts. The inclusion of this dimension also reflects an economic element in educational policy; namely, affecting a small group of people (school principals) would subsequently impact a greater number (teachers) who, in turn, would directly affect the final beneficiaries of the system (the pupils).

2.7.1. The Purpose of Standards for Principals' Capacity

The function of standards for principals is conceptually not very different from that of teaching standards or learning standards. In a broad sense, standards for principals define what they must know and be able to do in the realms of their competence, hence guiding their work and outlining the goals that principals are expected to reach. Most countries perceive capacity standards for school principals as a strategic tool for the improvement of quality of education. Once this general purpose has been outlined, there is some variability regarding the specific objectives each standards-based policy defines (Centre of Study for Policies and Practices in Education, 2013, p.56). The most frequently mentioned are: Specifying the functions of school principals: these allows to clarify and to align expectations around the principal's role, to organize the array of policies that address the principal's function as well as to progress towards the professionalization of principals by defining common codes. This clarification also defines what the principal's function does not involve, to make it clear more fully to its limits.

Guiding professional development: standards can be a useful frame of reference in the formulation of professional development strategies for principals. There are basically two ways this is done. The first, adopted in education systems in giving guidelines for professional development, which can be assumed by principals at an individual level, by educational administrators through the definition of professional development plans as well as by training centers, which design their programs considering the standards. The second, more prescriptive way is structured training for principals, which defines compulsory curricular contents and minimal teaching methodologies. Defining criteria for assessment: standards are a parameter against which principal performance can be assessed. There are two possible approaches to evaluation. On the one hand, evaluations can serve to certify principals. Such an approach is often linked to compulsory

participation in highly structured training programs. On the other hand, evaluations designed at the local level can serve the narrower aim of enabling school administrators to manage performance and professional development of principals. Guiding the selection of principals: though specialized literature highlights, there were no policies defining the direct use of standard in the selection of principals. Rather, school principals are selected by local administrators (districts or school councils) in accordance with their own recruitment criteria. This can be through a voluntary nomination process. In some cases, the fulfillment of the standards may be a pre-requisite for the qualification of the principal; that is, a previous step to participating in selection processes.

2.7.2. Domains in the Standards for School Principals

Regarding the contents of the standards proposed by the different educational systems in different countries, it is possible to identify several common elements, which in turn, are usually consistent with what is proposed in the literature. Though the list of standards associated to the carrying out of professional tasks is long, all of them can be found in several of the education systems that have been analyzed. The standards, categorized in five competencies, correspond to what the literature has frequently identified as effective leadership practices (Centre of Study for Policies and Practices in Education, 2013, p.66).

The first elements of standard can be identified, here grouped as to establish a guiding mission, which refers to the need for a common aim oriented to improvement and aligning interests and expectations towards this goal.

The second important elements of standard refer to the organizational conditions required in order to carry out the mission successfully and the role of the principal in this regard. These elements address issues like resource allocation, time management, structuring of the organization according to the mission, among others. The promotion of an organizational culture that is oriented to improvement and favors collaborative work are other elements. Within this same competency, there is also a set of elements that refer to the role played by the principal in the linking of the school with opportunities and resources found in the surrounding environment, including family, community organizations, public assistance institutions, other similar schools, governmental institutions and other key stakeholders.

The third elements of standard are related to issues of school-based harmony. They aim mainly to ensure an environment of security and well-being, which underpins good organizational performance to secure student learning. In this regard, the ability to resolve internal conflicts that arise within the school and ensure the fulfillment of the special individual needs of pupils and community members are relevant skills.

Fourth, the capacity of the principal to promote and guide professional development and leadership within the school is also highly relevant. In this sense, it is part of his or her function to intellectually motivate teachers and the community and promote a human resources system that is based on defined systems of control and promotion.

Lastly, within this type of standards, the pedagogical role of the principal is important. In this competency, follow-up of school processes associated with learning, which, in turn, implies continuous monitoring of the students' and teachers' performance and analysis of available information and evidence are particularly relevant. It is also part of the principal's role to promote the use of pedagogical strategies to improve learning and technologies that improve teaching. And also according to CSPPE, (2013, p.69) there are four behavioral competencies. These correspond to the overarching qualities school leaders must possess in order to effectively fulfill their work.

The first behavioral competency refers to the capacity of principals to manage change. Principals are expected to be highly adaptable to respond to changes in context or policy environment. The second competency refers to the principal's capacity to communicate clearly and be open to listen to others to benefit from their feedback. The third competency refers to the values the principal needs to possess and the way they must be applied within the school. Additionally, it is expected that the principal to model school values, becoming an example of moral and professional performance. Lastly, the principal must be up to date on the research on effective teaching and learning practices and able to incorporate them in the decision-making processes within the school and as a guide for his or her daily work. Then generally most countries' SPS like Colorado, Australian, British, Ohio, Illinois, and Emirate; integrate their SPS in to five general key professional practices. These five key professional practices are considered as the competencies of their SPS. They are; leading teaching and learning, developing self and

others, leading improvement, innovation and change, leading the management of the school and engaging and working with the community.

2.8 School Principal Standards in Ethiopia

The Government of Ethiopia has given a high priority to quality improvement of education at all levels. The ETP (1994) put special place, among other components, for the quality of education. The policy stipulates clearly that educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. To address this issue, MoE has developed a GEQIP that comprises six programs. The growth and Transformation Plan of Ethiopian has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. An increasing body of research suggests that the quality of the principal's leadership is a significant factor in student achievement in quality education. The quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Aware of these facts, the Ministry of Education prepares standard for school principals that ensure their continuous endeavors to meet the set standard.

2.8.1. Rationale for the School Principal Standards of Ethiopia

The set off professional standards for teachers and educational leaders is part of the government's plan for developing and maintaining the quality of teaching and leadership, and improving learning outcomes for students. The implementation of teachers and education leaders licensing and re-licensing system on the basis of meeting appropriate professional standard is a policy matter described in the MoE's policy documents. For instance, The Ethiopian Teachers' Development Guide line /Blue Print/ addresses licensing and re-licensing of teachers and educational leaders will be introduced in the system and implemented by ensuring that the professionals meet the set standard that will serve as a guarantee for them to continue in the profession (SPS, MoE, 2013, p.1).

The set off standard is closely tied with maintaining the quality of education. It is very difficult, if not impossible, to try improving and maintaining the quality of education without having the set of clear standard and continuous assessment undertakings. The professional standard reflect Government's interest in ensuring that students have opportunities to learn from high quality professional teachers and schools are lead and managed by high quality professional principals. So, the development of this standard and subsequent assessment of school principals is believed to have strong effect in improving the quality of education at different levels (SPS, MoE, 2013, p.1).

2.8.2. Purpose of the School Principal Standards of Ethiopia

The SPS of Ethiopia has been developed to define the role of the principal and unify the profession in the country, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes. SPS describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate (MoE, 2013, p.2).

The Professional Standard for school principals is designed to include Preprimary, Primary and Secondary School Principals. It is intended to help schools understand the requirements for integrating the SPS into their existing performance management systems.

According to MoE, (2013) this standard will mainly serve the following purposes: serves as a guide for school principals as they are continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers; assists in attracting, developing and supporting aspiring and practicing principals; leads learning by providing a framework for professional learning, guiding self-reflection, self-improvement and development, guiding the management of self and others; assists higher education programs in developing the content and requirements of leadership training programs; focuses the goals and objectives of the Woreda as they support their schools educational leaders; serves as a tool in developing coaching and mentoring programs for principals; and serves for certification and approval of professional development.

2.8.3. Levels of Principals in School Principal Standards of Ethiopia

The SPS of Ethiopia comprises of three levels namely; Beginner Principal, Proficient Principal and Lead Principal. The indicators for these levels are developed to show the performance at three levels. The levels are assumed to be based on the growth and advancement of their responsibilities throughout their span of careers. The levels are described as follows (SPS, MoE, 2013, p.4).

Beginner Principal: at this level, principals demonstrate knowledge of the skills and abilities needed for minimally effective leadership. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their schools and respond appropriately.

Proficient Principal: at this level, principals effectively integrate the knowledge, skills and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses.

Lead Principal: at this level, principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools, and Woreda. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively.

2.8.4. Organization and Structure of the School Principal Standards of Ethiopia

This standard format is adapted from the Federal TVET Agency occupational standard document and has a unit of competence which comprises units of elements and performance criteria. Each standard encompasses elements that describe what principals should know, think and do. The performance criteria (indicator) place an emphasis on how each element is observed and measured. Beside this it shows the knowledge and skills to be practiced. The standard also incorporates evidence guides that provide information to the assessors how each unit of competence may be demonstrated. SPS framework contains unit of competency, elements, performance criteria, evidence guide and at the last the three levels of the standards (SPS, MoE, 2013, p.7).

2.8.5. The Domains of School Principal Standards of Ethiopia

The SPS of Ethiopia contain three domains and five competences. The domains are school vision and community leadership, instructional leadership, and administrative leadership. And the competences are lead and facilitate vision of learning, develop and manage school-community relations, lead and manage learning and teachings, lead and develop individuals and team, and lead and manage school operations and resources (SPS, MoE, 2013, p.11).

2.9. Factors Encounter School Principals Capacity

The leadership responsibilities 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 or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals.

2.9.1 Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient leader. In line with this Glatter (1988:15) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to Bennars (1994:258), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, McEwan, (2003:12) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world.

2.9.2 Lack of Resources

Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that role to resources is evidence Ubben and Hughes (1997:304), in

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

2.9.3 Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Segiovanni, 2001:13) state that the principals is ultimately responsible for almost everything happens in the school and out. Responsibility other than instructional leadership will frequently press for principals time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even through the principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, sheldes (2004:111) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attained respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socio-economic background.

2.9.4 The Personal Quality of the Principals

The principals own personalities, vision, extent of commitment, human relation skills etc. can several to constrain /hamper the exercise of leadership (Ubben and Hughes, 1997:104). Strengthening this ideas, Gorton (1983:264) state that if the principal does not possess the appropriate personal quality in carrying out leadership responsibilities properly.

2.9.5 Shortage of Time

Principals are schools representative. They have responsibility over many areas of their respective school. Hence they become busy in dealing with these responsibilities the whole work days. According to the Ubben and Hughes (1997: 327) a school executive

day is characterized by one encounter after another with staff member, students, parents, community member, politicians, and others the kind of individuals or sub-groups are myriad and diverse, all of whom have questions and requires and problems demanding principals time. Thus lack of time, due to variety of task that principals deal with is another biggest problem in principal work (McEwan, 2003:13).

2.9.6 Teacher- Principals Interaction

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals Okumebe (1998:87) have healthy interaction. Permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal. It is thinkable to cope up with complex instructional operation. To run this activity the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert (2001:14) stated. The principal's large time should be allocated to mutual relationship with teacher, students' parents and superiors. Without effective and continues communication it is therefore, very difficult for school Principals to secure the purpose of the school program (Davis, 1981:399).

2.9.7 Motivational Factors

Motivation is a drive that moves or activities and individual. Dejnozka, Edward (1983:105) it is stated earlier specific task area of leadership would vary from one situation to another as Adesina (1990:151). The major task area of teaching how to the influence the behavior of subordinate to obtain maximum performance from the member of the group within the standard condition set forth in the system procedures. In this view, in school, realizing workers satisfied is the fundamental task of the school principals. Needs and roles in a school have more to do with motivation.

2.10 Educational Leadership in the Context of Ethiopia

One of the influential administrative positions in the success of school plans is school principal ship. Authors give their own argument with respect to the historical background of principal ship. Knezevich (cited in Ahmed, 2006), the origin of principal ship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teachers with few administrative duties to principal teacher and then to supervising principal.

Throughout Africa, there is no formal requirement for principals to be trained managers. They are often appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership. In Kenya, for example, “deputy principals as well as good assistant teachers are appointed to the leadership without any leadership training. But good teaching abilities are not necessarily an indication that the person appointed will be a capable educational leader” (Kitavi & Vander Westhuizen, 1997).

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's

and 1940's. During this time, the principalship positions were given to Indians, because of their experience in principalship.

In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principalship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with BA/BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EdAD) field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principalship.

But in Ethiopia most principals were appointed by the government without enough training, experience and development in leadership. School principals had been political appointed by major problems of schools in instructional leadership are: lack of professional training for principal ship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership. This shows that instructional leadership as professions has been given little attention.

To sum up, considering education as key elements for economic, social and technological development, many countries invest substantial amount of their national resources for the improvement of their education. Similarly the government of Ethiopia recognizing the role of education in developing the country economy, the ministry of education has placed great emphasis on professional development for school principals, vice principals, department heads, teachers as well as officers in charge of education at different levels. It was thus being fully aware of the importance of school in its blue print (MoE,2007)

acknowledged that educational leadership are professional by their own with established theories and practices and indicated that those who assumed these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at school levels.

Currently, the ministry of education also evidently stated in education sector development four (ESDP IV) that although the decentralization reforms have been implemented and important responsibilities have been transferred to the woreda offices and school functioning also needs further improvement in particular concerning school leadership (MoE,2012:10)

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research approaches of the study; research design of the study; sources of data; population, sample and sampling techniques; instruments of data collection; procedures of data collection; pilot test and method of data analysis.

3.1 Approaches of the Study

The researcher was preferred to employ qualitative and quantitative dimension over other methods as it enables to make investigations with predictions, narrations of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. A survey research was important to collect detailed descriptions of existing phenomenon with the intent of employing the data to justify current conditions and practice.

Descriptive survey method was used. This design was selected on the assumption that it helps to gather enough information on the issue under study. The descriptive survey research design was seen to be the most desirable because the study sought to describe the current leadership capacity of principals of secondary schools. In addition to this, survey is well-known design that can be used to gather a lot of information from large respondents in a short period of time. Because of the given time constraints and the financial resources available, the researcher decided to use the survey research design.

3.2 Sources of Data

Data were collected using two sources: primary and secondary. The primary sources of the study were key informants from the zone including Woreda educational office heads, supervisors, principals, vice principals, department heads and teachers of the secondary schools. Those in the managerial position were contacted for information sources for the reason that they are directly involved in the practices of schools leadership. Teachers were taken as source of information for the reason that they were direct beneficiaries of the service delivered. In addition, information was collected from Secondary which includes documents mainly focused on records and minutes concerning the school leadership support in the secondary schools. In addition to this, other relevant documents

of the schools such as brochures that state the vision, mission, goals, and manuals prepared for training purposes.

3.3 Population, Sample and Sampling Techniques

The determination of the population and sample of schools was based on the annual statistical report prepared by North Shoa Education Office in 2015/16 unpublished. According to this report there were 13 Woredas and 254 Woreda Education Officers; 36 secondary government Schools; 1,075 secondary schools' teachers were under the Zone Education Office. Since the number of schools is very large, among the thirteen Woredas for the target populations three woredas were selected by simple random sampling by writing their names on piece of paper as Lottery method which was 30% of the total Woreda in order to give equal chance in the study.

The randomly selected Woredas were Jida, Wachale and Girar-Jarso Woredas. Under these Woredas there were 7 Secondary Schools: And again from each Woreda two secondary schools, a total of six (85.7%) schools were selected by using simple random and purposive sampling techniques. The schools included in the study were: Shanbal Abebe Bikila and Ayida Secondary schools (from Jida Woreda), Muke Turi and Wabar school (from Wachale woreda) , Abdisa Aga and Fitcha Secondary Schools (from Girar Jarso Woreda).

Regarding respondents, among the six schools, 78 (52%) out of 150 teachers were selected using random sampling technique. And 18 (60%) out of 30 department heads were chosen using simple random sampling technique, specifically lottery method. Lottery method was used simply by writing the name of department heads in piece of paper and drawing 3 from each school to get the required sample. All 6 vice principals and all 6 principals were selected based on purposive sampling technique. This is because it gave the researcher a chance to get more relevant and resourceful individuals (Bogden and Biklen, 2007). On top of this, three Woreda's education office heads and three Woreda's supervisors were also purposefully selected and interviewed in this study. Therefore, the subjects of the study include 78 teachers, 12 principals, 18 department

heads, 3 Education Office heads and 3 Woredas supervisors and a total of 114 sample respondents were selected.

Table 1: Target Population and Sample Size

Types of respondents	Target population	Samples	Samples taken in percent (%)	Sampling techniques	Data gathering instruments
Teachers	150	78	52%	Random sampling	Questionnaires
Principals	6	6	100%	Purposive sampling	Questionnaires
Vice-principals	6	6	100%	Purposive sampling	Questionnaires
Department heads	30	18	60%	Random sampling	Questionnaires
Woredas' Supervisors	3	3	100%	Purposive sampling	Interview
Woredas' Education office heads	3	3	100%	Purposive sampling	Interview
Total	198	114	57.6%		

3.4 Data Gathering Instruments

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaire, semi-structured interview and document analysis.

3.4.1 Questionnaire

The first data collecting instrument used in the study was the questionnaire. Self-developed questionnaires were prepared based on review literature with English language and distributed for 78 sample teachers and 30 leaders (principals, vice principals and department heads) who have been purposefully selected as information sources at a

glance. Questionnaire was decided to be used in collecting the data because the numbers of respondents in these four groups were large. Open ended questions were included because it gave respondents a freedom to give their extended views on the issue. Close ended questions were used for their easiness in tabulation, objectivity and suitability to keep respondents on the subjects of discussion. Responses from participants were taken using Likert Scale method of rating and the respondents were expected to express their degree of agreement on five point scale that was relevant to the issues. Thus, questionnaire containing both open and close ended questions were carefully selected and presented to respondents under four subsequent sections: background information, school principal standards, roles of leadership, practices and challenges on capacity of secondary school leadership.

3.4.2 Interview

Interview was the second important data gathering instrument in this study. This data gathering instrument was selected with the belief that deeper information was obtained on issues critical to the study underway. It was also used to cross-check the responses obtained through questionnaire and it let the interviewee to express her/his feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003). In order to obtain deeper information related to the practices of leadership capacity in the study area, a semi structure interview was held with two groups of respondents: three woreda supervisors and three Woreda Education Office Heads were interviewed to reflect on some guiding questions related with the standards, practices and challenges of school leadership capacity in the study area through recording independently. These two groups of respondents were selected for interview in the ground that more information can possibly obtained from them due to their position in the leadership and daily engagements in the core activities of leadership. In addition it was believed that they were very close to the day to day practices and challenges exist in the schools.

3.4.3 Document Analysis

Document analysis was the other essential data collecting tool. Various documents including school performance reports, guidelines of the MoE, minutes that show what leadership decisions made and discussed, and records were explored in the process of the study. It was believed that the data obtained in this method was used to validate and substantiate the information gathered by the questionnaire and semi-structured interview.

3.5 Procedures of Data Collection

First, the researcher visited the Woreda education office and discussed the purpose of the research showing the letter of cooperation from Addis Ababa University and asked the Woreda education office to write a letter to Secondary school in their Woreda. Then the researcher visited the school director and vice-director and discussed the purpose of the research with principals and vice-principals showing the letters from the University and the Woreda education Office which later their copies distributed to each department heads. Then the researcher clarified the objective of the research, and asked whether the respondents are willing to the interview or not. After that the researcher was used semi structured interview so as to let the interviewee to express her/his feeling freely, let the researcher use the ideas from other source (in contrast to the well-structured one) and at the same time more convenient for analysis purpose than unstructured interview (Wragg, 2002). The researcher also distributed the questionnaires to the respondent teachers and School leaders after he selected them and give enough time to fill out the questionnaires.

3.5.1 Pilot Test

Validity is based on the view that it was essentially a demonstration that a particular instrument in fact measures what it suppose to measure (Louis et al. 2007). In order to ascertain the validity of instruments in this study, expert opinion was sought from the principals, supervisor and teachers features on, content, format of the questionnaires and helped to identify errors and offer the opportunity to modify and improve the instruments. Then, appropriate corrections were made on some terminological words and sequences of the instruments.

And also reliability, according to Louis et al. (2007), is a measure of consistency over time and over similar samples. A reliable instrument for a piece of research would yield similar data from similar respondents over time. Fraenken and Wallen (2003), reported that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from set of item to another. Relatively speaking the more reliable a test is the more valid the data. To measure the consistency of the results from the research, a pilot study was carried out in secondary schools of "Fitche Kutir 2" that did not participate in the actual study. The participants in the pilot test were 2 principals, 10 teachers and 3 department heads. Then after, all instruments of the main study were administered by the researcher and collected immediately.

3.6 Method of Data Analysis

After the collection (gathering) of data from the respondents, the next step was analyzing of the given data by using tables, according to similarities of issues raised in the questionnaires. Depending on the nature of the variables quantitative as well as qualitative data analysis method was used. To begin the analysis, first respondents were categorized under different groups in terms of the practices that they have in leadership activity. Then, different characteristics of respondents were analyzed by using frequency and percentage. Secondly, the quantitative data obtained through Likert Scale in questionnaires were organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean, weighed mean and average mean were calculated for those items prepared in Likert type of scale and analysis were done. A five point Likert Scale ranging from extremely high to extremely low were used for the sake of data gathering on the questionnaires. That was: 5= extremely high, 4=high, 3=medium, 2=low and 1= extremely low. But for the case of suitable for analysis, the researcher categorized the five Likert scale under three sections; extremely high and high as high to indicate effective implementation of each item in the school and medium presents an average implementation. Similarly extremely low and low as low to indicate ineffective implementation of the items in the task. Depending on the above statistical techniques an average point of decision was set under three categories as highly

performed, moderately performed and poorly performed. Accordingly, Mean value/ Weight mean/ average mean point ≥ 4 = highly performed, 3.00 - 3.99 = moderately performed, and < 3.00 = poorly performed. Finally the qualitative data that were collected through interviews and document analysis were analyzed through narrations of events.

3.7. Ethical Considerations

Efforts were made to make the research process professional and ethical. To this end, the researcher was try to clearly inform to the respondents about the purpose of the study i.e., with the sole purpose for academic. As he introduced its purpose in the introduction part of the questionnaire and interview guide to the respondents, he confirmed to subjects, confidentiality was protected. The participants made to understand what were explained and given the opportunity to ask questions and have them answered by the researcher. The informed consent document was written in clear language, avoiding any technical terminology. The participant's consent to participate in the research made voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group disadvantaged by being excluded from consideration. In doing so, first the researcher set out with official letter that had written from Addis Ababa University Educational Planning and Management Department to the Zone education office, Woreda Education Office and to sample secondary schools. Then the researcher explained the purpose of the study to the school principals to get permission to accomplish the work and finally to start the study the researcher was introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation; and also informed the information gained from the respondent, data obtained from the document and others has been kept confidential.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, department heads, principals, vice principals, and heads of WEOs. The study employed questionnaires for teachers, department heads, vice-principals and principals, and interviews with heads of WEOs and Supervisors. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. The study covered six Secondary schools of North Shoa Zone namely; Shambal Abebe Bikila, Ayida, Muke Turi, Wabari ,Abdisa Aga and Fiche Kutir1 Secondary schools. A total of 108 questionnaires were prepared and distributed for 78 sample teachers and 30 instructional leaders (principals, vice principals and department heads,) who have been purposefully selected as information sources.

All the questionnaires (100%) that were distributed to the teachers and instructional leaders were filled out and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with three WEO heads and supervisors, and also information from document analysis was used to triangulate the data obtained. In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to Microsoft Office Excel for analysis. Then the means for the two groups of respondents (leaders and teachers) were identified and analysis was done using frequency, percentage, mean value, weight- mean and the average means of the two groups' respondents.

Hence, mean value was used to analysis the average value of a single group of respondents (teachers or leaders) response on a single item under a given dimension; weight-mean was used to analysis the average value of a two group of respondents (teachers and leaders) response on a single item under a given dimension and the average mean was used to analysis the aggregate value of each group of respondents (teachers or

leaders) response on the whole items under a given dimension to determine the existence/implementation of the different instructional leadership capacity in transforming the Secondary schools of the Zone. A five point Likert Scale ranging from extremely high to extremely low be used for the sake of data gathering on the questionnaires. That is: 5= extremely high, 4=high, 3=medium, 2=low and 1= extremely low. But for the case of suitable for analysis, the researcher categorized the five Likert scale under three sections; extremely high and high as high to indicate effective implementation of each item in the school and medium presents an average implementation. Similarly extremely low and low as low to indicate ineffective implementation of the items in the tasks. Depending on the above statistical techniques an average point of decision was set under three categories as highly performed, moderately performed and poorly performed. Accordingly, Mean value/ Weight mean/ average mean point ≥ 4 = highly performed, 3.00 - 3.99=moderately performed, and <3.00 = poorly performed. To examine the difference of the views of the two groups of respondents (teachers and instructional leaders) up on the questionnaires mean difference were calculated.

Items involved in the questionnaires were classified in to two major categories. The first category dealt with general background information of the respondents, while the second part has treated specific issues of the study. Hence, this leads to use different approaches in treating or analyzing the data from the two categories questions. Therefore, frequency and percentages were used for the analysis of characteristics of respondents. On the other hand, mean, weight- mean and the average means and mean difference were used for the analysis of specific items. Therefore, in the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, qualification, work experience and the position they hold currently were tabulated and analyzed as indicated under table 2 below.

4.1 Demographic Characteristics of Respondents

Table2: Demographic Characteristics of Respondents

No	Items	Category	Teachers No = 78		Leaders=30		Offic heads&superviso rs=6		Total	
			No	%	No	%	No	%	N	%
1	Sex									
		a. Male	56	71.8	23	76.7	6	100	85	74.6
		b. Female	22	28.2	7	23.3	-	-	29	25.4
		Total	78	100%	30	100%	6	100%	114	100%
2	Age	a. 18-20 years	2	2.6	-	-	-	-	2	1.8
		b. 21-30 years	36	46.2	6	20	-	-	42	36.7
		c. 31-40 years	31	39.7	15	50	-	-	46	40.3
		d. 41-50 years	8	10.2	7	23.3	6	100%	21	18.4
		e. 51-60 years	1	1.3	2	6.7	-	-	3	2.6
		f. 61 years & above	-	-	-	-	-	-	-	-
		Total	78	100%	78	100%	6	100%	114	100%
3	Academic Qualify.	a.12+2 diploma	1	1.3	-	-	1	16.7	2	1.8
		b. BA/BED/BSC	77	98.7	30	100	5	83.3	112	98.2
		c. MA/MSC	-	-	-	-	-	-	-	-
		Total	78	100%	30	100%	6	100%	114	100%
4	Subject	a.Edu. L/ship	3	3.8	1	3.3	-	-	4	3.6
		b. Natural science	36	46.2	13	43.3	2	33.3	51	44.7
		c. Social science	25	32.1	12	40	3	50	40	35
		d. Language	14	17.9	4	13.4	1	16.7	19	16.7
		Total	78	100%	30	100%	6	100%	114	100%
5	Service Year	a. 1-5 years	23	29.5	5	16.7	-	-	28	24.6
		b. 6-10 years	33	42.3	9	30	2	33.3	44	38.6
		c. 11-15 years	14	17.9	10	33.3	3	50	27	23.7
		d. 16-20 years	4	5.1	1	3.3	1	16.7	6	5.3
		e. 21-25 years	2	2.6	1	3.3	-	-	3	2.5
		f. 26-30 years	2	2.6	4	13.3	-	-	6	5.3
		g. 31 and above yrs	-	-	-	-	-	-	-	-
		Total	78	100%	30	100%	6	100%	114	100%

As shown in table-2 item 1, 56 (71.8%) of the teacher respondents, 23(76%) of instructional leaders (main principals, vice principals and department heads) and all the heads of the WEOs and supervisors were males, while the remaining 22(28.2%) of the teachers and 7 (23.3 %) of the instructional leaders were female respondents. According to this data, almost 85(74.6%) of the respondents were males and only 29(25.4 %) were females in all positions. This show that the females' participation, as compared to their male counter parts, hence, very low both in the teaching and leadership position at secondary schools level. This is not a new finding; rather it has been reported by various researchers and organizations who have involved in educational affairs in the country. For instance, MoE (2005) witnessed that participation of females in education had been low and this has resulted in lower rate of employment. This could be due to serious work load, unreasonable house load, school distance and pregnancy.

With regard to the age distribution of the respondents as indicated under item 2 of the same table, 36 (46.2%) and 31(39.7%) of the teacher respondents, fall into the age ranges of 21to30 and 31 to 40 years old respectively. The remaining 9 (11.5%) of the teacher respondents were 41 and above years old. Regarding the instructional leader (main principals, vice principals and department heads) respondents, 6 (20%) of them lie in the age ranges of 21 to30 years old. On the other hand, the majority15 (50 %) and 9(30%) of the instructional leaders respondents age were ranges of 31 to 40 and 41 and above respectively and all 6(100%) WEOs heads were between the age ranges 41-50 years old. In sum, out of the total respondents (114), the majority (112 / 98.2 %) were 21-30 years old and above, whereas the remaining only 4 (3.5%) were under the age ranges of 20 and below years old. Therefore, this figure indicates that the majority of the respondents are matured enough to provide reliable information with regard to the issue under study.

Regarding level of education, as shown in item 3 of the above table, the majority of teachers and instructional leaders(main principals, vice principals and department heads), 77(98.7%) and 30 (100%) were BA/BSC/BED degree holders respectively; while the remaining 1(1.3 %) teacher respondent and1(16.7 %) of the WEO heads were Diploma holders. These data imply that a significant number of under qualified teachers, instructional leaders and WEO heads are teaching and leading in Secondary school of the

zone respectively. In addition, the data shows that the level of education of the majority (98.7%) of the teacher respondents was equal to or better than that of school leaders. Such a similarity in level of education might be one of the challenges for instructional leaders in carrying out their school leadership activities successfully. On the parts of heads of WEos, 5(83.3%) of them were BA/BSC/BED Degree holders and the small numbers of them (16.7%) were Diploma holders. It may, therefore, be inferred that a considerable number of teachers and instructional leaders do not satisfy the standard set by the MOE (1996:8) first cycle vice principals and teachers are required to have first degree and requires at least MA/MSc/MED degree for principals, supervisor and teachers of Secondary schools. Thus, the placement of individuals in a leadership position was on appointment basis rather than on proper educational background or standards. Similarly, the interview was also conducted with Woerda Education Office heads and supervisors that; what are the criteria you implement for the school principal ship position in your woreda? Jida Woerda Education Office supervisor Ato Temesgen replied as:

'..a minimum requirement for principal position at least 1st degree for primary schools and 2nd Degree for secondary schools with educational Leadership with three years and above service can be proposed for a school leadership position among teachers. In addition to this it is inevitable that a person for school principal position should worth good conceptual and interpersonal skills with school community and working staffs. To determine this there is a selection assessment depending on the following criteria. Such as:

- 1. Aptitude /written/ exam out of 25%*
- 2. An oral interview exam out of 10%*
- 3. Service years/Experience/ out of 10%*
- 4. Performance appraisal out of 50%*
- 5. Neatness of document out of 5%'*

The above analysis showed that secondary school principal were teachers with first Degree in any subject which is below the criteria in level of education and in-difference subject.

Under item 4 of the above table, the teachers, the school leaders (main principals, vice principals and department heads), and Heads of WEos were asked to indicate their areas of specialization. Accordingly, almost all of the teachers were academic subject area graduates and the majority of the school leaders and all Heads of WEos 75(96.2%), teachers and 29(96.6%) of school leaders were academic subject area graduates respectively; while the remaining 3(3.8 %) and 1(33%) of them were a graduate of EdPM/pedagogical science respectively. As these data show, almost all of the school leaders and heads of WEos in the Secondary schools of North Shoa zone were subject area graduates, even though a blue print of Teacher Development Program (MoE, 2007:30-31) the Secondary school principals are Master of Art degree in Educational planning and Management. This might have its own negative implication on the overall success of leaders in the implementation of their respected roles. Similarly, the interview was also conducted with Woerda Education Office heads and supervisors that, In your opinion, do you think that school administers (principals) who is not qualified in educational administration can help teachers in teaching – learning process effectively? Fiche Administrative town Education Office supervisor Ato Deme replied as:

'.....principals qualified in educational leadership and other subject had significant difference on how to manage the overall school stakeholders. Especially those who qualified in educational leadership were better than other in capacity of leading schools. Because by any case they deeply know the science of school management, each and every functions and roles of school managers in better way than principals who qualified in other subject.'

Finally, as it can be seen from item 5, of table 2, 5 (16.7%) of the instructional leaders (main principals, vice principals and department heads) under 5 years service in their current position; while the remaining 25(83.3%) and 6(100%) of the WEO respondents have served 6 to 10 years in their current position. This also implies that the principals had very limited exposure to school leadership position which could have its own negative impacts on their role performances.

4.2 Application of school Principal Standards

Standards can be understood as definitions of what someone should know and be able to do to be considered competent in a particular (professional or educational) domain. Standards can be used to describe and communicate what is most worthy or desirable to achieve, what counts as quality learning or as good practice. Standards can also be used as measures or benchmarks, and, thus, as a tool for decision-making, indicating the distance between actual performance and the minimum level of performance required to be considered competent. Therefore, the most important standards and their implementation in the study area such as Lead and Facilitate Vision of Learning, Manage Learning and Teaching, Develop Individuals and Teams, Manage School Operations and Resources and Develop and Manage School-Community Relations were analyzed as follows.

4.2.1 Lead and Facilitate Vision of Learning

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools in understanding how its action relates to its organizational goals. Despite the existence of many more goals that pursue school resources, instructionally effective schools generally have a clearly defined vision or sets of goals which focus on student learning and achievement. Therefore, a core function of school leadership is to create a common vision for improving students learning.

Table 3: Lead and Facilitate Vision of Learning

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
2.1.1	Identify and include stakeholders in the process of developing a shared vision	3.23	3.53	3.38	0.3
2.1.2	Articulate a vision focused on high levels of learning for all students	3.28	3.57	3.42	0.29
2.1.3	Implement a process for the development of a shared vision	3.11	3.57	3.34	0.46
2.1.4	Identify goal areas that promote high levels of achievement for all students and staff	3.08	3.47	3.28	0.39
2.1.5	Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement	3.15	3.33	3.24	0.18
	Average mean value	3.17	3.49		

❖ Key: If Mean value/ Weight mean/average mean ≥ 4 = highly performed, 3.00 - 3.99=Medium performed, and <3.00 = poorly performed.

❖ Leaders refer to principals /vice principals &department heads.

Regarding table 3; the weighted mean of all items were between 3.00 and 3.99. Then the school principals were sometimes applied the elements of the school principal standards by identifying and including stakeholders in the process of developing a shared vision; Articulate a vision focused on high levels of learning for all students and Implement a process for the development of a shared vision and monitoring the day to day activities in the school that can affect the school environment. But, relatively the school principals were rarely applied the items on number 4 and 5 which have weighted mean of 3.28 and 3.24 respectively. To test differences between responses, further statistical analysis was employed. Accordingly, the mean difference shows that, there is no statistically significant difference in opinions of the two categories of respondents except in item 3 and 4.

Similarly, the data obtained from the open ended questionnaires showed that the application of the elements of leading and facilitating vision of learning was not fully implemented. For example, as some of the respondents were said Participation of the school community in the process of teaching and learning to achieve the designed goal is

almost not as expected hence, the school vision of learning was not stated in participating the school community and because of that when you ask anybody about the school vision S/he did not tell you anything. This is while; the school principals do not focus on the school vision of learning to achieve students result in the school. They engaged in other routine activities of the school rather than facilitating the teaching learning process.

4.2.2 Manage Learning and Teaching

The competency of, follow-up of school processes associated with learning, which, in turn, implies continuous monitoring of the students’ and teachers’ performance and analysis of available information and evidence are particularly relevant. It is also part of the principal’s role to promote the use of pedagogical strategies to improve learning and technologies that improve teaching.

Table 4: Manage Learning and Teaching

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
2.2.1	Ensure that curriculum, instruction and assessments are aligned with academic	3.31	3.5	3.41	0.19
2.2.2	Monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds	3.24	3.27	3.25	0.03
2.2.3	Mentor and coach peers to design, implement and model high quality learning experiences for individuals and groups of students	3.09	3.4	3.24	0.31
2.2.4	Keep informed about current research and theory on effective schooling	2.95	3.17	3.06	0.22
2.2.5	Communicate data about student progress to the school community	3.08	3.27	3.17	0.19
	Average mean value	3.13	3.3		

Regarding table 4; according to the data collected the weighted mean of all the items except items 4, were between 3.00 and 3.99. Then the school principals were moderately

applied the elements of the school principal standards of these items by ensuring that curriculum, instruction and assessments are aligned with academic standards; monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds; mentoring and coach peers to design, implement and model high quality learning experiences for individuals and groups of students and Communicate data about student progress to the school community. But teachers' respondents revealed that the school principals were poorly applied keep informed about current research and theory on effective schooling with mean value of 2.95.

Similarly, the data obtained from open ended items showed that the application of high-quality standards based instruction was not fully implemented. For example, the instructional process and the assessment methods used were not supervised and improved with the recent academic standards. This implies that using current research and theories on effective schooling and sharing current research findings and theories on effective curriculum design and instructional strategies are not implemented. Because we think there is a knowledge gap of school principals' capacity to use the technologies available to update their knowledge and skills.

4.2.3 Develop Individuals and Teams

Marx, (2006:135) stated as, In institutional setting like schools everything starts with relationships, whether those relationship are among ideas; Teachers, administrators, supervisors, students and parents need to come together to define their aspiration, design procedures for decision making, the mobilization of resources and the evaluation of learning outcomes. The role of instructional leader in team building and developing team cohesion is aimed at defining common goals.

Table 5: Lead, Develop Individuals and Teams

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
2.3.1	Systematically identify and implement learning and development needs in line with organizational requirements	3.18	3.37	3.27	0.19
2.3.2	Encourage individuals to self-evaluate performance and identify areas for improvement	3.21	3.33	3.27	0.12
2.3.3	Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school	3.27	3.45	3.36	0.18
2.3.4	Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies	3.14	3.5	3.32	0.36
2.3.5	Use feedback from individuals or teams to identify and implement improvements in future learning arrangements	3.27	3.57	3.42	0.3
	Average mean value	3.2	3.4		

According to the data in table 5; the weighted means of all the items were between 3.00 and 3.99. Then the school principals were sometimes applied the elements of the school principal standards by Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school, Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies, Use feedback from individuals or teams to identify and implement improvements in future learning arrangements. But items 1 and 2 relatively were poorly applied by the school principals by systematically identifying and implementing learning and development needs in line with organizational requirements and Encourage individuals to self-evaluate performance and identify areas for improvement. And accordingly, the mean difference shows that, there is no statistically significant difference in opinions of the two categories of respondents.

Similarly, the data obtained from open ended items were also showed that the application of professional development activities were organized and conducted in the schools was

medium. But, there is no continuity on the staff development process. For example, as some of the respondents were said: “The CPD programs of teachers and school leaders were started before few years but still now there is no any motivation was given on programs to have consistence progress in order to bring a desired change”.

4.2.4 Manage School Operations and Resources

These elements address issues like resource allocation, time management, structuring of the organization according to the mission among others. The promotion of an organizational culture that is oriented to improvement and favors collaborative work and other elements.

Table 6 Manage School Operations and Resources

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
2.4.1	Build conciseness and acceptance on established rules and regulations	3.24	3.33	3.28	0.09
2.4.2	Identify available resources to address the physical and mental health needs of the students and staff	3.17	3.33	3.25	0.16
2.4.3	Mobilize required resources to run school activities to enhance student learning	3.23	3.03	3.13	0.2
2.4.4	Establish and reinforce rules, guidelines and operational procedures that enable staff focus on teaching learning	3.15	3.17	3.16	0.02
2.4.5	Provide reports and documentation to the school community, customers and stakeholders as required	3.14	3.17	3.15	0.03
	Average mean value	3.18	3.2		

Regarding table 6; the weighted means of all the items were between 3.00 and 3.99. Then the school principals were moderately applied the elements of the school principal standards by building conciseness and acceptance on established rules and regulations; mobilizing required resources to run school activities to enhance student learning; Identify available resources to address the physical and mental health needs of the

students and staff ; Establish and reinforce rules, guidelines and operational procedures that enable staff focus on teaching learning ; Provide reports and documentation to the school community, customers and stakeholders as required. Accordingly, the mean difference shows that, there is no statistically significant difference in opinions of the two categories of respondents.

Similarly, the data obtained from the open ended items showed that the application of the allocation of resource and manage school operation in order to ensure a safe and productive learning environment was not fully done. Especially financial resource needed to perform the day to day activities of school and proper function of co-curricular programs. Therefore schools should own additional financial resources to support to align student and staff needs with the school vision and value.

4.2.5 Develop and Manage School-Community Relations

According to Weber (1995), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress.

Table 7: Develop and Manage School-Community Relations

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
2.5.1	Represent the school at community functions and public gatherings				
2.5.2	Regularly practice two-way communication with parents about students' progress	3.12	3.27	3.19	0.15
2.5.3	Provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs	2.99	3.03	3.01	0.04
		3.06	3.23	3.14	0.17
2.5.4	Identify and use community-based resources to increase achievement among all students				
		2.99	3	2.99	0.01
2.5.5	Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students				
		2.92	3.2	3.06	0.28
	Average mean value	3.01	3.14		

Regarding table 7; according to teachers respondents the mean value of all the items except item 1 and 3 were between 2.00 and 2.99. This shows that the school principals were poorly or never applied the elements of the school principal standards by Regularly practice two-way communication with parents about students' progress; Identify and use community-based resources to increase achievement among all students; Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students.

In case of leaders respondents the mean value of all the items except item 4 were between 3.00 And 3.99. Then the school principals were sometimes or moderately applied the elements of the SPS by representing the school at community functions and public gatherings; regularly practicing two-way communication with parents about students' progress; providing parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs;

and modeling appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students. But item 4 with weighted mean of 2.99 is rarely applied by the school principals by identifying and using community-based resources to increase achievement among all students. Because its' weighted mean was between 2.00 and 2.99. Accordingly, the mean difference shows that, there is no statistically significant difference in opinions of the two categories of respondents in all items.

Similarly, the data obtained from open ended item showed that the participation of parents and community in students learning and decision making was not fully done. There is a big problem in the community in participation of school work. For instances the follow-up activity done by parents in day-to-day activities of students in the school is not on the two-way communication with the school, particularly in Identify and use community-based resources to increase achievement among all students. Therefore, from the above analysis everybody can understand that because of lack of school principals' capacity to manage the overall activates of their school, Develop and Manage School-Community Relations was low.

4.3 Capacity of School Principals

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

4.3.1 Planning

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

Table 8: Planning

No	Item Description	Respondents Response			
		Mean values		Wei ght mea n	MD
		Teach ers=78	Leade rs=30		
3.1.1	The principal is skilled in developing the school plan and objective clearly.	3.24	3.37	3.30	0.13
3.1.2	The principal is capable in preparing plans towards the achievement of expected goals.	3.08	3.43	3.25	0.35
3.1.3	The principal is capable of making clear the school's plan and objective to teachers and students.	2.97	3.47	3.22	0.5
3.1.4	The principal works with the staff and parents to implement planned works.	2.82	3.33	3.07	0.51
	Average mean value	3.02	3.4		

In any leadership setting planning is the first and foremost activity. In this research the planning skill of principals in developing the school plan and objective clearly on average was 3.30 with a MD of (0.13) and capabilities of principals in preparing plans towards the achievement of expected goals was on average 3.25 with a MD of (0.35) these shows that there is no significant difference between the two categories of respondents. Regarding principals' capacity of making clear the school's plan and objective to teachers and students; in implementing the planned activities on average 3.22 with a MD of (0.5)

and The principal works with the staff and parents to implement planned works on average 3.07 with a MD of (0.51) this implies that even if there is a significant difference between the two categories of respondents the weight mean of all items were found between 3.00 and 3.99. So everybody can be seen from table 8, principals' role in leadership planning indicated positive response in every item; which means the majority of the respondents have agreed that they were moderately skilled, capable in preparing plan even if they were low in making the schools plan clear to the school communities and work with the staff and parents to implement the plan.

4.3.2 Setting the School Vision and Defining School Mission

Peter (1990) also notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school. Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. And Krug (1992: 432) also emphasized the importance of mission for the success of the leader and the school as "operating without a clear sense of mission is like beginning a journey without having a destination in mind."

Table 9: Setting the School Vision and Defining School Mission

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
4.1.1	Collect data from multiple sources to create a common vision for the school	3.17	3.2	3.18	0.03
4.1.2	Well express or communicate the vision to all stakeholders	3.02	3.33	3.17	0.31
4.1.3	Allocate adequate resources for the effective implementation of a school vision and mission	3.05	3.37	3.21	0.32
4.1.4	Develop missions that are easily understood and used by teachers in the school	2.94	3.33	3.13	0.39
	Average mean value	3.04	3.3		

As it can be seen from table 9, setting the school visions and defining school mission found to be on medium scale as indicated in the average means of 3.04 and 3.3 by teachers and instructional leaders respectively. Accordingly, there is an agreement between the responses of instructional leaders and teachers with regarding setting the school visions and defining school mission. Both groups have rated the implementation of this dimension as medium. This implies that the first dimension had average level of implementation in the secondary schools of the sample schools. However, this does not mean that multiple items under this dimension have similar level of implementation. Among the several items under the major dimension of setting vision and developing missions, item 4 developing missions that are easily understood and used by teachers to create a common vision and mission in the school, with mean value of 2.94 which felt under low according to the rating of teachers. The views of teachers were match with the instructional leaders except on item 4. This shows that Developing missions that are easily understood and used by teachers in the school were not effectively put into practice.

Therefore, as indicated in the average mean value in the table above, it can be concluded that the activity of school vision and defining school mission putting it in to practice was moderately implemented in the selected Secondary schools of North Shoa zone. This dimension is concerned with how the school sets and defines their vision and mission that directs towards effective instructional leadership and contributes to the schools climate. Peter (1990), in this regard suggests that coherent vision specifies the particular values and beliefs that will guide policy and practice within a school. Weller and Hartley (1994:25) also add that schools that are improving in learning achievement have mission statements that focus on curricula and instructional goals. These goals become the frame work for everything the school does and are translated a vision for excellence. A visionary instructional leadership provides teachers with an overall sense of purpose and what roles are expected of them. As a whole, instructional leaders in the secondary schools of North Shoa Zone were found to be medium at setting the vision and defining the missions. However, their effectiveness was negatively affected because of their poor performances on the roles, of developing the missions that are easily understood and used by teachers, communicating the vision to all stakeholders.

Finally as a whole, under the capacity of school leaders in implementing major roles of leaders, the interview was also conducted with the Woredas' Education Office heads and supervisors that: Do you think that school principals have been successful in setting their school vision and goals? Have you cross checked how closely school goal align with the national goal? Jida Woerda Education Office head Ato Tekelemariam replied as:

'....In our schools vision and goal is standardized it is the same as the National, Regional, Zone and Woreda as expected and schools adopt as it is with some modification and trying to align with nationally stated. In our case, our school leaders had an opportunity to develop their school goal and vision contextually. Similarly every year after accomplishing every activity had been evaluated and therefore school principals had a chance to set the school goal and mission.'

4.3.3 Curriculum Development

The decision on curricular issues requires the participation of all members of the society, since the product of the curriculum will affect all. Increasingly, curriculum decisions are held to be of direct interest and concern to the community at large because the curriculum is no longer a "secret garden" for professionals to totally control and enjoy (Skibeck, 1994). Moreover, teachers are the integral part of the thinking that drives program creation and implementation. They are aware of the assumption behind the process of curriculum development and realization and they make significant contribution in making curriculum execution more effective.

Table 10: Curriculum Development

No	Item Description	Respondents Response			
		Mean values		Weight mean	M D
		Teachers=78	Leaders=30		
3.2.1	Principals identify school communities need so as to improve curriculum				0.5
		2.95	3.5	3.22	5
3.2.2	Principals work as a resource person in curriculum improvement.				0.5
		2.88	3.4	3.14	2
3.2.3	Principals involve teachers in curriculum development				
		2.83	3.43	3.13	0.6
3.2.4	Principals involve parents in curriculum development.				0.6
		2.69	3.3	2.99	1
	Average mean value				
		2.8	3.4		

According to the data collected the identification skills of principals in order to maintain a curriculum improvement based on school community needs, the mean value of teachers and leaders were 2.95 and 3.5 respectively with mean difference of (0.55) , Principals work as a resource person in curriculum improvement. the mean value of teachers and leaders were 2.88 and 3.4 respectively with mean difference of 0.52, Principals involve teachers in curriculum development also 2.83 and 3.43 with a mean difference of 0.6 and lastly, regarding Principals involve parents in curriculum development All respondents were disagreed with weight mean of 2.99. From the above analysis we can understand that there is significant difference between the two categories of respondents. Hence, majority of respondents (teachers) reveals that the average mean values of 2.8 which was between 2.00 and 2.99. Therefore, the school leaders roles particularly involving stakeholders in curriculum development was very low.

The study has shown that the involvement of parents in the development of curriculum this might have several factors in its own but their involvement should be appreciated to bring a change in the teaching-learning process. In the process of curriculum development there are several factors that need to be considered the first and foremost one is the question of communities need.

Therefore, the response from the table above reveals that the majority of the respondents highly disagreed on principals identification of the school community needs to improve curriculum and the involvement of teachers in curriculum development. On the other hand most of the respondents disagree on the principals' involvement of parents in curriculum development. Since curriculum development is the concern of all communities, principals should improve their leadership role to involve parents on the curriculum development issues.

4.3.4 Staff Development

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

Table 11: Staff Development

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
3.3.1	The principal develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague friends.	2.82	3.33	3.07	0.51
3.3.2	The principal helps to provide short – term training at the school at school level by preparing academic seminars, workshops , etc.	2.68	3.23	2.95	0.55
3.3.3	The principals identify training needs of teachers.	2.73	3.27	3	0.54
3.3.4	The principal reads different current educational publications and encourage teachers to do so.	2.77	3.33	3.05	0.56
	Average mean value	2.75	3.29		

In this research, under the roles of principals in staff development such as in developing a mechanism by which competent teachers share their experience of teaching

methodology with their colleague friends; the principal helps to provide short – term training at the school at school level by preparing academic seminars and workshops; the principals identify training needs of teachers; the principal reads different current educational publications and encourage teachers to do so were calculated and the average mean value of teachers and leaders respondents were 2.75(72.2%) and 3.29(27.8%) respectively. Since, majority of respondents (teachers) reveal that the average means values of 2.75 which was between 2.00 and 2.99, therefore, the school leaders' capacity particularly in staff development was very low. As a whole an interview also conducted with Woreda Education Office heads and supervisors under educational leaders' capacity in line of their roles that; How do you judge school principals in undertaking professional development like staff development activities, encouraging teachers to carry out action research, to use different instructional strategies and skills, arranged experience sharing program (s) among colleagues in their schools? Fiche administrative town Education Office head Ato Solomon replied as:

'Principals require their teachers to participate in various staff development activities such as short and long-term in service courses organized by the state (the Federal and Regional education departments). But in general, the courses were non-contextualized and sometimes they were irrelevant. Some of the training were directly related to generic instructional skills, instructional models. But most often, they were conducted based on the principle of 'one size fits all' and thus do not suit to individual needs even in some instances, the staff development programs made (through CPD) were based not on needs but the module (the course) availability. Participants consider such programs as wastage of time and resources, and this can generate much frustration and dissatisfaction.'

Since, school teachers were professionals and had readiness in probing current information that enhances their profession through staff development. Due to these Principals were expected to expose different Medias for their staffs in order to access information from different current sources like different current educational publications, research findings and guiding manuals to encourage teachers in trying to do their best in

staff development. Regarding, encouraging teachers to carry out action research, Wachale Woerda Education Office head Ato Tolosa replied as:

‘--- Action research is a required activity, as stipulated by a ministry of education, for all higher teachers to transfer to the next level through career structure. But, school leaders did not encourage and support teachers to do the research in order to solving problems encountered the teachers during teaching and learning process as well as to enhance their students’ performance.’

4.3.5 Goal clarification

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

Table 12: Goal clarification

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teache rs=78	Leade rs=30		
3.6.1	Principals are skilled in developing school goals clearly.	2.96	3.5	3.23	0.54
3.6.2	Principals are capable of making that the school goals to school communities.	2.96	3.37	3.16	0.41
3.6.3	Principals are capable of encouraging the staff towards the achievement of expected goals.	2.91	3.4	3.15	0.49
3.6.4	Principals are capable of setting directions towards the achievements of anticipated goals	2.9	3.33	3.11	0.43
	Average mean value	2.93	3.4		

Accordingly, the capacity of leaders in goal clarification such as Principals skill in developing school goals clearly; Principals capacity of making that the school goals clear

to school communities; Principals capacity of encouraging the staff towards the achievement of expected goals and setting directions towards the achievements of anticipated goals both respondents teachers and leaders reveal an average mean of 2.93 and 3.4 respectively. Even if, there was a significant differences between the two respondents on the issue of school leaders capacity in goal clarification, majority of teachers' respondents (72.2%) reveals an average mean of 2.93 which was between 2.00 and 2.99. So this research showed that most frequently principals were not set clear goals to their community. To this effect the capacity of principals in order to make understandable their schools' goals were not in line with respected objectives.

4.3.6 Supervising and Evaluating Instruction

As literatures show, the major roles of supervisions are to examine the instructional process and assist teachers to be competent in their subject area and at the end achieve students' learning progress. Unless instructional leaders endeavor to manage and evaluate the day to day activities and cope up with current supervisory leadership demand, it would be difficult for them to provide the necessary support for teachers and obtain the required results. Instructional leaders, so they expected to play supervisory leadership role through examining the direction of the ongoing educational changes, teaching approach, continuous assessment, and task centered research and instructional material (MoE, 2007: 64).

Table 13: Supervising and Evaluating Instruction

No	Item Description	Respondents Response			
		Mean values		Weigh t mean	MD
		Teachers =78	Leaders =30		
4.3.1	Give adequate time after class visit to discuss the problems and plan improvement together	3.01	3.27	3.14	0.26
4.3.2	Hold regular meetings with each department for the purpose of improving curriculum and instruction	3.03	3.23	3.13	0.2
4.3.3	Use teaching staff meetings to discuss curricular and instructional issues	3.1	3.27	3.18	0.17
	Average mean value	3.05	3.25		

As it can be seen from table 13 with average mean value of 3.05 and 3.25 by teachers and instructional leaders respectively, both groups have perceived that the supervisory support and instructional evaluation activities had been found medium scale. This shows that both groups of respondents moderately implemented the practice in the secondary schools of the Zone. As indicated in the table, all items (Giving adequate time after class visit to discuss the problems and plan improvement together, Holding regular meetings with each department for the purpose of improving curriculum and instruction and Using teaching staff meetings to discuss curricular and instructional issues), which were rated with weight mean values of 3.14, 3.13 and 3.18 respectively and also there is no significant differences between the mean values of teachers and instructional leaders respondents in all items in the sampled secondary schools.

In addition to this, the self-rated views of the instructional leaders also complement with teachers regarding to all items of Supervising and Evaluating the Instruction. This implies that, both groups had viewed the implementation of the instructional tasks as moderate. These results might be due to the fact that both instructional leaders and teachers have similar thoughts on the effect of supervising and evaluating instructional program in teaching and learning process. Both groups understood that the supervising and evaluating instructional program played a great role in improving the process of teaching and learning even though it has not been implemented fully as it was intended.

This can also be confirmed from the open ended questionnaires for teachers and schools document analysis and interview held with three supervisor and WEOs heads shows that school leaders in the schools were Supervising and Evaluating the Instruction ones or twice per year thought class visit for the purpose of teachers performance appraisal and they also indicated that the time taken to comment after class was very minimal. From the above table, one can see that, efforts towards providing support to teachers shall be made in line with professional growth and development of teachers rather than for teachers' performance appraisal only. This is to mean the supervision has to give prior attention for teachers in guiding and initiating activities with the assumption of improving their capacity.

4.3.7 Promoting a Conducive School Learning Climate

A constructive school climate and atmosphere is one where individuals are valued, cared for, and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication both within and outside the school. Promoting an academic learning climate refers to the behaviors of the instructional leaders that influence the norms, beliefs and attitudes of teachers, students, and parents of the school so as to create smooth relation and motivation. In order to assess to what extent the capacity of instructional leaders attempted to promote conducive school learning climate, four items were prepared and administered for both leaders and teachers as it can be seen from table below.

Table 14: Promoting Conducive School Learning Climate

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers =78	Leaders= 30		
4.5.1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school	3.21	3.23	3.22	0.02
4.5.2	Create positive environment in which good working relationship exist.	3.14	3.3	3.22	0.16
4.5.3	Provide support in building collaborative cultures among teachers.	3.06	3.33	3.19	0.27
4.5.4	Encourage a culture of trust between school leaders and teaching staff	3.09	3.3	3.19	0.21
	Average mean value	3.12	3.29		

As the data indicated in the above table, in Promoting a Conducive School Learning Climate such as Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school; Create positive environment in which good working relationship exist; Provide support in building collaborative cultures among teachers and Encourage a culture of trust between school leaders and teaching staff was revealed with an average mean value of 3.12 and 3.29 by teachers and instructional leaders respectively, both groups have perceived that

Promoting a Conducive School Learning Climate activities had been moderate in implementing the issues in the Secondary schools of the Zone.

However, this does not mean that multiple leaders' practices under this dimension have similar level of implementation and effective. Among the several roles under the major dimension of Promoting a Conducive School Learning Climate, item 1, establishing supportive and motivating atmosphere in which staff, parents (community) and students are encouraged to work as a team in the school both categories of respondents revealed with a mean value of 3.21 and 3.23 respectively which is less or more an average. As well the self-rating of the instructional leaders' quite complement with the ratings of teachers'. This implies that the instructional leaders are missing one of their tremendous roles of bridging the schools and the community, which is the backbone for school development.

4.3.8 Utilization of Resources

Ubben and Hughes (1997:304) stated clearly that, Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In most research findings the role resources is evidence for providing quality education. In other words improperly utilization of resources (Financial, physical or human) can be a serious obstacle to principals' capacity.

Table 15: Utilization of Resources

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teache rs=78	Leaders =30		
3.8.1	Mobilize required resources to run the school activities to enhance student learning				
		2.94	3.1	3.02	0.16
3.8.2	Identify and equitably allocate resources to support student and staff learning				
		2.92	3.47	3.19	0.55
3.8.3	Monitor the use of resources aligned to the academic standards				
		2.91	3.37	3.14	0.46
3.8.4	Review the strategies and working guides of resource management in schools				
		2.87	3.23	3.05	0.36
	Average mean value				
		2.9	3.29		

Utilizations of resources is as much about making careful or better use of available resources as it is about mobilizing additional ones. In this research in utilizing required resources to run the school activities to enhance student learning, teachers and leaders revealed that with the weight mean of 3.02 with no significant difference between the two respondents. This implies that the School leaders Mobilize required resources to run the school activities to enhance student learning was satisfactory. Correspondingly the capacities of principals, to identify and equitably allocate resources in order to support student and staff on their teaching learning action were well done. Developing a plan or strategy for resource utilization can lead to creative efforts in using them to gain support for maintain the academic standards. Accordingly the respondents revealed with the weight mean of 3.14. Thus showed most frequent respondents valued medium. To sum up the average mean value of teachers and leaders in utilization of resources were 2.9(72.2%) and 3.29(27.8%) respectively. This implies majority of respondents valued school leaders utilization of resource rated low.

4.4 Decision Making

Decision making is process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter individuals or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership the level of authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will made.

Table 16: Decision – making

No	Item Description	Respondents Response			
		Mean values		Weigh t mean	MD
		Teache rs=78	Leade rs=30		
3.7.1	The school community is satisfied with decision made in the school	2.87	3.43	3.15	0.56
3.7.2	Teachers are making active participation in school decision	3	3.23	3.11	0.23
3.7.3	School leaders make decisions openly	2.95	3.3	3.12	0.35
3.7.4	The school communities are well informed	2.81	3.3	3.05	0.49
	Average mean value	2.9	3.3		

Decision making can be either a specific act or a general process. In a school system satisfying the needs of everyone might be difficult. Accordingly, the satisfaction of school community with decision made in the school, teachers and leaders revealed that the mean values of 2.87(72.2%) and 3.43 (27.8%) respectively and a significant difference between the two respondents. This showed that majority of respondents' value low so that school communities were not satisfied with decisions made in the school.

As part of the decision, participation of teachers is inevitable since they are playing the major leadership role in the school premises. Accordingly, both the school teachers and leaders respondents revealed that the weight mean values of 3.11 which was between 3.00 and 3.99. In this regard, the most frequent value indicated were positive about

teachers' participation role in decision making. This revealed that teachers were valued more or less passing the most important decisions to be made. Transparent form of leadership helps for smooth communication among school communities to this effect, both the school teachers and leaders respondents revealed that the mean values of 2.81 and 3. Thus showed most frequent respondents valued low. To sum up the average mean value teachers and leaders in decision making process were 2.9(72.2%) and 3.3(27.8%) respectively. This implies majority of respondents valued school leaders decision making process as low.

4.5 Factors Encounter School Principals capacity

In the leadership responsibilities, 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 or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals.

4.5.1 Lack of skills and Training

Glitter (1988:15) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create hindrance to principals. Training is very important in making the principals update their knowledge and skill and improve their leadership capacity. Here, assessing the gap with regard to leadership capacity and developing training program makes not only principals effective but also make the schools successful.

Table 17: Lack of Skills and Training

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teacher s=78	Leader s=30		
5.1.1	Lack of qualified instructional leader in the areas of education	4.43	3.61	4.02	0.8
5.1.2	Lack of training on instructional leadership	4.23	3.87	4.05	0.36
5.1.3	Lack of In-service training and teachers development programs	3.97	3.59	3.78	0.38
5.1.4	Lack of qualified teachers in all subject area	3.48	3.67	3.6	0.19
	Average mean value	4.02	3.69		

Accordingly, among the data indicated in the above table Lack of qualified instructional leader in the areas of education and Lack of training on instructional leadership both teachers and instructional leaders revealed with weight mean of 4.02 and 4.05 respectively. This implies that lack of training on instructional leadership and Lack of qualified instructional leader in the areas of education had been mostly affecting the capacity of the principals. Subsequently, teachers indicated that shortage of training on the educational leadership was always negatively influencing the capacity of the principals. Furthermore, interview with education officers and supervisors clearly indicated that shortage of relevant training for the principals had been always influencing the capacity of schools principals' leadership.

On the other hand, the document analysis indicated that all school principals had educational backgrounds that were less or not relevant to the standards or duties and responsibilities of school leadership. As seen from the demography of the respondents among the six principals, only one (with Educational Leadership background), five of them had not taken any training related to leadership, though all of the principal's were first degree holders in different subject area which was in counter with the standard set by the MOE (1996:8), first cycle vice principals and teachers are required to have fist degree and requires at least MA/MSc/MED degree for principals, supervisor and teachers of Secondary schools.

4.5.2 Cooperation and commitment for Instructional improvement

The principal’s majority time should be allocated to mutual relationship with teacher, students’ parents and superiors. Without effective and continues communication it is therefore, very difficult for school Principals to secure the purpose of the school program (Davis, 1981:399). The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction extremely difficult but more essential, for the enhancement of teaching learning process was unthinkable unless teachers, principals and school community have healthy interaction.

Table 18: Lack of Cooperation and commitment for Instructional improvement

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers =78	Leaders=30		
5.2.1	Teachers	3.56	3.27	3.42	0.29
5.2.2	Students	3.42	3.07	3.25	0.35
5.2.3	School board	4.49	3.61	4.05	0.8
5.2.4	Community	4.63	3.69	4.08	0.9
5.2.5	Woreda educational managers	4.29	3.43	3.86	0.8
	Average mean value	4.08	3.41		

The data indicated in the table above have shown teachers and leaders replied with the average mean value of 4.08 and 3.41 respectively. This implies that shortage of cooperation and commitment on the part of the principals mostly with community, school board, and woreda education officers which affecting principals’ capacity. The principals own personalities, vision, extent of commitment, human relation skills etc. can several to constrain /hinder the exercise of leadership (Ubben and Hughes, 1997:104). From the above analysis everybody can understood that, the principal does not possess the appropriate inter-personal quality in carrying out leadership responsibilities. Due to this, lack of cooperation with the school stakeholders can hinders the effectiveness of the leadership role of the principals.

4.5.3 Lack of Resource

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

Table 19: Lack of Resource Availability and Allocation

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers=78	Leaders=30		
5.3.1	Lack of human resources	3.47	3.41	3.44	0.6
5.3.2	Lack of financial resources	4.36	4.46	4.41	0.1
5.3.3	Lack of material resources	3.76	4.13	3.95	0.37
5.3.4	Lack of information resources	3.08	3.31	3.2	0.23
5.3.5	Lack of infrastructures	3.04	3.56	3.3	0.52
	Average mean value	3.54	3.77		

Effectiveness in leadership requires resources and power to make use of these resources as well. Nonetheless, the data in the table show that teachers and leaders revealed with the mean values of, 4.36, and 4.46 respectively and weight mean of 4.41 indicated with consensus that shortage of finance. Due to this, lack of material resources (teaching materials) such as reference book, stationary, and laboratory equipments were always constraining the effectiveness of leadership of the principals in the selected secondary school. Similarly, leaders clearly indicated their agreement that effectiveness of leadership of the principals had been negatively influenced mostly by problem of budgeting time to each activity and shortage of leadership competency on the part of principals.

By supporting the above data, Ubben and Hughes (1997: 327) stated that a school executive day is characterized by one encounter after another with staff member, students, parents, community member, politicians, and others the kind of individuals or sub-groups are many and diverse, all of whom have questions and requires and problems demanding principals time. Thus lack of time, due to variety of task that principals deal with is another biggest problem in principal work. From document analysis and interview

held with WEO heads and supervisors also revealed that most schools were suffered by lack of laboratories, workshops and plasma services due to lack financial resources.

As a whole, one can conclude that neither instructional leaders nor the teachers group believed that availability of financial and materials resources had been sufficient in the schools to run the teaching learning processes effectively. Therefore, it would be difficult to expect effective instructional processes and high educational outputs without adequate teaching materials, text books teachers guide, library and furniture in the absence of enough recurrent budget support. Furthermore the interview with Woreda Education heads and supervisors concerning factors that affects the capacity of school principals capacity also Jida Woerda Education Office supervisor Ato Temesgen replied as:

'In our schools not only shortage of well qualified leaders in subject matter and level of education but also, because of shortage of financial resources some of the laboratories and workshops are not well equipped with the necessary instruments and tools and this may negatively influence principals' effort to ensure the quality as well as effectiveness of leadership.'

4.5.4 Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Segiovanni, 2001:13) state that the principals is ultimately responsible for almost everything happens in the school and out.

Table 20: Constraining Factors on Duty

No	Item Description	Respondents Response			
		Mean values		Weight mean	MD
		Teachers =78	Leaders =30		
5.6.1	Routine duties interfere in the job of teaching				
5.6.2	Teachers interrupting other members who are talking in staff meeting	2.98	2.97	2.97	0.01
5.6.3	Assigned non-teaching duties are excessive	3	2.97	2.98	0.03
5.6.4	Teachers have too many committee requirement	3.13	2.93	3.05	0.2
5.6.5	Administrative paper work is burden in the school	3	3	3	0.1
		3.05	3.2	3.12	0.15
	Average mean value				
		3.03	3.03		

Effective principals delegate most routine and less value adding works to their subordinate and focus on strategic issues of their school. However, the data in the table above item 3 and 5 indicated that leaders and teachers with the weight mean value of 3.05 and 3.12 agreed that principals of their school were mostly engaged on routine works and administrative paper work burden. Similarly, majority of school principals responded that, they spent most of their time dealing with such things as staff and student’s affairs, responding to letters and participating on long meetings from different corners. This, according to the principals, would negatively affect the quality and the amount of work done by their schools.

On the other hand, Rosser as cited in Roaden (1970) explained that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service. Unless the principals reduce using more time for doing the routine chores of their office, they can never achieve the vision of their schools. This is because, spending more time to routine activities, that have less strategic relevance for the materialization of the schools’ missions, forces principals to be deficient in time they need to work on key functions of the institution which ultimately influences the realization of institutional missions negatively.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the capacity of school leaders in government secondary schools of North Shoa zone in Oromia Regional state.

5.1. Summary of Major Findings

The main purpose of the study was to assess the capacity of school leaders in government Secondary schools of North Shoa zone, in Oromia Regional state. To this end, an attempt has been made to assess the principals' professional standards, the capacity of leaders in implementing educational leaders' roles and practices in teaching learning and the major barriers to instructional leadership capacity. Finally, the researcher made an effort to come up with suggestions and forwarded recommendations.

This study attempted to answer the following basic research questions;

1. Are secondary schools principals qualified, trained, and experienced enough?
2. What are the school principal standards of secondary schools in Ethiopian context?
3. To what extent the capacity of school principals implemented in forming relationship among the internal staff and the school community?
4. What are the practices used so far by school principals in decision- making pertaining issues?
5. What are the most challenging factors that encounter secondary school principals in leadership capacity?

A survey study was employed in the study. The related literature was reviewed and documented. In order to get responses for the above basic questions, among of thirty six secondary schools found in North Shoa Zone, the study was carried out in six secondary schools that were selected by random sampling techniques (by lottery) for the study.

There were 150 total populations of teachers and 42 school leaderships (30 department heads, 12 principals) in the sample Woredas' of the zone. The study incorporated a total of 114 respondents. Three Woredas Education Office heads, three woreda supervisors, 78 teachers and 30 school leaders (18 department heads and 12 principals) of North Shoa zone were incorporated in the study. Three Woreda Education Office heads and three woreda supervisors were interviewed. The remaining two groups of respondents (School leaders and teachers) were asked to respond the questionnaires.

All the questionnaires that were distributed to the teachers and instructional leaders were completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the interviews were undertaken with three supervisors and three WEOs heads, and also information from document analysis is used as supplementary as planned. Finally, the data were carefully collected, coded, and presented for analysis. In the study, different data analysis tools such as percentage and frequency for demography of the respondents; mean values, average mean, and weight mean were also used to analysis and justify the following major findings.

5.1.1 Characteristics of Respondents

- Concerning the characteristics of respondents, it was found that, almost 85(74.6%) of the respondents were males and only 29(25.4 %) were females in all positions. This show that the females' participation, as compared to their male counter parts, hence, very low both in the teaching and leadership position at secondary schools level.
- Concerning level of education, the majority of teachers and instructional leaders (main principals, vice principals and department heads) 77(98.7%) and 30 (100%) were BA/BSC/BED degree holders respectively; this implies that the majority (98.7%) of the teacher respondents was equal to or better than that of school leaders by level of education. Such a similarity or superiority of teachers in level of education might be one of the challenges for instructional leaders for their leading capacity. This showed that, the placement of individuals in a leadership position was on appointment basis rather than on proper educational background or standards.

5.1.2 Application of school Principal Standards

- Regarding the standard of school principals in Lead and Facilitate Vision of Learning; the average mean of all items of teachers and school leaders' respondents were 3.17 and 3.49. This implies that the school principals were moderately applied the elements of the school principal standards.
- Regarding the standard of school principals in Manage Learning and Teaching, majority of teachers' respondents revealed with mean value of 2.95. This implies that the application of high-quality standards based instruction was not implemented. Hence, the instructional process and the assessment methods used were not supervised and improved with the recent academic standards.

5.1.3 Capacity of School Principals

- According to teachers respondents the capacity of school leaders in develop and Manage School-Community Relations revealed with the mean value of between 2.00 and 2.99. This shows that the school principals were poorly or never applied the elements of the school principal standards by regularly practice two-way communication with parents about students' progress. Therefore, because of lack of school principals' capacity to manage the overall activates of their school, Develop and Manage School-Community Relations was low.
- Concerning the capacity of leaders in managing curriculum and instruction, teachers and school leaders rated with average mean values of 2.82 (72.2%) indicates the school leaders views on the dimension were poorly practiced in their school. Particularly, in coordinating the curriculum evaluation process of the school to address problems related to the curriculum, and ensuring the timely allocation of resources (human, material and financial) necessary for instructional process they were found to be very low.
- The capacity of school leaders in Promoting a Conducive School Learning Climate by encouraging culture of trust between school leaders and teaching staff was revealed with an average mean value of 3.12 and 3.29 by teachers and school leaders respectively, both groups have perceived that Promoting a Conducive

School Learning Climate activities had been moderate in Secondary schools of the Zone.

5.1.4 Decision Making

- Regarding principals' decision making issue, both the school teachers and leaders respondents revealed the satisfaction of teachers, students and school community with decision process made in the school, revealed with the average mean values of 2.9(72.2%) and 3.3 (27.8%) respectively. This implies majority of respondents valued school leaders capacity in decision making process was low.

5.1.5 Factors Encounter School Principals capacity

- Lack of skill and training were rated as highly challenged practice of school leadership capacity with average mean values of 4.02 and 4.05 respectively. Subsequently, from the document analysis and as seen from the demography of the respondents among the six principals, only one (with Educational Leadership background), five of them had not taken any training related to leadership which was in counter with the standard set by the MOE (1996:8).
- Regarding Lack of Cooperation and commitment for Instructional improvement of leaders, Both groups of respondents were rated as highly challenged instructional leadership effectiveness with mean value of 4.08 and 3.41 respectively, which indicates that ineffective implementation of cooperation and commitment for instructional improvement with school teachers becomes weak.
- Concerning the availabilities of resources, the study revealed that lack of recurrent budget support were rated as the highest challenges of instructional leadership capacity in the dimension with mean value of 4.36 and 4.46 respectively by both groups of respondents (teachers and instructional leaders). Hence, this may show how much schools were suffering in lack of resources availability and allocation by their respective schools.

5.2. Conclusion

Leadership capacity is among the key elements in managing education sector development. It is complex in nature and needs training and rich experience on the part of the principals to be successful. Therefore, based on the results of the finding of the study, the following conclusions have been drawn.

The majority of the school principals of North Shoa Zone were appointed from school teachers before taking any training or orientation in the area of school leadership. Moreover, scarcity of experienced and qualified teachers to be nominated and assigned as school principals is one of the major challenges in the Zone. Furthermore, the practice also shows that the issue of gender balance in leadership position and even in the teaching profession also needs due consideration. There are problems of nomination or assignment of female principal's leadership in secondary schools was dominated by male principals. Therefore, it may result in the absence of consistency in leading the teaching-learning process effectively as intended.

School principals Standards can be used to describe and communicate what is most worthy or desirable to achieve, used as measures or benchmarks, as a tool for decision-making and indicating the distance between actual performance and the minimum level of performance required to be considered competent. But, in association of the major elements of school principal standards the study was found out that moderately executed. Therefore, we can conclude that the school principals under the study were incapable to align their schools vision and mission with the national standards for transforming their schools.

Concerning about the capacity of leaders in teaching learning roles of school leaders that make endeavor to Planning, curriculum development, staff development, supervision, evaluation, goal clarification, research work and decision-making were very low or less effective. Due to this, school leaders were not purposeful, visionary and develop value that focus on learning and act with the necessary commitment to realize the vision that reflect the hopes, needs and interests of everybody who have stake in the school and provides teachers with an overall sense of purpose and what roles are expected of them.

Regarding the challenges encountered school principals capacity, findings revealed that School leaders were not competent with necessarily knowledge, technique and skills on the fields of educational management or any leadership training, to give comments and suggestions on the technical and educational aspects of instructional improvement for transforming schools.

5.3 Recommendations

The 'Blue Print' prepared by the Ministry of Education (1999 Amharic version) advocates for visionary, transparent, innovative and communicative school leadership; Regional Education Bureaus, Zones and Woreda's education offices are also responsible to enhance and assign school principals who meet the policy requirements stated in the Blue Print. Therefore, based on the findings and conclusions drawn, the following recommendations have been forwarded:

- The issue of school principals' capacity of North Shoa Zone (Oromia Regional State) needs due attention through long and short term training programs. Therefore, the provision of training is essential since the majority of the principals more than 98.2% lack training in educational leadership. This implies that a lot of work is expected to be done to enhance school principals and ensure human power development in all aspects in the education sector. While, "If education goes wrong nothing will go right". As a result, Short and long term strategies need to be designed in order to build the capacity of school principals. Therefore, the Ministry of Education should provide different training modalities such as regular, summer and refreshing programs to enhance the capacity of school leaders.
- The Regional Education Bureau should design, intermediate and short term training programs in order to meet the policy demands and enhance non-qualified and non-experienced school principals by establishing strong relationship with nearby universities/Colleges offering principalship training in order to build the capacity of school principals.
- The woreda education Office had to select and nominate school principals among teachers on the basis of their experience and academic merits standards.
- The Woreda Administration and Woreda Education Offices need to convince on the budget allocation of secondary schools and should allocate the Block grant budgets properly as it is clearly addressed in the blue print of MoE (2002).
- It is also advisable that school leaders in collaboration with woreda Education Office promote awareness creation and also better to search different mechanisms

such as, preparing panel discussions, preparing exhibition and sport festival in the school, conducting education conferences that enable parents and community to develop willingness toward supporting schools.

- To sum up, further study and due attention should be given to school leadership capacity by responsible bodies (MOE, Regional Education Bureau, NGO's, Zonal and Woreda education Offices) so as to cope with the future leadership which aspires for issues of globalization, information technology and new economic system rather than custom-driven through addressing contextualized multiple intelligences, globalization, localization and individualization of education for the future betterment of the 21st century generation.

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APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMNT OF EDUCATIONAL PLANNING AND MAMAGEMENT

Questionnaire to be filled by Teachers

The main purpose of this questionnaire is to analysis the capacity of school leaders in transforming Schools. The study focuses on Government secondary Schools of North Shoa Zone. The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kindly cooperation!

DIRECTIONS:

Please read each statement carefully and:

- ❖ Put a tick mark (✓) in the boxes provided.
- ❖ Write your brief response in the blank spaces.
- ❖ Give only a single answer to each item.
- ❖ No need to write your name in any part of the questionnaire.

Part I: Background information

1.1 Name of the Woreda _____

1.2 School _____

1.3 Gender A) male ☐ B) female ☐

1.4 Age A) 18-20 ☐ B) 21-30 ☐

 C) 31-40 ☐ D) 41-50 ☐

 E) 51-60 ☐ F) 61& above ☐

1.5 Work experience ☐ 1-5yr ☐ B) 6-10yr ☐ C) 11-15yr ☐

 D) 16-20yr ☐ E). 21-25yr ☐ F) 26-30yr ☐ 31& above ☐

1.6 Academic qualification A) 12+2 (Diploma) ☐ B) BA/BED/BSC ☐

 C) MA/MSc ☐ D) Other (please specify ☐

1.7 Area of your specialization:

Educational leadership ☐

Natural Science ☐

Social Science ☐

Language ☐

Other _____

1.8 Your present position A) Teacher ☐ B) Unite Leader ☐

 C) Department head ☐ D) Principal /vice Principal ☐

PART TWO: Application of school principal standards and its purpose

School Principal Professional Standards are the broad category of principals' knowledge and skills. They are overarching goals and themes that provide a framework for what principals should know and be able to do and indicates the level of performance required for the successful achievement of work expectations. For the response to each statement use: 5 =Extremely High 4 =High 3 =Medium 2 =Low 1 =Extremely Low

No	Item	5	4	3	2	1
2.1. Lead and Facilitate Vision of Learning						
2.1.1	Identify and include stakeholders in the process of developing a shared vision					
2.1.2	Articulate a vision focused on high levels of learning for all students					
2.1.3	Implement a process for the development of a shared vision					
2.1.4	Identify goal areas that promote high levels of achievement for all students and staff					
2.1.5	Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement					
2.2. Lead , Manage Learning and Teaching						
2.2.1	Ensure that curriculum, instruction and assessments are aligned with academic					
2.2.2	Monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds					
2.2.3	Mentor and coach peers to design, implement and model high quality learning experiences for individuals and groups of students					
2.2.4	Keep informed about current research and theory on effective schooling					
2.2.5	Communicate data about student progress to the school community					
2.3. Lead , Develop Individuals and Teams						
2.3.1	Systematically identify and implement learning and development needs in line with organizational requirements					
2.3.2	Encourage individuals to self-evaluate performance and identify areas for improvement					
2.3.3	Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school					
2.3.4	Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies					
2.3.5	Use feedback from individuals or teams to identify and implement improvements in future learning arrangements					
2.4. Lead , Manage School Operations and Resources						
2.4.1	Build conciseness and acceptance on established rules and regulations					
2.4.2	Identify available resources to address the physical and mental health needs of the students and staff					
2.4.3	Mobilize required resources to run school activities to enhance student learning					
2.4.4	Establish and reinforce rules, guidelines and operational procedures that enable staff focus on teaching learning					
2.4.5	Provide reports and documentation to the school community, customers and stakeholders as required					
2.5. Develop and Manage School-Community Relations						
2.5.1	Represent the school at community functions and public gatherings					
2.5.2	Regularly practice two-way communication with parents about students' progress					
2.5.3	Provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs					
2.5.4	Identify and use community-based resources to increase achievement among all students					
2.5.5	Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students					

Open ended Questions

1. If you have any more problems that the school faces during the application of the school principal professional standards, please describe them and include in your ranking.

2. How do those problems should be solved?

PART THREE: The following are some educational leadership roles that school principals spend much of their time. These are: Planning, curriculum development, staff development, supervision, evaluation, goal clarification, research work and decision – making. Please, rate each statement from strongly agree to strongly disagree by putting (✓) mark in the columns provided using the following scales: 5 =Extremely High 4 =High 3 =Medium 2 =Low 1 =Extremely Low

No		5	4	3	2	1
3.1.1	3.1 Planning The principal is skilled in developing the school plan and objective clearly.					
3.1.2	The principal is capable in preparing plans towards the achievement of expected goals.					
3.1.3	The principal is capable of making clear the school's plan and objective to teachers and students.					
3.1.4	The principal works with the staff and parents to implement planned works.					
3.2.1	3.2 Curriculum Development Principals identify school communities need so as to improve curriculum					
3.2.2	Principals work as a resource person in curriculum improvement.					
3.2.3	Principals involve teachers in curriculum development					
3.2.4	Principals involve parents in curriculum development.					
3.3.1	3.3 Staff Development The principal develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague friends.					
3.3.2	The principal helps to provide short – term training at the school at school level by preparing academic seminars, workshops , etc.					
3.3.3	The principals identify training needs of teachers.					
3.3.4	The principal reads different current educational publications and encourage teachers to do so.					
3.6.1	3.4 Goal clarification Principals are skilled in developing school goals clearly.					
3.6.2	Principals are capable of making that the school goals to school communities.					
3.6.3	Principals are capable of encouraging the staff towards the achievement of expected goals.					
3.6.4	Principals are capable of setting directions towards the achievements of anticipated goals					
3.7.1	3.5 Decision – making The school community is satisfied with decision made in the school					
3.7.2	Teachers are making active participation in school decision					
3.7.3	School leaders make decisions openly					
3.7.4	The school communities are well informed					
3.8.1	3.6 Utilization of Resources Mobilize required resources to run the school activities to enhance student learning					
3.8.2	Identify and equitably allocate resources to support student and staff learning					
3.8.3	Monitor the use of resources aligned to the academic standards					
3.8.4	Review the strategies and working guides of resource management in schools					

Give your responses for the following open-ended questions

1. Please, if any other crucial roles you think that your school leaders fail to apply during leading.

2. How do those problems should be solved?

PART FOUR: Below is Table that consists of questions that show the leadership practices of your school. Please indicate the extent to which each statement represents your school by putting tick mark (✓) in one of the boxes against each item. 5 =Extremely High 4 =High 3 =Medium 2 =Low 1 =Extremely Low

No	Item	5	4	3	2	1
	4.1 Setting the School Vision and Developing School Mission					
4.1.1	Collect data from multiple sources to create a common vision for the school					
4.1.2	Well express or communicate the vision to all stakeholders					
4.1.3	Allocate adequate resources for the effective implementation of a school vision and mission					
4.1.4	Develop missions that are easily understood and used by teachers in the school					
	4.2 Managing Curriculum and Instruction					
4.2.1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
4.2.2	Check periodically students result in order to ensure the effective implementation of the curriculum					
4.2.3	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
4.2.4	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					
	4.3 Supervising and Evaluating the Instruction					
4.3.1	Give adequate time after class visit to discuss the problems and plan improvement together					
4.3.2	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4.3.3	Use teaching staff meetings to discuss curricular and instructional issues					
	4.4 Monitoring Instructional Programs					
4.4.1	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function					
4.4.2	Inform the school's performance result to teachers in a report form after effective monitoring of the activities					
4.4.3	Meet individually with teachers to discuss students academic progress					
4.4.4	Use test result to assess progress toward school goals					
	4.5 Promoting a Conducive School Learning Climate					
4.5.1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school					
4.5.2	Create positive environment in which good working relationship exist.					
4.5.3	Provide support in building collaborative cultures among teachers.					
4.5.4	Encourage a culture of trust between school leaders and teaching staff					

PART FIVE: Factors encounter the capacity of the school principals.

Direction: The following issues are assumed to be the common factors for many schools in hindering the practice of leadership. The five point scales reflect the degree of availability each item. Please rate each item, using the (1-5) scales that best describes the degree to which the item is availability or deficient in your school.

5 = Extremely High 4 = High 3 = Medium 2 = Low 1 = Extremely Low

No	Item	5	4	3	2	1
	5.1. Lack of Skills and Training					
5.1.1	Lack of qualified instructional leader in the areas of education					
5.1.2	Lack of training on instructional leadership					
5.1.3	Lack of In-service training and teachers development programs					
5.1.4	Lack of qualified teachers in all subject area					
	5.2. Lack of Cooperation and commitment for Instructional improvement					
5.2.1	Teachers					
5.2.2	Students					
5.2.3	School board					
5.2.4	Community					
5.2.5	Woreda educational managers					
	5.3. Lack of Resource Availability and Allocation					
5.3.1	Lack of human resources					
5.3.2	Lack of financial resources					
5.3.3	Lack of material resources					
5.3.4	Lack of information resources					
5.3.5	Lack of infrastructures					
	5.4. Lack of will and Courage					
5.4.1	Lack of Courage to take risks, at time for the improvement of instruction					
5.4.2	Unwillingness to devote more time for instructional issues					
5.4.3	Lack of Adequate knowledge base of instructional leadership					
5.4.4	Lack of Organizing the school community for leadership work					
5.4.5	Unwilling to assess staff and school capacity for leadership					
	5.5. Disengagement					
5.5.1	Teachers dislike and criticize the principals					
5.5.2	Lack of teachers respect to the personal competence of their colleague					
5.5.3	Lack of teachers trust to work together without supervision					
5.5.4	Lack of teachers really enjoy working in the school					
5.5.5	Lack of teachers engagement themselves interval matters					
	5.6. Hindrance					
5.6.1	Routine duties interfere in the job of teaching					
5.6.2	Teachers interrupting other members who are talking in staff meeting					
5.6.3	Assigned non-teaching duties are excessive					
5.6.4	Teachers have too many committee requirement					
5.6.5	Administrative paper work is burden in the school					

Give your responses for the following open-ended questions

1. In general, what do you think by describing major challenges hinder your school leader's capacity in you school context?

2. What solution do you suggest to overcome these factors?

APPENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMNT OF EDUCATIONAL PLANNING AND MAMAGEMENT

Questionnaire to be filled by School leaders (Principals, Vice Principals & Dep. heads)

The main purpose of this questionnaire is to analysis the capacity of school leaders in transforming Schools. The study focuses on Government secondary Schools of North Shoa Zone. The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, responses will be kept secret.

Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kindly cooperation!

DIRECTIONS:

Please read each statement carefully and:

- ❖ Put a tick mark (✓) in the boxes provided.
- ❖ Write your brief response in the blank spaces.
- ❖ Give only a single answer to each item.
- ❖ No need to write your name in any part of the questionnaire.

Part I: Background information

1.3 Name of the Woreda _____

1.4 School _____

1.3 Gender A) male ☐ B) female ☐

1.4 Age A) 18-20 ☐ B) 21-30 ☐

 C) 31-40 ☐ D) 41-50 ☐

 E) 51-60 ☐ F) 61& above ☐

1.5 Work experience A) 1-5yr ☐ B) 6-10yr ☐ C) 11-15yr ☐

 D) 16-20yr ☐ E). 21-25yr ☐ F) 26-30yr ☐ f) 31& above ☐

1.6 Academic qualification A) 12+2 (Diploma) ☐ B) BA/BED/BSC ☐

 C) MA/MSc ☐ D) Other (please specify ☐

1.7 Area of your specialization:

 Educational leadership ☐

 Natural Science ☐

 Social Science ☐

 Language ☐

 Other _____

1.8 Your present position A) Teacher ☐ B) Unite Leader ☐

 C) Department head ☐ D) Principal /vice Principal ☐

PART TWO: Application of school principal standards and its purpose

School Principal Professional Standards are the broad category of principals' knowledge and skills. They are overarching goals and themes that provide a framework for what principals should know and be able to do and indicates the level of performance required for the successful achievement of work expectations. For the response to each statement use:

5 = Extremely High

4 = High

3 = Medium

2 = Low

1 = Extremely Low

No	Item	5	4	3	2	1
	2.1. Lead and Facilitate Vision of Learning					
2.1.1	Identify and include stakeholders in the process of developing a shared vision					
2.1.2	Articulate a vision focused on high levels of learning for all students					
2.1.3	Implement a process for the development of a shared vision					
2.1.4	Identify goal areas that promote high levels of achievement for all students and staff					
2.1.5	Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement					
	2.2. Lead , Manage Learning and Teaching					
2.2.1	Ensure that curriculum, instruction and assessments are aligned with academic					
2.2.2	Monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds					
2.2.3	Mentor and coach peers to design, implement and model high quality learning experiences for individuals and groups of students					
2.2.4	Keep informed about current research and theory on effective schooling					
2.2.5	Communicate data about student progress to the school community					
	2.3. Lead , Develop Individuals and Teams					
2.3.1	Systematically identify and implement learning and development needs in line with organizational requirements					
2.3.2	Encourage individuals to self-evaluate performance and identify areas for improvement					
2.3.3	Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school					
2.3.4	Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies					
2.3.5	Use feedback from individuals or teams to identify and implement improvements in future learning arrangements					
	2.4. Lead , Manage School Operations and Resources					
2.4.1	Build conciseness and acceptance on established rules and regulations					
2.4.2	Identify available resources to address the physical and mental health needs of the students and staff					
2.4.3	Mobilize required resources to run school activities to enhance student learning					
2.4.4	Establish and reinforce rules, guidelines and operational procedures that enable staff focus on teaching learning					
2.4.5	Provide reports and documentation to the school community, customers and stakeholders as required					
	2.5. Develop and Manage School-Community Relations					
2.5.1	Represent the school at community functions and public gatherings					
2.5.2	Regularly practice two-way communication with parents about students' progress					
2.5.3	Provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs					
2.5.4	Identify and use community-based resources to increase achievement among all students					
2.5.5	Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students					

Open ended Questioners

1. If you have any more problems that the school faces during the application of the school principal professional standards, please describe them and include in your ranking.

2. How do those problems should be solved?

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

5 =Extremely High 4 =High 3 =Medium 2 = Low 1 =Extremely Low

No	3.1 Planning	5	4	3	2	1
3.1.1	The principal is skilled in developing the school plan and objective clearly.					
3.1.2	The principal is capable in preparing plans towards the achievement of expected goals.					
3.1.3	The principal is capable of making clear the school's plan and objective to teachers and students.					
3.1.4	The principal works with the staff and parents to implement planned works.					
	3.2 Curriculum Development					
3.2.1	Principals identify school communities need so as to improve curriculum					
3.2.2	Principals work as a resource person in curriculum improvement.					
3.2.3	Principals involve teachers in curriculum development					
3.2.4	Principals involve parents in curriculum development.					
	3.3 Staff Development					
3.3.1	The principal develops a mechanism by which competent teachers share their experience of teaching methodologies with their colleague friends.					
3.3.2	The principal helps to provide short – term training at the school at school level by preparing academic seminars, workshops , etc.					
3.3.3	The principals identify training needs of teachers.					
3.3.4	The principal reads different current educational publications and encourage teachers to do so.					
	3.4 Goal clarification					
3.6.1	Principals are skilled in developing school goals clearly.					
3.6.2	Principals are capable of making that the school goals to school communities.					
3.6.3	Principals are capable of encouraging the staff towards the achievement of expected goals.					
3.6.4	Principals are capable of setting directions towards the achievements of anticipated goals					
	3.5 Decision – making					
3.7.1	The school community is satisfied with decision made in the school					
3.7.2	Teachers are making active participation in school decision					
3.7.3	School leaders make decisions openly					
3.7.4	The school communities are well informed					
	3.6 Utilization of Resources					
3.8.1	Mobilize required resources to run the school activities to enhance student learning					
3.8.2	Identify and equitably allocate resources to support student and staff learning					
3.8.3	Monitor the use of resources aligned to the academic standards					
3.8.4	Review the strategies and working guides of resource management in schools					

Give your responses for the following open-ended questions

1. Please, if any other crucial roles you think that your school leaders fail to apply during leading.

2. How do those problems should be solved?

PART FOUR: Below are Tables that consist of questions that show the leadership practices of your school. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (✓) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows:
5 =Extremely High 4 =High 3 =Medium 2 = Low 1 =Extremely Low

No	Item	5	4	3	2	1
	4.1 Setting the School Vision and Developing School Mission					
4.1.1	Collect data from multiple sources to create a common vision for the school					
4.1.2	Well express or communicate the vision to all stakeholders					
4.1.3	Allocate adequate resources for the effective implementation of a school vision and mission					
4.1.4	Develop missions that are easily understood and used by teachers in the school					
	4.2 Managing Curriculum and Instruction					
4.2.1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
4.2.2	Check periodically students result in order to ensure the effective implementation of the curriculum					
4.2.3	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
4.2.4	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					
	4.3 Supervising and Evaluating the Instruction					
4.3.1	Give adequate time after class visit to discuss the problems and plan improvement together					
4.3.2	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4.3.3	Use teaching staff meetings to discuss curricular and instructional issues					
	4.4 Monitoring Instructional Programs					
4.4.1	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function					
4.4.2	Inform the school's performance result to teachers in a report form after effective monitoring of the activities					
4.4.3	Meet individually with teachers to discuss students academic progress					
4.4.4	Use test result to assess progress toward school goals					
	4.5 Promoting a Conducive School Learning Climate					
4.5.1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school					
4.5.2	Create positive environment in which good working relationship exist.					
4.5.3	Provide support in building collaborative cultures among teachers.					
4.5.4	Encourage a culture of trust between school leaders and teaching staff					

PART FIVE: Factors affects the capacity of the school principals.

Direction: The following issues are assumed to be the common factors for many schools in hindering the practice of leadership. The five point scales reflect the degree of availability each item. Please rate each item, using the (1-5) scales that best describes the degree to which the item is availability or deficient in your school.

5=Extremely High 4 = High 3 =Medium 2 =Low 1 = Extremely Low

No	Item	5	4	3	2	1
	5.1. Lack of Skills and Training					
5.1.1	Lack of qualified instructional leader in the areas of education					
5.1.2	Lack of training on instructional leadership					
5.1.3	Lack of In-service training and teachers development programs					
5.1.4	Lack of qualified teachers in all subject area					
	5.2.Lack of Cooperation and commitment for Instructional improvement					
5.2.1	Teachers					
5.2.2	Students					
5.2.3	School board					
5.2.4	Community					
5.2.5	Woreda educational managers					
	5.3. Lack of Resource Availability and Allocation					
5.3.1	Lack of human resources					
5.3.2	Lack of financial resources					
5.3.3	Lack of material resources					
5.3.4	Lack of information resources					
5.3.5	Lack of infrastructures					
	5.4. Lack of will and Courage					
5.4.1	Lack of Courage to take risks, at time for the improvement of instruction					
5.4.2	Unwillingness to devote more time for instructional issues					
5.4.3	Lack of Adequate knowledge base of instructional leadership					
5.4.4	Lack of Organizing the school community for leadership work					
5.4.5	Unwilling to assess staff and school capacity for leadership					
	5.5. Disengagement					
5.5.1	Teachers dislike and criticize the principals					
5.5.2	Lack of teachers respect to the personal competence of their colleague					
5.5.3	Lack of teachers trust to work together without supervision					
5.5.4	Lack of teachers really enjoy working in the school					
5.5.5	Lack of teachers engagement themselves interval matters					
	5.6. Hindrance					
5.6.1	Routine duties interfere in the job of teaching					
5.6.2	Teachers interrupting other members who are talking in staff meeting					
5.6.3	Assigned non-teaching duties are excessive					
5.6.4	Teachers have too many committee requirement					
5.6.5	Administrative paper work is burden in the school					

Give your responses for the following open-ended questions

1. In general, what do you think by describing major challenges hinder your school leader's capacity in you school context?

2. What solution do you suggest to overcome these factors?

APPENDIX C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMNT OF EDUCATIONAL PLANNING AND MAMAGEMENT
Interview Guide for Woreda Education Office Heads and Supervisors

Section 1: Personal Information

1. Name of the Woreda: _____
2. Gender: _____
3. Age: _____
4. Level of education: _____
5. Qualification: _____
6. Total work experience or service year on current position: _____

Section 2: Interview guide questions

1. What are the criteria you implement for the principal ship position in your woreda?
2. In your opinion, do you think that school administers (principais) who is not qualified in educational administration can help teachers in teaching – learning process effectively?
3. Do you believe that your office is giving the necessary support to all school leaders to enhance their leadership capacity? If so, how?
4. Do you think that school principals have been successful in setting their school vision and goals? Have you cross checked how closely school goal align with the national goal?
5. How would you describe the relationship of school principals within their subordinates and staff as a whole?
6. How do you judge their interpersonal skill? Are they good in producing comprehensive report and report on time? Can you support your response with practical evidence?
7. How do judge school principals in undertaking professional development like staff development activities , encouraging teachers to carry out action research, to use different instructional strategies and skills, arranged experience sharing program (s) among colleagues in their schools ?
8. It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership capacity? And the possible solutions how to overcome these problems?

Interviewed by _____
Date of Interview _____