



**DISTRIBUTED LEADERSHIP PRACTICES IN GOVERNMENT
SECONDARY SCHOOLS OF EAST SHEWA ZONE**

By

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ADDIS ABABA

Jan, 2024

DECLARATION

I hereby declare that this dissertation entitled ‘Distributed Leadership Practices in Government Secondary Schools of East Shewa Zone’ is my own work and has not been previously submitted to this university or any other institution in application for admission to a degree, diploma, or other qualifications.

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The dissertation written by Zereyaikob Gebresilassie, entitled “Distributed Leadership Practices in Government Secondary Schools of East Shewa Zone” and submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Educational Policy and Leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The major objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. To meet this purpose, the study was guided by pragmatic worldview. Methodologically, the study used concurrent mixed methods design with a QUAN+QUAL approach. Population of the study includes secondary schools working in East Shewa Zone. From the study area, 5 woredas and 2 city administrations were chosen by using simple random sampling techniques. From the 5 woredas, 5 secondary schools were chosen by using availability sampling technique. From those secondary schools in the sample city administrations, 2 of them were selected and included in the sample by using simple random sampling technique. Together, 7 secondary schools were chosen as a sample. From the sample secondary schools, 7 principals and 7 supervisors were selected using availability sampling technique, 239 teachers were selected using stratified simple random sampling technique, and 14 department heads were selected using availability sampling technique. In addition, 5 woreda education office heads, 2 city education department heads, and 2 educational professionals (one each from the Regional Education Bureau and the Ministry) were chosen purposively and included in the sample. Data gathering tools include questionnaire, interview, and documents. Data analysis followed two steps: first, the quantitative data were analyzed using (SPSS V-20) where the data were analyzed using descriptive statistics (percentage, mean, and standard deviation) to assess the extent to which secondary school principals practice distributed leadership and inferential statistics (Spearman's correlation and ordinal regression) to analyze the extent to which the 5 dimensions of distributed leadership are related to one another in indicating the extent to which principals practice distributed leadership and to see the extent to which the 5 dimensions of distributed leadership vary in explaining distributed leadership practice of principals. Next, qualitative data were analyzed using inductive analysis under which categories, themes, and patterns obtained from the data. Finally, results obtained from both data analysis techniques were organized and analyzed in such a way that it answers the research questions of the study. The results indicated that low level of distributed leadership practice of secondary school principals; medium to high levels of effectiveness of secondary school principals in practicing distributed leadership; medium to high levels of support that opportunities and enabling conditions provide for secondary schools; and the fact that secondary schools under study are working under many challenges which encompass in-school and out of school factors. From the findings, it is possible to conclude that: the principals of the secondary schools under study were found to discharge their leadership below the expected level; the secondary school principals were relatively effective in practicing distributed leadership, with some efforts remaining to be made; the principals of the secondary schools under study are working under

supportive policy conditions; and the principals of the secondary schools under study are working under many challenging situations. Based on the findings and the conclusions drawn, recommendations forwarded: the principals working in the secondary schools under study make effort, to understand their duties and responsibilities and practice distributed leadership in a way that it maximizes their effectiveness; woreda and city education offices in coordination with Regional Education Bureau provide on-the-job training for secondary school principals on policy provisions; woreda and city education offices work in coordination with their respective administrative offices on how to reduce political interference to secondary schools; the Regional Education Bureau revisits its budget provision to secondary schools and practice a 50/50 ratio, particularly in cities, for both secondary school teachers employment and transfer; the Ministry of Education being coordinated with higher learning institutions, works for the inclusion of the curriculum for the education and training of professionals like school laboratory technicians, librarians, and psychiatrist; and the Ministry of Education and the respective lower educational administration levels give parallel attention for the training and utilization of educational leadership professionals.

Key words: distributed leadership, principals, and leadership practices.

ACRONYMES AND ABBREVIATIONS

DES	DEPARTMENT OF EDUCATION AND SCIENCE
DL	DISTRIBUTED LEADERSHIP
ESDP	EDUCATION SECTOR DEVELOPMENT PROGRAM
EOHI	EDUCATION OFFICE OFFICIAL INTERVIEW
FDRE	FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
GEQIP	GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM
GTP	GROWTH AND TRANSFORMATION PROGRAM
HOI	HIGHER OFFICIAL INTERVIEW
MOE	MINISTRY OF EDUCATION
PGDSL	POST GRADUATE DIPLOMA IN SCHOOL LEADERSHIP
PTA	PARENTS TEACHER ASSOCIATION
PI	PRINCIPAL INTERVIEW
REB	REGIONAL EDUCATION BUREAU
UNESCO	UNITED NATIONS EDUCATION, SCIENCE, AND CULTURAL ORGANIZATION

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CHAPTER ONE

INTRODUCTION

This chapter presents background of the study, statement of the problem, objectives of the study, scope of the study, significance of the study, limitation of the study, and definition of key terms.

Background of the Study

The results of leadership studies revealed that even though leadership has been the issue of interest since long, its studies were taken up seriously from the 20th century onwards (King, 1990; Hunt & Fedynich, 2019; and Coggins, 2011). Since then, stayed dealing with different theories, recently came up with distributed leadership theory. Distributed leadership theory came to existence following the substantial interest that leadership practice has generated among stakeholders (which include researchers, policy-makers, and practitioners (Harris, 2013). That is, compared to the earlier theories of leadership that focus on the character and personality of successful leaders, the recent theories try to concentrate on what leaders actually do (Hiebert & Klatt, 2001).

At the beginning, the term distributed leadership was generated and used by Gibb (1954). Gibb, an Australian psychologist, used the term ‘distributed leadership’ to understand the dynamics of the influence processes that exist within formal and informal groups (Harris, et al., 2007). As such, stayed mentioned in those earlier leadership theories in different forms, distributed leadership theory came to being independently, having its origin in the field of organizational theory in the mid-1960s (Williams, 2011). Later on, in the late 1980s and early 1990s it gained more emphasis as organizational development reached the level at which it requires sharing of leadership practices among organizational constituents. Following this,

literature in the area has grown in many fields including education (Gronn, 2002; Harris, 2003; and Spillane, Harris, Jones, & Mertz, 2015).

As a result, the value given to leadership has grown in almost all sectors (Harris, 2004). And more recently, in search for a leadership theory that fits the complex nature of organizations, distributed leadership theory is becoming the preferred theory of leadership in the developed world like the US and Europe (Bush, 2013 and Salahuddin, 2011). Since its emergence, as reframing of how we understand leadership, distributed leadership has been defined differently before it came to take its current form (Bolden, 2011). These include: shared leadership, collective leadership, collaborative leadership, co-leadership, inclusive leadership, and emergent leadership, to mention but a few. In these definitions, what is common to all is that leadership is not the responsibility of a single individual and that it requires a more collective and systemic understanding of leadership as a social process.

In education, literature concerning distributed leadership often focuses on students' learning, since distributed leadership practice of school principals is expected to open the chance to engage in collaborative activities for teachers (Ali & Yangaiya, 2015). This in turn may facilitate a school situation under which better teaching-learning could be realized (Pont, Nusche, & Moormen, 2008). School collaborative work culture is also assumed to result in bringing positive influence on students' achievement, since it is assumed to give focus for the continuous improvement of instructional practices via data-informed professional learning and decision making (Barker, 2016). In this connection, there are six key functions that are assumed to help principals to endorse distributed leadership in schools: crafting a vision and delineating expectations; identifying and selecting teacher leaders; legitimizing the work of teacher leaders; providing direct support; developing leadership skill sets; and managing the teacher leadership process (Murphy, 2005).

Nonetheless, even though appreciated for its benefits, distributed leadership has also been questioned for the challenges that it brings to organizations. For instance, the challenges that schools could encounter in relation to their internal conditions (which include distance, culture, and structure) while practicing distributed leadership (Harris, 2008). In addition, schools could also come across 3 barriers related to their human resources: teachers may develop fear of lacking acceptance from their colleagues and adding leadership activities onto their already full teaching workloads; principals may also be reluctant to devolve their authority and power to teacher leaders; and they could also feel powerless when working to solve a problem that requires quick decision (Grenda & Hackmann, 2014; Tahir, et al., 2016; and Miller, n.d.).

Therefore, to combat the challenges that practicing distributed leadership in a school brings to principals, it necessitates to fulfill different school conditions, out of which the following three are the major ones: creating a cultural condition under which distributed leadership could function; changing organizational structure from tall to flat; and moving a school principal out of the believe that ‘any form of distributed leadership is inherently good’ and take the ‘it depends’ position. That is, choice of a leadership approach mostly depends on situational matters like the level of organizational growth, its readiness to change, and its culture (Miller, n.d.). In general, in leading schools through practicing distributed leadership, three variables need consideration: interdependency, accountability, and interaction (Harris, 2003). Where considered, the three variables are assumed to be mutually established for both the leaders and their followers. For instance, with regards to accountability, if the role of a principal requires that he/she holds his/her teachers accountable for the outcomes, consequently, this role also charges the principal with a responsibility to ensure that the teachers have the capacity to do what they are required to do (Barker, 2016).

Seen from institutional perspective, compared to other institutions, organizational complexity is critical to education in general and to schools in particular. This organizational complexity of schools is attached to three factors: the large number of human resource (which includes students and teachers) that a school principal is expected to deal with; systemic thinking which assumes the interaction and interrelationship of school community; and policy directives which propose community participation in leading schools (Da'as, Schechter, & Qadach, 2020). In addition, the numerous responsibilities that principals have which include managerial tasks, instructional monitoring, fiscal responsibilities, and parental and community partnerships also contribute for the complexity of the role (Grenda, 2012).

In this regard, when indicating solutions that help school leaders to cope up with these complexities, distributed leadership theory advocates that schools are expected to decentralize their leadership and create a possibility for collective leadership (Liljenberg, 2015). This is with the assumption that in a school where distributed leadership is practiced, its leadership is accomplished through the interaction of multiple leaders (that is, the principal, vice principals, department heads, unit leaders, section heads, teachers, parents, and students), which in turn could help to reach at quality decisions (Spillane, 2006 in Harris, 2009 and Moos, et al., 2005).

As a result of studies that they conduct on distributed leadership, authorities tried to define it from their own perspectives. For instance, (Gronn, 2002) defined it with its three forms: spontaneous collaboration, intuitive working relations, and institutionalized practices. Spontaneous collaboration is characterized by the interaction that takes place between individuals, being not pre planned, as they use their expertise to complete a task. Intuitive working relations refers to the relationship practice that involves two or more members who rely on one another to distinguish what is needed to complete a task, without being stated. And

institutionalized practice is dictated by the formal structure in organizations that include role assignments, grade level organization, or schedule.

Likewise, within the field of education, authorities tried to define distributed leadership from different perspectives. For example, Gronn (2002) defines distributed leadership by four dimensions: teaching and learning, school culture, collaboration, and motivation of those within the organization. Spillane (2005) on his part defines distributed leadership with three dimensions: the leader, followers, and their situation. This perspective indicates that both the leader and followers engage in leadership practices, and the situation in which they interact has important influence on what both parties do in response to one another (Leithwood, et al., 2007; Spillane & Diamond, 2007 and Murphy, et al., 2009). Further, Davis (2009) defines distributed leadership by developing a seven dimensional model: school organization, school vision, school culture, instructional program, artifacts, teacher leadership, and principal leadership. This implies that distributed leadership has been defined inconsistently. To this end, this study is designed to assess distributed leadership practices in government secondary schools of East Shewa Zone.

When seen together, the works of the three authors mentioned above have both similarities and differences. The three are similar, for all of them have things in common in defining distributed leadership. For instance, all of them used 'school culture' in defining distributed leadership. (Gronn (2002) mentioned it directly as one of the four dimensions of distributed leadership, Spillane (2005) mentioned it indirectly as school situation taking it as one of the three dimensions of distributed leadership, and Davis (2009) used school culture as one of the seven dimensions of distributed leadership. On the other hand, the three authors have differences when defining distributed leadership. For example, (Gronn (2002) used four dimensions to define distributed leadership, Spillane (2005) used three dimensions to define it,

and Davis (2009) used seven dimensions to define distributed leadership. This indicates that distributed leadership has been seen by authorities from different perspectives, as a new authority went defining distributed leadership based on the definitions given by earlier ones and adding his own new idea and trying to look at DL from different perspective. As such, the definition of distributed leadership went widening trying to cover all the elements helpful to indicate distributed leadership practices in schools.

In the Ethiopian context, the practice of school leadership became a reality following the introduction of modern education to the country by 1908. Since then, its historical development could be seen being divided into phases. For instance according to (Tesfaye Gemechu, 2018), it is seen being divided into seven phases: phase one which covers the time from 1908 up to 1935 and known as ‘evolution of school principal ship into a separate position’; phase two covers the time between 1935 and 1950 and known as ‘start of the Ethiopian replacement for expatriate’; phase three covers the time from 1950 up to 1975, which is known as ‘commencement of Ethiopian principals’ preparation’; phase four covers the time 1975 up to 1991, which is known as ‘escalation of principals’ task while their preparation was reduced’; phase five which covers the time 1991 up to 2007, which is known as ‘de-professionalization of the principal ship’; phase six covers the time from 2007 up to 2013, which is known as ‘re-emphasis of the principals’ preparation’; and lastly phase seven which covers the time from 2013 to date, known as ‘the start of ‘post graduate diploma in school leadership’.

1.2 Statement of the Problem

Given the current complexity of schools and the demand it places on principals, the idea that school principals can independently lead schools to effectiveness is questionable (Spillane, 2005). In search for solution to this problem, distributed leadership is becoming the preferred school leadership theory in the 21st century (Baiza, 2011; Harris, 2008; Moos, Krejsler, Kofod,

& Jensen, 2005; Spillane & Diamond, 2007; and Silins & Mulford, 2004). In education, literature on distributed leadership focuses on the importance of 3 practices of school principals: making a school a community where the interaction and interrelationship of all members realized through collaborative work culture; enhancing effective teaching-learning in the classroom; and improving students' outcomes. This is so for distribution of leadership within schools could help share principal's workload and there-by bring self-efficacy of teachers and other staff members (Duif, Harrison, Van Dartel, & Sinyolo, 2013).

For this reason, together with the emergence and development of distributed leadership, it seems that school principals' attention is shifting from the former one man leadership to shared leadership, where school leadership practice is defined as a function of the interaction between the principal, followers, and their situation (Asrat Dagneu, 2017). As such, to practice distributed leadership successfully in schools, it necessitates two conditions to be fulfilled: first, leadership needs to be distributed to those who have the knowledge required to carry out the leadership tasks. Second, distributed leadership needs to be coordinated in a planned manner (Leithwood, Mascall, Strauss, Sacks, Memon, & Yashkina, 2007). This indicates the critical role that practicing distributed leadership could play for school effectiveness by ensuring the quality of teaching-learning that takes place in the classroom (Chen, 2007). In schools, distributed leadership is also assumed to have the potential to bring change in four major areas: securing staff members' full participation in a school's decision-making; promoting meaningful collaboration and harmonious work relations; generating passion for accomplishing tasks; and improving student and teacher effectiveness (Natsiopoulou & Giouroukakis, 2010 and Dampson, Havor, & Laryea, 2018).

1.2.1 Connecting Distributed Leadership to Distributed Cognition and Activity Theory

Theoretically, distributed leadership theory framed this study and informed the problem of practice, namely how school principals' distributed leadership practices influence schools in order that all students learn and school effectiveness is realized. More specifically, distributed cognition and activity theory frames the study. Distributed cognition is applied in systems design and implementation in specific work environments, in this case a secondary school (Sutton, 2006). Within distributed cognition, the objective of analysis is to describe how distributed units are coordinated by analyzing the interactions between individuals, the representational media used, and the environment within which the activity takes place, which is a secondary school for this study (Perry, 2003). According to activity theory, the origin of individual actions is traced to collective life. As such, the key components of an activity are assumed to be subject, object, mediating tools, and the community. For this reason activity theory focuses attention on what participants actually do within a community and how it might be understood contextually. Accordingly, for activity theory, the unit of analysis is human activity, which is the activities of secondary school principals for this study (Vakkayil, 2010).

In relation to practicing distributed leadership, data obtained from different sources indicate that the experience of different countries of the world is more or less similar. For instance, in Sweden, since the half of the 1970s, the government has been making effort to understand schools as organizations and develop a system of school improvement through collaborative structures, shared responsibility, and common learning and making it part of state reforms. Following this, school principals have been practicing delegating responsibilities to teacher teams to boost their participation in decision making. As a result, currently teacher teams with cross-disciplinary structure are an institutionalized practice in most Swedish schools.

This way, the country's education system distributed leadership positions for teachers, both formally and informally (Liljenberg, 2015).

Similarly, in Ireland also the implementation of distributed leadership has legal ground. Many policy documents issuing from the Department of Education and Science (DES) in recent years advocate the involvement of all members (staff, parents, board of management, and partners) on the works of a school. The approach suggests a collaborative practice under which teachers are aware of and involved not only in their classroom teaching but also in issues that affect school wide quality education provision. This implies that it is unlikely for one person to provide all the leadership required in a school context and for a school to be effective, practicing distributed leadership is a prerequisite (Humphreys, 2010). Similar to Sweden and Ireland, the practice of distributed leadership in schools has legal provision in Botswana too. With the objective to produce high quality and cost-effective education, the Ministry of Education and Skills Development of Botswana encourages schools to establish cluster school management teams, Parents Teachers Associations (PTAs), and Student Representative Councils (Mphale, 2015).

In this regard, the current practice in Ethiopia indicates that the philosophy behind educational leadership in general and school leadership in particular is shifting from one man leadership to distributed form. This has got more emphasis since the first half of the 1990s, with the education and training policy by which under its sub article 3.8.2 the government planned to decentralize educational management. It was to facilitate the necessary condition to expand, enrich, and improve the relevance, quality, accessibility, and equity of education and training (FDRE, 1994). In addition, the decentralization program by which the country committed itself to devolve power and service delivery functions from the national and regional levels to woreda and sub-woreda level institutions also supports the distribution of leadership practices (Gebre-

Egziabher & Berhanu, 2007). Following this, the Ministry of Education utilized different strategies to implement the policy which include: multi-year Education Sector Development Programs (ESDPs); General Education Quality Improvement Program (GEQIP); growth and transformation plans GTPs; guidelines for school organization and management, community participation, and financing of general education; the national professional standards for school principals; the national general education inspection framework; standards for secondary education; and the national curriculum framework for MA degree in school leadership.

In general, with almost all of those policy implementation strategies mentioned earlier, it is indicated that school leadership is distributed in such a way that school principals, teachers, students, parents, and the community participate in schools' decision making, even though not explicitly mentioned using the phrase 'distributed leadership'. With the documents, school organizational structure which facilitates the participation of school community members on decision making activities of schools is provided. This indicates that school leadership is not left only to the principal. Rather, the involvement of school community is welcomed. This is with the assumption that it helps them to exercise leadership roles and contribute for the betterment of teaching learning that takes place in the classroom. As such, the current situation in the Ethiopian education system allows schools to manage their activities through practicing distributed leadership. This in turn may help to realize personalized learning in schools where all students, irrespective of their social and economic background, able to learn. The practice of personalized learning could be realized as a function of four major components of learning: teacher mediated learning, technology driven learning, individualized activity, and collaborative activity (Nandigam, Tirumala, & Baghaei, 2014). As a new educational approach, even though personalized learning has benefits for teachers, students, parents, and schools, there are also some possible drawbacks associated with it. Therefore, to withstand its challenges and benefit

out of it, teachers are expected to combine it with other teaching techniques like teaching in small groups and mentoring by equipping themselves with new pedagogical skills (UNESCO, 2012).

Nevertheless, when one looks at the current practice of the government secondary schools of Ethiopia in relation to the practices of distributed leadership, it is not to the expectation. In this connection, the data obtained from the output of researches conducted in relation to distributed leadership at different parts of the country and at different levels of educational provision indicates that in schools in general and in secondary schools in particular, the practice of distributed leadership is not to the expectation (Asrat Dagneu, 2017; Dejene Leta, 2014; Misgana Takele 2017; Shimelis Mesfin 2018; Mesfin Manaze, 2019; and Bayisa Ishetu, Mulugeta Geleta, & Guyasa Desalegn, 2020) . When these studies are seen in line with those studies that are conducted abroad in relation to the topic, the two differ both in scope and focus. Even there exists difference among the outputs of those researches conducted at abroad. For instance, a research conducted by Givens (2013) at Florida Atlantic University indicated that relationship does not exist between distributed leadership and student achievement. Contrary to this however Davis (2009) states that there is relationship between distributed leadership and student achievement, justifying with the fact that the output of the study supported ‘schools whose teachers are interested to participate on leadership activities and which award teachers for playing roles that improve the performance of their colleagues are likely to have higher performance.’

In comparison to studies conducted abroad, the few studies conducted in Ethiopia in relation to distributed leadership have more or less similar findings. For instance, Asrat Dagneu (2017) studied primary schools of Gondar, Debark area and concluded that the schools were found not effectively practicing distributed leadership. Similarly, the results of the research

conducted by (Dejene Leta, 2014) at Addis Ababa University revealed that distributed leadership is underutilized in the university. Moreover, the findings of the study conducted by Misgana Takele (2017) on distributed leadership practices and challenges in secondary schools of Hadiya Zone indicated that the principals loose strong support from teachers and they spend much of their time on administrative issues rather than academic issues. Further, the findings of a study conducted by Shimelis Mesfin (2018), on practices and challenges of distributed leadership in secondary schools of Aksum Town indicated that although the concept of distributed leadership is understood as a way of sharing tasks throughout teachers and the school community, it is not implemented. Furthermore, the findings of a study conducted by Mesfin Manaze (2019) on practices and challenges of distributed leadership in secondary schools of Dessie City Administration indicated that there are challenges, which emanate both from teachers and principals, to distribute leadership due to lack of commitment and willingness, respectively. More recently, the findings of a research conducted by (Bayisa Ishetu, Mulugeta Geleta, & Guyasa Desalegn, 2020) on ‘Distributive Leadership in Public Secondary Schools of East Hararghe Zone’ indicated that teachers’ participation on decision-making was low and there was lack of trust among school stakeholders. Last but not least, a study conducted by (Ayalew Shibeshi & Easaw Alemayehu, 2021) on ‘distributed educational leadership in private schools of Addis Ababa’ concluded that distributed educational leadership was practiced at moderate level. Together with the result, the study also indicated two major challenges: lack of loose ties and absence of shared accountability among homeroom teachers, department heads, and subject teachers and poor leadership capacity, lack of commitment, lack of motivational skills, heavy workload, and frequent meetings on the principals’ side.

In addition, the information obtained from archival sources also supports what is indicated by the research outputs. For instance, it is possible to raise the witness given by

different strategy documents that are developed by the Ministry of Education to implement the education and training policy. Those strategy documents indicate that leadership is not practiced to the expectation. For instance, the analysis result of the Ethiopian Education Development Roadmap indicated that leadership challenge is found to be one of the challenges faced the government in implementing the policy. According to the Roadmap, the challenge happened as a result of the limited leadership capacity of educational authorities working at all levels. To this end, this study was designed with the intention to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. In doing so, the study was planned to look at the level of implementation and effectiveness of distributed leadership, as perceived by school communities (principals, teachers, department heads, and supervisors) and educational officials working at different levels (woreda, city, region, and the Ministry).

To summarize, the central problem to be researched by the proposed study was distributed leadership practices in secondary schools. This has a lot to do with the current secondary school leadership practices in Ethiopia. At current, there is problem in relation to practicing distributed leadership in secondary schools. As a basis for this study, the researcher identified the problem to be three fold. First, distributed leadership is a new leadership theory which requires more study to be conducted on it. Second, the few researches conducted in the country in relation to distributed leadership in schools have methodological gap, for almost all of them considered only principals and teachers as data sources. Lastly, in Ethiopia, the current practice indicates that leadership is found to be weak at all the national, regional, and local levels of educational management, indicating the fact that leadership is not well practiced at all the levels (MoE, 2021).

To this end, this study was designed to follow a different approach (the current study includes school system leadership as a major component, on top of those components of

distributed leadership that have been used by different authorities in studying distributed leadership in schools), with the intention to widen its scope. This is for school system leadership is assumed to help schools to build leadership capacity while raising standards of learning and achievement (Hopkins, 2007). In addition, compared to the earlier researches conducted in the country and abroad in relation to the topic, the current study is methodologically a bit different. The study used a QUAN+QUAL concurrent mixed approach, with the assumption that it enables the researcher to get more insight in to the problem under study; to collect both quantitative and qualitative data simultaneously; and to win both the advantages of generalizability and obtaining information about the context. Moreover, the current study was planned to include principals, teachers, department heads, supervisors, and educational officials working at different levels as data sources, with the intention to look widely and deeply into the research issue and thereby get more insight in to it.

As such, the conceptual foundation of this study is grounded in the theory of distributed leadership as defined by (Spillane 2015; Harris 2009; and Davis, 2009) and system leadership theory as defined by Hopkins (2007). According to (Spillane, 2015), distributed leadership is a function of three variables: the leader, followers, and their situation. According to this author, both the leader and follower variables are commonly defined by the leader, teachers, parents, and students. The situation variable is defined by tools, routines, structures, and rules. The author further indicates that in treating the situation as one of the three core constituting elements of leadership practice, aspects of the situation define practice from inside, enabling and constraining social interactions among people. This way the theory moves the focus from traditional school leadership by individual's actions to the interactions between and among the three variables. According to Davis (2009), distributed leadership is defined by seven dimensions: school organization, school vision, school culture, instructional program, artifacts,

teacher leadership, and principal leadership. Likewise, in defining school system leadership, (Hopkins, 2007) utilized four dimensions: personalized learning, professionalized teaching, intelligent accountability, and networking and collaboration. A system is an arrangement of entities and their interrelationships such that there is interaction and interrelation between and among the entities and a boundary can be defined between what is considered inside the system and outside of the system (Cunningham, 2014). Systemic leadership is a broad approach focusing on relationships and encouraging development. It includes the personal attributes, methodology, relationships, and psychology that make up leadership. According to systemic leadership, leading means operating in such a way to cultivate a world that people want to be a part (Pinnow, 2011). To this end, this study is designed to answer the following research questions:

1.2.2 Research Questions

1. To what extent do school principals practice distributed leadership?
 - 1.1 To what level principal leadership is practiced?
 - 1.2 What is the status of teacher leadership practice?
 - 1.3 To what degree system leadership is practiced?
2. How effective are the distributed leadership practices in the secondary schools?
3. What opportunities and enabling conditions are in place for practicing distributed leadership in the secondary schools?
 - 3.1 To what extent the policy provision supports the practice of distributed leadership?
 - 3.2 To what degree school organization supports the practice of distributed leadership?
 - 3.3 To what extent school culture supports the practice of distributed leadership?
4. What are the major challenges affecting distributed leadership practices and its effectiveness?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone.

1.3.2 Specific Objectives

1. To identify the extent to which school principals practice distributed leadership.
 - 1.1 To assess the level at which principal leadership is practiced.
 - 1.2 To assess the status of teacher leadership practice.
 - 1.3 To verify the degree to which system leadership is practiced.
2. To understand the extent to which distributed leadership practices are effective in the secondary schools.
3. To verify the existence of enabling conditions in practicing distributed leadership in the secondary schools.
 - 3.1 To identify the extent to which policy provision supports the practice of DL.
 - 3.2 To verify the degree to which school organization supports the practice of DL.
 - 3.3 To identify the extent to which school culture supports the practice of DL.
- 4 To identify those major challenges affecting the practices and effectiveness of distributed leadership in the secondary schools.

1.4 Delimitation of the Study

To make the study specific, manageable, and one that considers in depth data, geographically it was delimited to East Sewa Zone, which is one of the 21 Zones of Oromia Regional State. The zonal town, Adama is located at a distance of 100 Kms. to the south east of the capital, Addis on the way to Harar. In the zone, there are 10 woredas and 3 city administrations. In the woredas and the city administrations, there found 18 government secondary schools (9-12). Conceptually, the study was delimited to distributed leadership

practices of secondary school principals. To study distributed leadership practices of secondary school principals, the study was based on a five dimensional model of distributed leadership (school organization, school culture, principal leadership, teacher leadership, and school system leadership) as designed by the practicing researcher based on the information obtained from review of the literature. This is with the intention to understand the local context, as what is going on in the secondary schools in relation to the research topic, and reflect on policy and practices of the schools under study.

1.5 Significance of the Study

Seen from its importance, this study is assumed to extend the current research on distributed leadership in Ethiopian education system in general and secondary schools of the study area in particular by bringing attention to how distributed leadership practices of principals contribute for school effectiveness. Distributed leadership practices of principals is assumed to contribute for school effectiveness by realizing four major school conditions: securing staff members' full participation in a school's decision-making processes, promoting meaningful collaboration and harmonious work relations, generating passion for accomplishing tasks, and improving teacher effectiveness (Natsiopoulou & Giouroukakis, 2010). To realize teachers' effectiveness in schools, principals are expected to act as a major factor contributing for the success of schools (Tekleselassie, 2002). In this regard, the output of the study is expected to have the following importance:

1. It may help school principals to understand their current status of effectiveness in practicing distributed leadership and to gain some insights on how to become more successful in this regard.
2. It may also help policy makers, education managers working at different levels, and other

stakeholders to see the current practice of distributed leadership in the secondary schools and work on the gaps that would be identified by the study in this regard.

3. Further, it may also serve as a source of information for those who have interest to carry out further study on the same area.

1.6 Limitation of the Study

Notwithstanding the above contributions, this study has some limitations. First, the fact that the study was conducted in government secondary schools, as it does not include private secondary schools, the result of the study is not generalizable to the entire secondary schools in East Shewa Zone. Second, the time and other resources constraints for which the research did not cover all government secondary schools working in the zone and all the teaching staffs of the sample secondary schools may negatively affect the output of the study, than had it been covered the full range.

1.7 Operational Definition of Terms

Leadership - is the ability to establish standards and manage a creative climate where people are self-motivated towards the mastery of long-term constructive goals, in a participatory environment of mutual respect, compatible with personal values (Vance,& Deacon, 1996).

Distributed Leadership - is the expansion of leadership roles in schools beyond those in formal leadership or administrative posts. It concentrates on the interactions rather than the actions of leaders (Harris, 2010).

Secondary School - the school division following primary school in the educational system of Ethiopia. It comprises secondary education, that is, grades 9 to 12 (MoE,2002).

School culture - the intangible principles that define a school's climate. School culture indicates the way how teachers are encouraged by the administration to take leadership roles in the school, collaborate to solve problems, and feel respected by their peers and the principal (Hermann, 2016).

Teacher leadership - the formal leadership roles that teachers undertake that have both management and pedagogical responsibilities. That is, head of department, subject co-ordinator and the informal leadership roles that include coaching, leading a new team, and setting up action research groups (Humphreys, 2010).

Team - a type of organizational group that is composed of members who are interdependent, share common goals, and coordinate their activities to accomplish these goals (Avolio & Bass, 2001).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

As such, it includes concept of leadership, situational leadership, distributed leadership, bureaucratic leadership and distributed leadership, and change management. Here summary of the ideas obtained from books, journal articles, and other sources to describe the past and the current state of distributed leadership is included. Accordingly, the literature review done by the researcher on different theories of leadership helped him to contextualize the distributed leadership model and create an understanding of how it is gaining attention in relation to school leadership.

2.1 Concept of Leadership

Leadership is one of the most complex human behaviors (Botha, 2004). Leadership has been defined differently by different authorities. As a result, leadership came to have definitions equivalent to the number of writers in the field, since each writer defines the concept from his/her own perspective (Macit, 2003). Even though defined differently, most of the definitions have two assumptions in common: leadership involves a social influence that is aimed at facilitating the performance of a task by a group of people which is directed towards a common goal, and leadership is about a process which involves the interaction and interrelationship between leaders and followers (Yukl, 2010 and RAO, 2016). Together with the different definitions that authorities have been providing to leadership, they came to develop different theories. These include: trait theory, behavioral theory, contingency theory, Leader-member exchange theory, path goal theory, transactional theory, and transformational theory, to mention some. Through leadership studies, the transition from one theory to the other indicates the progress through continuous change. As such, the change process continued to date and at

current reached the level at which the world is rapidly changing. Following this rapid change, leaders are required to distribute their leadership to all members of their organization, as the situation may require, and thereby work together towards a common goal (Brooks & Kensler, 2011).

2.2 Situational leadership

Inconsistent result of behavioral theory of leadership led researchers to identify the situational effects on leadership that resulted in contingency leadership approaches (Macit, 2013). Situational leadership theory first developed in the late 1960's by Paul Hersey and Ken Blanchard. At the beginning, it was introduced as 'life cycle theory of leadership' and later renamed as 'situational leadership theory' during the mid-1970s (Blanchard, Zigarmi, & Nelson, 1993). Under situational leadership theory, leadership is contextualized involving the multifaceted interactions held between and among leaders, followers, and their situation (Hamilton, & Bean, 2005 and Sethuraman, & Suresh, 2014). And the fundamental principle of situational leadership theory is that there is no single best style of leadership. Effective leadership is task-related, and the most successful leaders are those who adapt their leadership style to the ability and willingness of the individual or group that they lead and the task to be accomplished (Northouse, 2016 and Hamilton, & Bean, 2005).

According to situational leadership theory, there are four leadership styles with which leaders' behavior could be understood: telling/directing, selling/coaching, participating, and delegating (Blanchard, Zigarmi, & Nelson, 1993). Telling/directing style is an autocratic style where the leader shows high consideration for task and low consideration for relationship. A leader using this style defines the roles of followers and tells them what, when, where, and how to do different tasks; selling/coaching style is the leadership style under which the leader has high consideration for both the task and the relationship. Leaders using this style try to sell their

message to the followers to make them understand what is important for the organization; participating style is a leadership style where the leader shows high consideration for relationship but low consideration for task. Under this leadership style, the follower is empowered to make many decisions with the assumption that he/she has the knowledge needed to do so; and delegating style is a leadership style by which the leader shows low consideration for both the relationship and the task. A leader using this style passes most of the responsibilities to the followers, while still monitoring the work progress having lower involvement in the decision making. Situational leadership theory assumes that situational factors are at the center of the understanding of leadership and therefore leaders are expected to use one of the four styles of leadership to match the followers' directive or supportive needs in a given situation (Hamilton, & Bean, 2005). This notion of situational leadership relates to that of the distributed leadership in that distributed leadership also assumes situation as one of the three major constituting elements of leadership, where by situation is assumed to have equivalent consideration to the leader and the followers (Spillane, 2015).

2.3 Distributed Leadership

Until the mid of the 20th century, organizations were assumed to be hierarchical and bureaucratic that could be led by an individual leader. As a result, up to the 1960s, researches conducted on school leadership focused on the activities of a single leader-the school principal (Camburn, Rowan, & Taylor, 2003). Later on however together with the social and economic changes that changed the nature of organizations, the idea that an individual leader can lead organizations to effectiveness is questioned (Amzat& Valdez, 2017). This is for the reason that as complexity increases in organizations, the knowledge, skills, and abilities that the leader has becomes insufficient to lead the organization to success (Hulpia et al., 2012). In search for solution to this problem, distributed leadership is becoming the preferred leadership model in

the 21st century (Baiza, 2011; Harris, 2009; and Natsiopoulou & Giouroukakis, 2010). Since its emergence, as reframing of how we understand leadership, distributed leadership has been defined differently before it came to take its current form (Bolden, 2011). These definitions include: shared leadership, collective leadership, collaborative leadership, co-leadership, and emergent leadership, to name few. In this reframing, what is common to all the definitions is the fact that leadership is not the responsibility of one person and that it requires a more collective and systemic understanding of leadership as a social process.

Seen from its emergence, distributed leadership is a relatively recent phenomenon. At the beginning, the term ‘distributed leadership’ was generated and used by an Australian psychologist, Gibb by 1954. As such, stayed mentioned in those earlier leadership theories in different forms, distributed leadership theory came to being independently, having its origin in the field of organizational theory in the mid-1960s (Williams, 2011). Later on, in the late 1980s and early 1990s it gained more emphasis with organizational development which requires share of leadership practices among organizational constituents (Spillane, 2005). Following its short leaved emergence which requires more studies to be conducted on it, at current, there found no standardized definition of the term ‘distributed leadership’ (Wan, 2014). As a result, different meanings are given to it by different authorities. For instance, (Bennett, 2003 in Harris, 2005) defines distributed leadership as dispersed leadership and shared leadership. (Gronn, 2002; Harris, 2004; and Spillane, 2005) state that distributed leadership is an alternative to the focus on individual leaders, since it proposes the organizational situation in which leadership roles are distributed among multiple individuals working in formal and informal positions. In sum, when practicing distributed leadership, the job of those in the formal leadership positions is restricted to creation of a common culture that makes use of individual skills and abilities,

while the leadership task is accomplished through the interaction of multiple leaders (Spillane, & Louis, 2002).

As opposed to other leadership theories for which leadership effectiveness is attached to the leader, for distributed leadership, it is the result of the interplay between many variables (Akdemir & Ayik, 2017; Gronn, 2002; & Hulpia et al, 2012). According to distributed leadership theory, leadership is viewed as a course of activities and interactions in which all organizational constituents engage (Gronn, 2000). That is, in an organizational setting leadership practices involve the interaction among a leader, followers, and their situations (Spillane, 2005 & Spillane, 2014 in Parker, 2015). In addition, from the distributed leadership perspective, the critical issue is not whether leadership is distributed but how it is distributed (Spillane, 2006 in Harris, 2009). This implies that distributed leadership is a leadership practice that depends on the guidance of multiple human sources that allow an organization to benefit from the combined expertise and joint interaction of organizational constituencies. To realize this, leaders utilize material and cultural artifacts for they help them to work in concert towards a common goal, as a result of which the outcome is greater than the sum of their individual actions (Davis, 2009).

Another unique feature of distributed leadership is the question about what it is that is being distributed. The answer for this question could be leadership functions, actions, or practices. Out of the three, leadership practices conform to the definition of distributed leadership, since it is synonymous with leadership behaviors (Leithwood, et al., 2007). From this, it is possible to generalize that distributed leadership is about leadership practices rather than leaders or their roles, functions, routines, and structures. That is, it bases itself on the interaction of network of individuals in which group members pool their expertise (Fletcher & Kaufner, 2003; Ho, Victor Chen, & Ng, 2016; and Hermann, 2016).

2.3.1. Earlier names given to distributed leadership

Before coming to take its current name, distributed leadership has been given different names which include shared leadership, collective leadership, collaborative leadership, co-leadership, inclusive leadership, and emergent leadership. Each of these is presented one after the other as follows.

Shared leadership

Following the reform proposals that have recommended the inclusion of teachers in shared roles, in the late 1980s and early 1990s efforts to promote school-based management often included formal representation of teachers in decision making. Continuing valuing the contribution of teachers, recent policy discussions also suggest broad support now for expanding teachers' participation in leadership and decision-making tasks. This is for shared leadership is assumed to empower each person to assume a leadership position in an area which he/she is most proficient. Shared leadership follows a communal approach to share responsibilities. Shared leadership promotes mode of leadership under which experts are divided into teams with team leaders, dispersing power and authority rather than depending on a single role to lead (Louis, et al., 2010).

Shared leadership consistently emerged as a key factor for organizations that were better able to learn, innovate, and perform. This mode of leadership assumes that effectiveness in knowledge based environments depends less on the heroic actions of a few individuals at the top and more on collaborative leadership practices distributed throughout an organization, suggesting that a more dynamic relational concept of leadership has emerged (Fletcher, 2004). There found various definitions of shared leadership, all of which share in common the assumption: a greater number of individuals in leadership, leaders and followers are seen as

interchangeable, leadership is not based on position or authority, and collaboration and interactions across an organization (Kezar & Holcombe, 2017).

Collective leadership

Collective leadership could be defined as a group of people working together towards a shared goal. Collective leadership is a process. It depends on the relationships among the parts in the system, whether the system is two people working together; a classroom, team, board, or organization; or a system initiative. When collective leadership is practiced, people are motivated both internally and externally for working together towards a shared vision within a group using their unique talents and skills to contribute for the success (O'Neill & Brinkerhoff, 2017).

Under collective leadership, there is shared responsibility, decision making, and accountability where all members involve in creating organizational vision and committed themselves for working to achieve that vision. A key aspect of collective leadership is that the success depends on the leadership within the entire group rather than the skills of one person. Its very nature which inspires transformation, participation and collaboration, and conveying passionate commitment assumes collective leadership as a solution for the needs of the 21st century. Collective leadership is characterized by offering equal partnership, transparency, collaboration, accountability, and empowerment at all levels. When practicing collective leadership, leaders play a facilitating, outcome-driven role and primarily concerned with developing talent that aligns with the strategic direction (Collar, 2013).

To sum up, there are five principles that help to release collective leadership: sharing responsibility and accountability by focusing on empowering employees; aligning strategic direction to talent by engaging employees in assessing capabilities and empower them to take ownership of their development; providing different opportunities by giving employees equal

access to development opportunities; creating “win-win” agreements by reducing grievances while providing a clear passage to equal partnership under common direction; and adopting a style that supports all employees by creating and sustaining an environment in which employees at all levels collaborate to achieve a common goal(Collar, 2013).

Collaborative leadership

Collaborative leadership is a style practiced by leaders who recognize the importance of interpersonal relationships and cross functional collaborations for organizational success. These leaders are able to facilitate interactions between employees and partners of different levels (Linda Volhein (2012). In school situation, collaborative leadership refers to the relationship that exists between school administrators and school staff and others. It is shared among school administrator, teachers, and others focusing on school wide activities to improve a school. It requires the adaptation of administrative processes that give authority to both staff and students, encourages active participation in decision-making process, and supports shared accountability for student learning (Burgaz & Turan, 2015). Collaborative leadership is a management practice that aims to bring managers and staff to work together. In contrast to traditional top-down organizational models where a small group of executives control the flow of information, under collaborative workplaces information is shared naturally and everyone takes responsibility for the whole. While practicing collaborative leadership, leaders could create an inclusive environment that energizes teams, realizes creativity, and cultivate a work culture that is both productive and joyful (Froehlich & Thornton-Marsh, 2020).

Co-leadership

Co-leadership has historic roots dating back to the time of Roman (Yankee, 2017). Through time, it has been endorsed by organization development thoughts (Powell & Bennis, 1999). Co-leadership embraces an inclusionary model that encourages the distribution of power

to create stronger outcomes. Co-leadership brings together complementary skillsets that can provide holistic vision and strategy (Yankee, 2017).

When practiced in an organization, co-leadership has the capacity to offer various advantages which include smarter solutions, faster progress, better decision making, and collaborative work culture (Newton, R. (2015). Co-leaders bring complementary skill sets together which result in higher quality outputs. That is, it is only through leading together can two groups come up with the right solution for a given problem. Sometimes, as a leader, one just need more hands to get the job done. Co-leadership means project leaders can divide responsibilities and reduce their personal stress. With two leaders in place, other team members have more points of contact they can turn to guidance and direction, which prevents bottlenecks. Co-leaders have no choice but to explore multiple options and viewpoints to find the best way forward, which leads to stronger decisions. Having two people working together in a leadership capacity sets could be a good example for the rest of the team about how to successfully share responsibilities and ownership.

Inclusive leadership

Inclusive leadership was initially studied in the field of Western education. The notion of inclusive leadership promotes a school context in which people of different races and abilities educated inclusively. In education, inclusive leadership assumes a collective leadership process which is defined at the presence of a learning leader. For inclusive leadership, employees are assumed to be more innovative when working at a higher level of engagement (Fang, Chen, Wang, & Chen, 2019).

Inclusive leaders are known for having signatory traits (which include commitment, courage, cognizance of bias, curiosity, cultural intelligence, and collaboration). Inclusive leaders are committed to diversity and inclusion; they speak up and challenge the status quo and are

humble about their strengths and weaknesses; they are mindful of personal and organizational blind spots and self-regulate to help ensure fair play; they have an open mindset, a desire to understand how others view and experience the world, and a tolerance for ambiguity; they are confident and effective in cross-cultural interactions; and empower individuals and create and leverage the thinking of diverse groups.

Emergent leadership

Emergent leadership is the attribute of informal leadership responsibilities among team members. It is a dynamic occurrence that comes into place through social interactions. It is the view of social influence as a co-constructed phenomenon resulting from the interactions between team members. Emergent leadership is the art of letting ones team take the leading effective group decision-making (Gerpott et al., 2019). Emergent leadership occurs devoid of any election or appointment. It happens when a team member gradually steps up as a leader in a given group setting (Carte, Chidambaram, & Becker, 2006).

Emergent leaders possess six traits that set them apart within a team (which include self-motivation, creative thinking, influence, self-management, adaptability, and team orientation). Emergent leaders surface from among the group because they are intrinsically motivated to seek out solutions and guide others to solve problems by sharing ideas; they establish their leadership capabilities by proposing solutions to help the team overcome a challenge to complete a task; they are accepted because of their influence within the organization and the skills they bring as a leader in seeking the input of others which they assume help them maintain trust as leaders; acting as their own supervisors, they can manage their own behavior to assist their team; they are characterized by their adaptability to situations in a workplace; and they understand the importance of consensus versus dominance in arriving at a decision.

2.3.2 Distributed Leadership in Education

In education, distributed leadership is considered as the expansion of leadership roles beyond the formal leadership positions in schools. And this represents one of the current most influential ideas to emerge in the field of educational leadership (Harris, 2011). Seen from its emergence, distributed leadership is a relatively recent phenomenon in educational leadership (Salahuddin, 2011). Distributed leadership is a form of power distribution which extends authority and influence to groups or individuals in a way contrary to hierarchical arrangements (Arrowsmith, 2007). Educational leadership is characterized by a complexity of practices resulting from working with various stakeholders and the numerous day to day activities (Cunningham, 2014 & Despres, 2004). This complex nature of educational leadership in schools is expressed with its nature that obliges school leaders to provide services to the diverse stakeholders: the government, board, staff, parents, students, and community groups (Glickman, 2002 & Perry, 2007). In addition, due to the wave of reforms which cause leaders to face continuous challenges, the roles and responsibilities of school leaders is changing frequently (Salahuddin, 2011). In sum, one of the central arguments behind distributed leadership in education is that school leadership can be best understood by seeing it as a practice that is stretched over the social and situational context of schools (Spillane, Halverson, & Diamond, 2001).

As a result of the increased complex nature of schools and the demand it places on principals, the idea that school principals lonely lead schools to effectiveness is questioned (Spillane, 2005). In search for solution to this problem, authorities have been conducting studies focusing on the activities of a school principal as a single leader and the social and economic changes that changed the nature of organizations, as a result of which school leadership began to take the distributed form (Camburn, Rowan, & Taylor, 2003 and Amzat & Valdez, 2017).

Later on, as its importance went increasing, distributed leadership is becoming the preferred school leadership model in the 21st century, for its potential to improve teaching and learning outcomes (Baiza, 2011; Harris, 2009; and Natsiopoulou & Giouroukakis, 2010). In a school situation, distributed leadership is preferred with the assumption that it advocates democratic leadership which suggests sharing of authority between principals, teachers and other staff, and their situation (Harris & Muijs, 2003; Menon, 2014; Spillane et al., 2001;& Spillane, 2005). Distributed leadership is also important in a school situation since its practice is resulted in ensuring a system of accountability (Harris, 2003). In addition, distributed leadership is characterized by encouraging teamwork, participation, empowerment, risk-taking and de-emphasized control over others, all of which characterize schools (Oduro, 2004). In sum, it is these characteristics of distributed leadership that paved the way for teachers to involve in schools' decision making, particularly on issues related to teaching-learning (Hulpia & Devos, 2010). As a result, formal representation of teachers in school decision making is realized in the early 1990s (Baiza, 2011).

Since its emergence, with the efforts made to study distributed leadership in education, different authorities have been defining it differently from their own perspectives. Among these, (Gronn, 2002; Harris, 2003; Spillane 2005 & 2015; and Spillane, Halverson, & Diamond, 2001) are the pioneering proponents (Aaron & du Plessis, 2014). Thus, this study will use the views of these proponents as the basis of the understanding and the context within which distributed leadership is implemented. To help look at distributed leadership in detail, the views of two of these proponents of distributed leadership are presented one after the other as follows:

2.3.3 Distributed Leadership as Defined Authorities

2.3.3.1 Distributed Leadership According to Gronn

According to Gronn (2002), in schools, distributed leadership assumes that a principal develops leadership skills throughout the organization. This could be realized by providing individuals and teams the opportunity to demonstrate leadership, which in return enables them to meet the increasing demands of education that are enforced through policy measures, mandates, and calls for continuous improvement (Gronn, 2000). According to this author, distributed school leadership highlights the influence that leadership exerts on teaching-learning, school culture, collaboration, and motivation of those within the school. As such, distributed leadership helps to spread decision making ability throughout a team, particularly to those on the frontline of the operation (Gronn, 2000). The networking of distributed leadership in an organization as developed by this author is presented by figure 2.1 as hereunder:



Figure 2.1: *Distributed leadership model (Gronn, 2000).*

2.3.3.2 Distributed Leadership According to Spillane

As stated in (Spillane, 2006 in Harris, 2009), distributed leadership practices are a function of three components: leader, followers, and their situation. This author moves the focus from traditional leadership by individual's actions to the interactions among the three variables. According to this author, people are the important factors to the analysis of leadership practice

since actions of leaders and followers are central in leadership practices. As to him, in a distributed view of leadership, it is critical to take account of how leadership practice takes shape in the interactions between leaders, followers, and their situation. According to this author, distributed leadership perspective conceptualizes practice in a particular way: practice is not just about the actions of individual leaders. Rather, it is basically about interactions that take place between and among leaders themselves and among leaders and followers. And therefore, for this author, it is not only that leaders influence followers but followers also influence leaders in the interactions. In this framing, school staff and school stakeholders move in to and out of the leadership role depending on the situation (Spillane, 2015). This interaction is depicted as hereunder by figure 2.2:

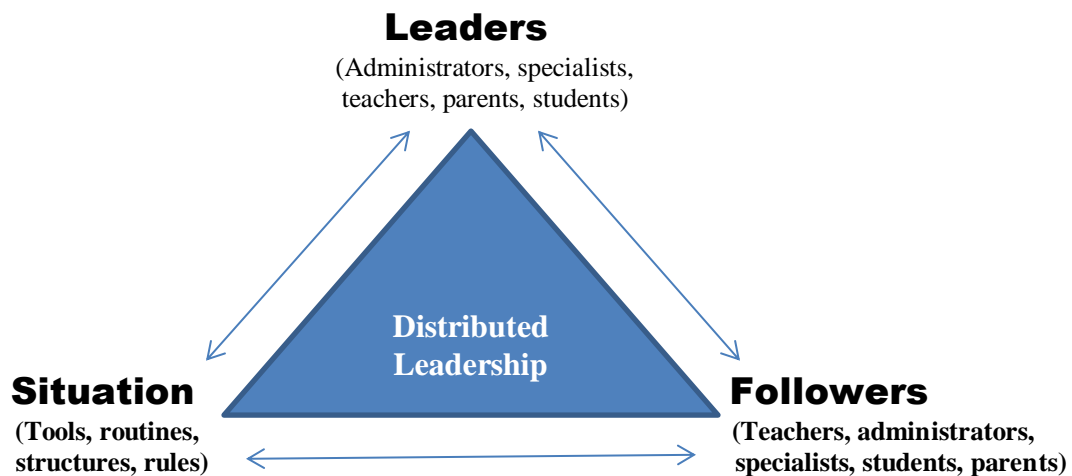


Figure 2.2: School distributed leadership model (Spillane, 2015)

2.3.4 Aspects of Distributed Leadership in Schools

2.3.4.1 School System Leadership

A system is an arrangement of entities and their interrelationships such that there is interaction between and among the entities. In addition, a boundary can be defined between what is considered inside the system and outside of it (Cunningham, 2014). Systemic leadership is an approach focusing on relationships and development. For system leadership, leading

means operating to promote an environment that people want to be a part (Pinnow, 2011). For this to happen, it requires creating an environment in which a given organizational personnel can grow, learn, empowered to make decisions, and focus on achieving results. For a systemic leader capable of creating such an environment, there is a lot to gain. Under such environment, one can have more time and energy for strategic thinking, to plan for long-term transformation, and to prepare for his/her own future career. Acquiring these skills is the way to avoid paradoxical "do what I say and not what I do" (Pinnow, 2011).

In schools, in order to build leadership capacity, while raising standards of learning and achievement, it is essential to replace national initiatives with a consensus on educational trends. To do so, there are four drivers of system reform that help a school to become a great school: personalized learning, professionalized teaching, intelligent accountability, and networking and collaboration (Hopkins, 2007). The approach of system leadership as applicable to schools is depicted by figure 2.3 as follows:

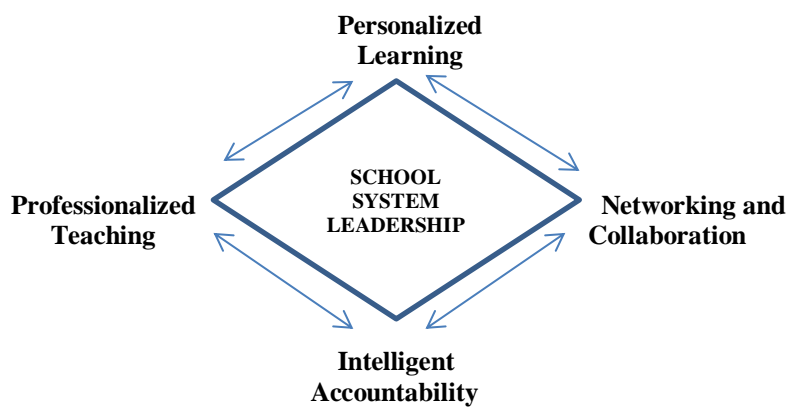


Figure2.3: *School system leadership model* (Hopkins, 2007).

Personalized Learning

Personalized learning is an idea that is capturing the imagination of teachers, parents, and young people. It is rooted in the best practices of the teaching profession and has the potential to

make every young person's learning experience successful. Personalized learning tailors schooling to individual needs, interest, and aptitude all of which are the basis for ones learning. As such, personalized learning serves as a bridge to pass from prescribed forms of teaching, learning, curriculum, and assessment to an approach to classroom practice that is based on enabling every student to fulfill his/her potential.

To build an effective system of personalized learning, a school leader has to begin by giving every child the chance to be the best she/he can be, whatever her/his talent or background may be. To realize this, the input is designed in such a way that individual pupil receives it differently according to their prior knowledge and experiences. In this connection, the operational definition of personalized learning can be expressed as a function of six key components: curriculum content, assessment for learning, powerful teaching and learning, school system organization for personalized learning, self-directed learning, and new technologies.

Personalized learning can take place in both traditional and technology-enhanced learning settings. In traditional approach, personalized learning requires a small number of learners per teacher. This makes it possible for teachers to tailor their lessons, activities, and support. It gives learners more choices in the curriculum programs, allows parental involvement in education, and involves learners in the decision making processes. To do so, the notion of personalized learning requires teachers to identify individual characteristics such as prior knowledge, learning styles, cognitive abilities, and learning interests of their students (Nandigam, Tirumala, & Baghaei, 2014). Personalized learning is located at the center of four components: teacher mediated learning, technology driven learning, individualized activity, and collaborative activity where the role of the teacher should not be reduced in any way. From this it is possible to infer that technology takes only one of the four dimensions of personalized learning and therefore a

technology can support the learning process when it is facilitated through both class-based and web-based approaches. Due to this, a total dependence on technology is assumed to be a barrier to implementing personalized learning (Wessel, et al., 2018).

Even though personalized learning is assumed to have benefits for teachers, students, parents, and schools, there are also some possible drawbacks associated with it. For instance, while encouraging talented learners, at the same time teachers are expected to tackle poor performance in the same classroom. In addition, it may diminish the relational and ethical dimensions of education. Therefore, to withstand its drawbacks and benefit out of it, teachers using personalized learning in the classroom better combine it with other teaching techniques like teaching in small groups and mentoring. That is why it is advisable for teachers to develop new pedagogical skills (UNESCO, 2012).

Professionalized Teaching

Professionalized teaching is about putting the belief that ‘every child matters into action.’ It involves three major issues of teaching: greater attention to each child’s learning styles and needs; increased use of assessment for learning, student self-assessment, and individual improvement targets; and students supported by learning assistants and parents, as well as by high quality teaching, giving more attention to student perspectives and voices (Southworth & Quesnay, 2005). Professionalized teaching is about being a teacher and to teach in a school. To address personalized learning, teachers need continuous learning from each other, developing knowledge in their subject area and pedagogy, and using reach data on pupil progress to individualize teaching styles and strategies (Hopkins, 2007).

Intelligent Accountability

In today’s educational context, academic accountability is something that is non-negotiable (Hermann, 2016). Intelligent accountability is a framework to ensure that schools

work effectively and efficiently towards both the common good and the fullest development of their pupils. It combines internal school processes with external monitoring appropriate to the state of development of each individual school (Hopkins, 2007). Schooling accountability is being answerable to someone for the activities that go on in schools. Teachers have long been accountable for following the prescribed curriculum, maintaining good order in their classroom, and carrying out various duties that include classroom teaching and beyond (Perry, & McWilliam, 2007).

In the current era of accountability however schools are being made more and more answerable for the achievement and performance of students. To meet this objective, schools are being pushed to raise standards and improve the quality of teaching and teachers to prepare students for the current and future workplace (Amzat & Valdez, 2017). The most common approach used to realize intelligent accountability in schools is the use of teacher assessment, bottom-up target setting, and value added measures of school performance. The assumption behind intelligent accountability is that when the balance between external and internal accountability becomes more even, it also becomes more intelligent.

Under the implementation of distributed leadership, all staff members working in a school are accountable for their contributions to the collective result (Elmore, 2000). The formal authority of school leaders have a complementary responsibility in creating a common culture of expectations, enhancing the talents, competences, and knowledge of the professionals and in establishing a coherent whole from the varied qualities of its staff members (Harrison, Van Dartel, & Sinyolo, 2013 in Nguyen, 2018).

Networking and Collaboration

Systems thinking assume that understanding schools requires looking at multiple levels which include the students, classrooms, grade levels, departments, faculty, and administration

(Cunningham, 2014). Thus, in the process of bringing a school to greatness, development of network is a necessary trend. This is for networks support improvement and innovation by enabling schools to collaborate on building curriculum diversity, extending services, professional support provision, and developing vision of education that is shared and owned beyond individual school. Effective networks require strong leadership and clear objectives that add significant value to individual school's own efforts. Networks are purposeful social entities characterized by a commitment to quality, rigor, and a focus on standards and student learning. In education, networks help disseminate good practices, enhance teachers' professional development, build school capacity, mediate between centralized and decentralized structures, and assist in the process of re-structuring educational organizations and systems.

In developing networks, how school leaders influence what happens in their schools is related to the notion of distributed leadership which assumes that leaders are expected to carefully design and organize structures and systems that enable them to influence their colleagues and thereby create and sustain the school as a learning organization (Southworth & Quesnay, 2005). Networking assists school activities in shifting perspective from viewing education as a system in which one teacher provides information to many students towards a system in which there are many information sources accessible for one student, from which the teacher is the one. This shift characterizes the movement from an emphasis on instruction to an emphasis on learning (Betts, 1992).

2.3.4.2 Principal Leadership

As organizations, schools are led by principals. At current, principal leadership is taking the distributed mode beginning in the developed world like the US and Europe and thereby reaching the rest parts of the world. Distributed leadership is a relatively recent phenomenon, having its origin in the field of organizational theory in the mid-1960s (Williams, 2011). Later

on, in the late 1980s and early 1990s it gained more emphasis together with organizational development which requires sharing of leadership practices among organizational constituents (Spillane, 2005). One of the central arguments behind distributing school leadership is that school leadership can be best understood by looking at it as a practice that is stretched over the social and situational context of schools (Spillane, Halverson, & Diamond, 2001). To realize this, school principals utilize material and cultural artifacts such as school organization and management directives and school level organized formal and informal teams for they help them to work in concert towards a common goal. This way distributed leadership supports principal leadership by helping school principals in their usual activities like vision crafting, structuring for academic achievement, bringing school improvement, improving academic achievement, and realizing goal achievement. As a result, the outcome is assumed to be greater than the sum of their individual actions (Davis, 2009).

2.3.4.3 Teacher Leadership

Teacher leadership is defined as influencing and engaging colleagues toward improved practice (Fay, 1992). It is concerned with teachers helping teachers as a result of which teachers can better help students. Put differently, teacher leadership is helping teachers to work together to establish and achieve the objectives of the school (Pellicer & Anderson, 1995). Teacher leader is an individual who actively involves in promoting change, effectively communicate with multiple constituents, possess a global understanding of school and district organizations, and continue to grow professionally (Harrison & Lemberg, 1996). In other words, a teacher leader is a practicing teacher that is chosen by faculty members to lead them in a way determined by the context of individual school needs and who has formal preparation and scheduled time for a leadership role to preserve the teacher mission which calls for neither managerial nor supervisory duties (Fay, 1992). To sum up, the definition of teacher leadership

proposes that teachers are leaders when they are contributing to school reform or student learning (within or beyond the classroom), influencing others to improve their professional practice, or identifying with and contributing to a community of leaders (Moller & Katzenmeyer, 1996).

Teacher leadership work is divided into three areas: school-wide policies and programs; teaching and learning; and communication and community relations (Danielson, 2006). There are six key functions that help to promote distributed leadership in a school organization (Murphy, 2005): (1) crafting a vision and delineating expectations. Under this function, principals are charged with setting direction, articulating vision, and creating a culture of trust and collaboration. Here, in distributing leadership, principals are expected to delegate and prepared to give up some of their power and control and thereby make others accept some leadership responsibilities. (2) identifying and selecting teacher leaders. The principals identify teacher leaders, evaluate their strengths and skills, and match the identified teacher leaders to leadership opportunities at school. The three areas of teacher leadership (policy and program, teaching and learning, and community relations) can guide school principals in identifying teacher leaders and matching their tasks with the knowledge and skill levels.(3) legitimizing the work of teacher leaders. With this function, the principals support the work of teacher leaders, advocate them, and promote the value of their work. (4)providing direct support. Under this function, principals create structures to promote teacher leadership such as the development of schedules to work together, allocating funding for their initiatives, or running interference on their behalf. (5)developing leadership skill sets. This function allows principals to provide teacher leaders with the professional development that helps to support the development of their leadership skills, model those skills in practice, and provide mentoring support for teacher leaders. (6) managing the teacher leadership process. With this function principals monitor the

distribution of leadership so that the teacher leaders are able to manage conflicts between teachers and teacher leaders, and recognize teacher leader accomplishments.

To develop teachers as leaders, it requires providing them with support in the form of mentoring and coaching at different levels of their professional life. This could be established through a number of ways: peer support, counseling, socialization, and internship (Mesfin Manaze, 2019). To realize this, since the 1980s, education reformers have pushed strongly to increase formalized teacher leadership roles in schools. This is in part a strategy to diminish high turnover rates of effective teachers or their departure from administrative posts. Teacher leadership roles typically focus on improving instructional practice and can range from teacher mentoring, instructional coaching, to helping the principal create and implement an improvement plan (Weiner, 2011).

The leadership considerations of teachers are based on their desire to improve the quality of teaching and learning for all students. Teachers view leadership as a collaborative effort they make with other teachers to promote professional development and the improvement of educational services. Today, teacher leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change, without leaving the classroom (Livingston, 1992). Teachers are currently playing different roles working as: research colleagues, mentors to new teachers, and facilitator of professional development activities. Teachers also act as members of school-based leadership teams, instructional support teams, and leaders of change efforts. As a result of their involvement in leadership positions, teachers' knowledge and skills in teaching increases. Teacher leadership roles typically focus on improving instructional practice and can range from teacher mentoring, instructional coaching, to helping the principal create and implement an improvement plan (Weiner, 2011).

At current, teacher leadership has become a popular concept and process within school reform movements and site-based management applications that empower teachers in school management practices. In conclusion, teachers would be very basic change agents in every action taken for increasing student learning and achievement, and developing school capacity. In this regard, significant progress was made in teacher leadership during the early years of the new century (Murphy, 2005).

Why teacher leadership?

The notion of teacher leadership is not new, but recently it has been transformed. In the past, teacher leadership roles have been limited in scope and established at the privilege of school administrators. Teachers have long served as team leaders, department heads, association leaders and curriculum developers. In these roles teachers have often served as ‘representatives’ rather than ‘leaders’ who enact change (Livingston, 1992). In addition, leadership roles for teachers have traditionally lacked flexibility and required a lengthy, ongoing commitment of time and energy. Often the decision to take on leadership tasks has been accompanied by a decision to get out of teaching and into administration (Dimock, & McGree, 1995).

Recently, reports on the status of teacher education have issued strong and compelling demands for dramatically different roles for teachers and increased professional development (Carnegie, 1986 in Boles, & Troen, 1994). While recognizing the centrality of teaching, the reports emphasize the need for teachers to extend their sphere of influence beyond the classroom and into school wide leadership activities. Advocacy for teacher professionalism and expanded leadership roles is based on the understanding that teachers, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction. Moreover, they are better able to implement changes in a comprehensive and continuous manner (Howey, 1988 and Livingston, 1992).

Team Leadership

Schools rise and fall based on the quality of the teamwork that they experience. Well-functioning leadership and teaching teams are essential to the continuous improvement of teaching and learning. This is for effective teams help to strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction, and provide a means for mentoring and supporting new teachers (Sparks, 2013). Team leadership also help schools to improve the benefit of every student by making every leader and teacher a member of strong teams that create synergy in problem solving, providing emotional and practical support, distribute leadership to better tap the talents of members of a school community, and promote the interpersonal accountability. As such effective teamwork is defined by four key characteristics: clarity of purpose, accountability, team structure, and trust.

The expectation that all students achieve academically is a primary focus for schools today. One way to meet this requirement is improving practices by creating school teams that structure and lead processes designed to transform teaching and learning (Marzano, Waters, & McNulty, 2005). Once school leaders have decided to use a team leadership approach to guide improvement efforts, much can be done to help the team achieve its goal of providing effective instruction for all students. Leadership team has a strategic function in enabling leaders to discover the best of what is; imagine what might be; dialogue what should be; and create what will be. Thus, in school situation to make the leadership team effective, it is essential that the principal gives the leadership team the authority to make decisions (Ibid).

Teacher Empowerment

The origins of the empowerment construct can be traced back to the early and middle part of the 20th century. From this time onwards, scholars began to deal with issues of power in organizations viewing empowerment as a relational construct that managers engage in

(Fernandez, & Moldogaziev, 2011). As one of the educational reform initiatives, teacher empowerment often accompanies policies to increase decision making authority and accountability at the school level (Marks, & Louis, 1997). Teacher participation in school decision making has traditionally assisted administrators in their coordinating role and in building commitment among their faculty. Currently however teachers' participation in decision making is directed towards carrying out the school's instructional mission for the benefit of all students. To realize this, it requires of a school principal to empower teachers and the school organization to transform instruction.

In linking empowerment to instruction, advocates of enhanced professionalism argue that to realize the purpose that teachers serve as sources of technical expertise that is needed for school improvement, it requires of a school principal to increase the authority of teachers both in a school and classroom working conditions (Marks, & Louis, 1997).

Teacher motivation

Career ladders and teacher incentive plans vary greatly not only in operational procedures but in the effects they have on school organization and the teaching learning in the classroom. Some permit almost any teacher who desires extra pay to assume additional responsibilities and work a few hours longer each week (that is, job enlargement and extended contract provisions). Other plans allow highly competitive merit pay (that is, superior in the quality of teaching). Some teacher incentive programs induce more change than either extended contract or merit pay by differentiating teacher roles and restructuring school organizational patterns (Appelbaum, et al., 2012).

2.3.4.4 School Organization

School organization refers to how schools arrange the resources of time, space, and personnel to bring maximum result on student learning (Danielson, 2002). It is organization of

ideas and principles into a school system which includes building relationships, creating conducive work climate, to mention few (Evanjeline, 2016). School organization is needed for different purposes: to deal with process of change; to ensure smooth functioning of a school; to avoid under or over utilization of resources; and to smoothly achieve the aims and objectives of a school. This way distributed leadership determines school organization to be one in which participative planning, team leadership, shared responsibility, and resources allocation is facilitated.

2.3.4.5 School Culture

School culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions (EWA, 2014 in Pawlak, & Waniek-Klimczak, 2014). In a school context, culture is shaped by five interwoven elements: fundamental beliefs and assumptions that people at a school consider to be true; shared values or judgments that people at a school make; norms or how members believe they should act and behave; patterns and behaviors; and tangible evidence that demonstrate the behaviors of the people in a school (Shafer, 2018). The culture of a school also includes elements of organizational structure such as expectations and collective aspirations (Duke, 1990). As such distributed leadership makes school culture one in which teachers play leadership role, there is respect and trust, and learning expectation and student achievement is realized.

2.3.5 Distributed Leadership and School Effectiveness

Leadership has long seen as a key factor in organizational effectiveness. But the interest in the area of educational leadership has increased more recently together with the political changes to the education system (Mujis, 2011). In a school setting, leadership is practiced among many variables: the principal, vice principal, department heads, section heads, teachers

as well as students. This makes a school a community where the interaction and reciprocity of all members increase and contribute for effectiveness (Ali, & Yangaiya, 2015). This is for distribution of leadership within a school helps for dividing the school leaders' workload and bringing self-efficacy of teachers and other staff members (Harrison, Dartel, & Sinyolo, 2013 in Lahtero, Ahtiainen, & Vainikainen, 2020).

School effectiveness studies began in the early 1970s as a movement to go beyond the existing situation in relation to the impact schools have on students' academic achievement (Mujis, 2006). This implies that school effectiveness can be seen in terms of school output (Ali, & Yangaiya, 2015). School output is expressed in terms of average academic achievements of students in a school at the end of certain period of formal schooling (Scheerens, 2000). In relation to school effectiveness, the notion of school leadership assumes that high skill of a leader coordinates with high degree of participation (distribution of leadership). Distributed school leadership embraces six basic assumptions: principals, teachers, parents, and students are skillful leaders; shared vision results in program coherence; inquiry-based use of data informs decision; broad involvement, collaboration, and collective responsibility characterizes decision making; reflective practice leads to innovation; and progressively improving student achievement (Lambert, 2003). This is so for distributed leadership provides teachers with the opportunity to influence collaborative practices meaningfully through sharing of leadership between teams (Lizotte, 2013). And teams with shared leadership have less conflict, more consensuses, more trust, and more cohesion all of which contribute for school effectiveness (Avolio & Bass, 2001).

In a school, leadership contributes to the improvement of students' achievement by facilitating the condition under which effective teaching and learning takes place. In justifying the contribution of leadership in schools, the output of school effectiveness studies indicated

that apart from classroom teaching, there is hardly anything that affects students' learning than leadership (Pont, Nusche, & Moorman, 2008). Seemingly, cognizant of this, previously the responsibility of moving an organization towards effectiveness rests mainly on the leader. Recently however it is becoming a challenge for a single leader to successfully run an organization (Oduro, 2004). This challenge is more pronounced in a school setting due to many reasons: the increased demand for education, parents' expectations, government policies, and principals' turnover to mention few (Ali & Yangaiya, 2015). In search for solution to this problem, authorities have been argued that students' outcomes are more likely to improve if school leadership is distributed (Mulford, & Silins, 2004).

The main reason why distributed leadership is preferred in a school setting is that it realizes the interaction of all members of the school in promoting the shared purpose and achieving its objectives (Hatcher, 2005). Distributed leadership is also viewed as a collaborative practice between the head teacher, teachers, and other members of a school that help the school to realize effective teaching and learning (Heck & Hallinger, 2014; Leithwood et al., 2006; and Spillane, 2006). Further, distributed leadership is important in a school situation for it guarantees teachers' empowerment and improved student achievement (Silins & Mulford, 2004). Furthermore, researches conducted their research in relation to distributed school leadership consistently underline the significance of teachers' involvement in decision making process and its contribution for collegial relationship together which brings school effectiveness (Ali & Yangaiya, 2015).

2.3.6 Benefits of distributed leadership

Distributed leadership could offer a means of building high-performing school that is characterized by having a learning-focused climate (Heck & Hallinger, 2009). Distributed leadership involves the cultivation of a system that binds together the various elements of an organization in a mutually

interdependent relationship, holding individuals accountable for their contributions to the collective result (Harris, 2005). The benefit of distributed leadership shows us that when more people are involved in leadership, there is greater creativity, diversity, and empowerment. However, these benefits gained at the cost of speed, accountability, and confidence. However, recognizing these potentially negative elements and limiting their influence, still there is a possibility that a school takes advantage of them (Keith Miller (n.d.)).

Seen from its advantage point of view, as a mechanism to facilitate teacher decision making, team utilization may facilitate leadership development among teachers and nurture professional learning communities. When working in teams, which is a smaller setting than the whole school staff, individuals may feel comfortable to take risk for which they might not otherwise. In addition, team leaders could also serve as a part of school-wide leadership and a link between school administration and the teaching staff, in addition to what their members contribute (Grenda & Hackmann, 2014).

2.3.7 Critiques of Distributed Leadership

While distributed leadership tends to be appreciated for its benefits, it has also been questioned for the complexities that it entails. Under practicing distributed leadership, schools may face considerable challenge in relation to distance, culture, and structure (Harris, 2008). In addition, a school could also come across three basic barriers while implementing distributed leadership: teachers may develop fear of lacking acceptance from their teaching colleagues; Time concern, as teachers add leadership activities onto their already full teaching workloads; and principals may become reluctant to devolve their authority and power to teacher leaders and could feel powerless when the problem under investigation requires quick decision (Grenda & Hackmann, 2014; Tahir, et al., 2016; and Miller, n.d.).

Therefore, to combat the challenges it entails and implement distributed leadership in schools, it necessitates at least three conditions to be fulfilled: it requires of those in formal leadership positions to create a cultural condition under which distributed leadership can operate; schools need to move away from a “top down” relationship approach and use a flatter leadership structure; and as a school leader, one should not fall into the believe that any form of distributed leadership is inherently good. Rather, he/she better take an “it depends” position, since it depends on situational matters like the level of organizational growth, its readiness to change, and its culture (Miller, n.d.).

2.4 Bureaucratic Leadership and Distributed Leadership

Bureaucracy could be defined as a system for managing an organization which is operated by a large number of officials employed to follow rules carefully. The term bureaucracy is derived from the French word bureau, which stands for office. Thus, bureaucracy could be defined as the power of office which serves as bedrock for the public sector organizations (Mathews, 2020 and Qaisi, 2015).

Bureaucratic leadership is originally proposed by Max Weber in 1947 as an organizational form that supports human beings to achieve the greatest capacity while working together. It is a system of management whereby employees are made to follow specific rules and lines of authority created by their superiors. Bureaucratic leadership pattern focuses on organizational administrative needs which mostly used in the public sector. It relies heavily on consistency and adherence to rules and regulations to get results (McMaster, 2017 and Lumby, 2019). Throughout its history there are three core elements that stayed at the center of bureaucracy: officialism, redtape, and proliferation. Officialism indicates the fact that systems show lack of flexibility and creativity; redtape stands for the high level of adherence to rules

and regulations; and proliferation designates that systems tend to expand rapidly (Mathews, 2020).

Although bureaucratic leadership seems a perfect model, it has several drawbacks among which three of them are the following: under the implementation of bureaucratic leadership, increasing productivity could be a challenge; bureaucratic leadership is basically about creating consistency; and bureaucratic leadership is known for not being flexible. To put it in another way, although bureaucracy has always been associated with regularity in the administration of a particular organization, it stayed unable to make effective that organization. This is the effect of three major factors that hinder bureaucratic systems from running properly: bureaucracy does not provide opportunity for personal growth and development; it lacks adequate tools to resolve differences and conflicts between various levels; and bureaucracy cannot adapt new technologies. Even if new technologies are adopted, it needs a long negotiation and approval (Susanto, Azeharie, & Sari, 2016).

Since the end of the 1970s, de-bureaucratization has been high on the agenda of international organizations and democratic states. Efforts to promote post-bureaucratic forms have focused upon opening up public administration to society beyond the traditional gatekeeping institutions changing the relations between societal institutions. With this a paradigmatic shift from administration and government through bureaucracies to competitive markets and participatory policy networks has been prescribed. And the transformation has been interpreted as an inevitable shift towards a more advanced administration with a convergence of administrative forms (Olsen, 2007).

In the field of educational leadership, the drawbacks of bureaucracy have generally been highlighted. This is for communities of practice are inhibited by bureaucracy as a result of its

formality. In addition, bureaucracy binds schools to the mindset of commercialism and profit. Generally speaking, in schools it is not the existence of bureaucracy but the degree of its importance that creates problem. This is because bureaucrats tend to work to boost their own power rather than to support professionalism and innovation (Lumby, 2019). In relative terms distributed leadership is not underpinned by a clear definition in the way that bureaucracy is. Its definition is problematic, partly because of the diverging path of its history. In its earliest manifestation in the field of educational leadership, distributed leadership was adopted as a research framework. This was so with the assumption that it helps to understand the role of leadership practice which emanate at multiple levels in educational organizations like schools, including formal and informal and planned and emergent activities (Lumby, 2019). As opposed to bureaucratic leadership, distributed leadership diminishes the power of the solo leader while enabling others to take leadership role (Lumby, 2019).

2.5 Change Management

Change is an ongoing natural process. In a successful organization, change is implemented at three levels: individual, group, and organization (Ajmal et al., 2012). Organizational change management is important since all organizations change continuously. The objective of change management is to help organizations to successfully implement the change process in a smooth and efficient way (Blokdiijk, 2008). Change management is a planned approach to transitioning individuals, teams, and organizations from a current state to a desired future state, with the intention to implement a vision and strategy. It is an organizational process aimed at empowering employees to accept and embrace changes in their work environment (Smith, 2011). According to this author, different streams of thought shape the practice of change management: formally defining and adopting corporate strategies, structures,

procedures, and technologies; leading and enabling people to accept new processes, technologies, systems, structures, and values; and creating a vision.

Being preoccupied with task and relations behaviors, early scholars have ignored change-oriented leadership. It is only recently that researchers have become interested on how leaders initiate and implement change in organizations (Yukl, Gordon, & Taber, 2002). Change management theory has its roots in different fields: engineering, business, and psychology. That is why change management is applied in different disciplines. To meet the requirements of change management which involves careful planning and implementation, it needs of a leader to set objective that is realistic, attainable, and measurable (Blokdijs, 2008). In managing change, there are four most common indicators used to measure the effectiveness of a leader: the level at which performance of a team or organizational unit is enhanced and facilitated achievement of objectives; the follower's attitude and the leader's perception; the contribution of a leader to the quality of group processes; and the degree to which a person has career success as a leader (Yukl, 2010).

Over time, there found many change management models developed to provide structure which helps to transform organizations. To transform an organization, there are seven critical steps to be followed: increase urgency, build a guiding team, get the vision right, communicate the vision, empower action, create short-term wins, don't let up, and make change stick (Appelbaum, et al., 2012). Taken for education, systemic change (an approach that recognizes the interrelationships and interdependencies between the parts of the educational system and between the educational system and its community under which all stakeholders are given ownership over the change effort) is assumed to create a better educational system.

In the current 21st century, change is the guiding principle for leadership is no longer traditional and reliable constants. People taking leadership position are confronted with process

of change in two ways: on the one hand they are expected to adapt to changes in their work environment. On the other hand, they have to initiate change and act as change agents in order to adapt the culture, strategy, and structure of their organization to the environmental conditions (Pinnow, 2011). In education, there is persistent change both at school and system levels. Schools are in a constant reform with dismantling of centralized authorities, including support services and standard operational procedures and processes. Following this, roles and responsibilities of school principals are being revised and changed. This is so for educators are recognizing that the school situations and educational needs of their communities are becoming different from what they were in the 1950's and the 1960's. They are also recognizing that these changes require systemic change, to enhance their ability to meet the needs of all students (Jenlink et al., 2010).

Seen from change perspective, a good organization is an organization that adapts itself to the needs and development of the time. This is because change is dynamic and requires readiness from systems, facilities, and infrastructure and human resources. As such, where the requirements are fulfilled and organizations become successful, change takes an organization to a sustainable position. Thus, organizations need to keep changing in adjusting themselves to the rapid changes of the global environment. To meet this purpose, a school as an organization has to have an effective leader who is aware of the need for continuous change to improve performance, leaders, and followers (Rachmaliya, & Efendy, 2017).

Though important, change is not without challenge. To overcome the challenges that change bears on them, school principals are expected to serve both as a leader of change (vision-developer and people motivator) and a manager of change (implementation planner and monitor) (Blokdiijk, 2008), since what is important about change is how we anticipate it and react to it. In this regard, people taking school leadership position are confronted with process of

change in two ways: on the one hand, they are expected to adapt to changes in their work environment. On the other hand, they have to initiate change and act as change agents in order to adapt the culture, strategy, and structure of their school to the environmental conditions (Pinnow, 2011).

At current, education is calling on schools for transition into a new paradigm of learning. We can see this in the challenges given through current standards (e.g. state and international standards for technology in education), the demands of the work place, the complexity of the world, and lack of effectiveness of the ‘stand and deliver’ method of teaching (Bond, & Bunce, 2000). Learning and change have a reciprocal effect on each other. That is, learning brings about change and change is an opportunity for learning. The transformational approach defines effective learning as learning that leads to change at all levels (individual, group, organization, and society). That is, positive change is most likely to occur when the learning process connects the learners with their contexts (Askew, 1998 in Shriberg, & Harris, 2012).

Schools are complex organizations for they are sub systems of the society. In schools, specifically designated positions are connected by sets of expectations to make up the core of a complex organization. In a school situation, personal characteristics of members are another set of factors that appear to have important effect on the process of change (Giacquinta, 1973). In schools, the process of improving student performance goes by many different names: school improvement, school reform, school reinvention, and school restructuring. Whatever the name, it is for the aim of raising student achievement through change (Daggett, 2017).

In order to deal with change and achieve high academic standards for all students, schools need to address four interconnected questions: why, what, where, and how. While these questions are interrelated, there is a sequence to addressing them. All schools need to start with the ‘why’ question. Next, they deal with the ‘what’ question which focuses on what to change.

Third, schools need to set a direction with the ‘where’ question. Finally, the ‘how’ question which deals with the implementation of change (Smith, 2011). This is for schools are complex organizations since they are subsystems of society that are deliberately shaped to accomplish officially stated goals. Specifically designated positions connected by sets of reciprocal rights and responsibilities make up the core of a complex organization like a school forming the inherent authority structure and division of labor (Giacquinta, 1973).

2.6 Document Analysis

2.6.1 National documents

In relation to educational leadership in general and school leadership in particular, the current practice in Ethiopia indicates that the philosophy behind educational leadership in general and school leadership in particular seems shifting from one man leadership to distributed form. This has got more emphasis

The Federal Democratic Republic of Ethiopia (FDRE) is a three-tier federal system comprising of the Federal Government, twelve Regional States, and two Chartered City Administrations (FDRE, 2013). Since the first half of the 1990s, with the education and training policy by which under its sub article 3.8.2 the government planned to decentralize educational management with the intention to facilitate the necessary condition to expand, enrich and improve the relevance, quality, accessibility, and equity of education and training (FDRE, 1994). In addition, the decentralization program by which the country committed itself to devolve power and service delivery functions from the national and regional levels to woreda and sub-woreda level institutions also supports the distribution of leadership practices (Gebre-Egziabher & Berhanu, 2007). Following this, the Ministry of Education utilized different strategies to implement the policy. Some of these strategies include: multi-year Education Sector Development Programs (ESDPs); General Education Quality Improvement Program

(GEQIP) and its implementation packages; growth and transformation plans GTPs; guidelines for school organization and management, community participation, and financing of general education; the national professional standards for school principals; the national general education inspection framework; standards for secondary education; and the national curriculum framework for MA degree in school leadership.

To begin with, when issuing ESDP II, the government realized the significance of management and decision-making at woreda and school levels (MoE. 2002). This is further strengthened by ESDP III, by which the government decided to decentralize critical decision-making in the education system from regions and zones to woredas and municipalities, and then to the school level. This decision is made with the intention to make education more responsive to school situations (MOE, 2005). Continuing giving emphasis to school leadership, ESDP IV also considered improvement in school management and administration as one of the tools for improving educational decision-making at all levels (MOE, 2010). Furthermore, ESDP V, with the intention to bring improved teaching-learning in schools and educational leadership skills in all educational institutions, came up with a new approach by which school principals and cluster supervisors are given the responsibility to lead the decision making processes at school level, in consultation with Parent-Student-Teacher Association (PSTA) (MoE, 2015). And all these go with the concept of distributed leadership, which suggests that school level decision making practices should be shared among the school communities.

Parallel to the ESDPs, the government also implemented the General Education Quality Improvement Program (GEQIP), which considers school leadership as one of the key education quality intervention areas for it improves student achievement (MoE, 2008). Moreover, the government implemented Education Quality Improvement Package with six major areas of intervention (MoE, 2008). In the package, two of the six areas of intervention are school leadership

and school improvement programs. The School Improvement Program is guided by 15 standards, out of which three of them (structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning; school policies, regulations, and procedures are effectively communicated and followed; and the schools' decision-making and administrative processes are carried out effectively) are directly related to the concept of distributed leadership.

School management and leadership directive (both the national and the regional) including the secondary school organizational structure and the duties and responsibilities the directives give to all stakeholders (principals, vice principals, department heads, unit leaders, supervisors, PTA members, students and parents).

On top of this, recently the Ministry also designed and implemented National Curriculum Framework for MA degree in school leadership with the intention to envision secondary school leaders who are competent and committed to enhance students' learning (MoE, 2014).

Recently, after implementing the education and training policy for the last 23 years, the Ministry is undergoing policy analysis and reform, with a program known as 'Ethiopian Education Development Roadmap' targeted to reform the national education and training policy and come up with adjusted policy objectives that would serve the country for the coming 12 years (2018-2030). According to the draft document issued for discussion, the policy analysis and reform is undergone on six major areas of the education system: pre-primary and primary, secondary and preparatory, teacher education and development, higher education, TVET, and policy, governance, and leadership (MoE, 2018). According to the roadmap, leadership challenge is found to be among the many challenges faced the government in the implementation of the policy. The reason behind this, according to the analysis result, is that the leadership capacity is generally weak, indicating the

limited leadership capacity of educational authorities at all the national, regional, woreda, and school levels.

To sum up, with those policy implementation documents mentioned earlier, it is indicated that school leadership is distributed in such a way that school leaders, teachers, students, parents, and the community participate in the decision making process of schools, even though not explicitly used the phrase ‘distributed leadership’. With the documents, school organizational structure which facilitates the participation of teachers and other school community members on decision making activities of schools is provided. This indicates that school leadership is not left only to the principal. Rather, the involvement of school community is welcomed with the assumption that it helps them to exercise leadership and contribute for the teaching learning that takes place in the classroom. As such, the current situation in the Ethiopian education system allows schools to manage their activities through practicing distributed leadership. This in turn may help schools to realize personalized learning in schools where all students, irrespective of their social and economic background, able to learn. The final analysis will be better students’ achievement and school effectiveness.

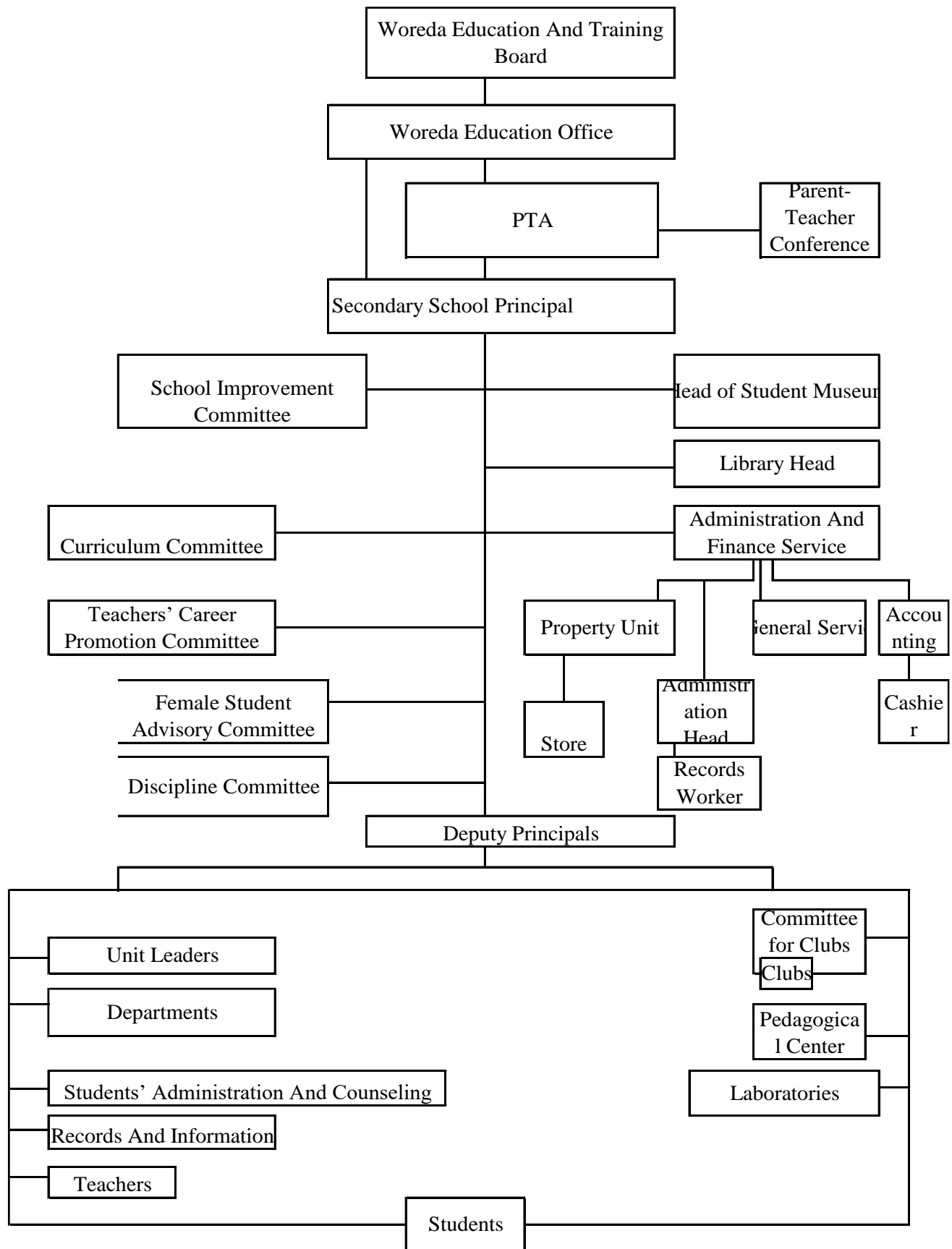


Figure 2: Secondary school organizational structure MoE, 2008)

Duties and responsibilities of secondary school principal

According to the directive issued by the Ministry of Education for general education organization and leadership, community participation, and finance (MoE, 2008), being accountable for woreda education office, a secondary school principal is expected to perform the following activities:

- ✚ Based on school management directive, organizes and leads School Improvement Committee;
- ✚ Leading school improvement works in general, makes the necessary effort on how to make school an attractive place for teaching and learning;
- ✚ By participating school community members, prepares annual school improvement plan and submits it to PTA, and when get support takes it to Kebele Education and Training Board for approval. When approved, sends a copy to Woreda Education Office and implements it;
- ✚ Based on the school's plan, ergs each department and teacher to prepare their own plan. And ensures that their plan is in line with the objectives set at national, regional, and woreda levels;
- ✚ Informs teachers and staffs their job description and facilitates short-term on-the-job trainings for teachers at school level;
- ✚ In working for goal achievement of the teaching learning, provides the necessary support and leadership for vice principals, department heads, and teachers and other staffs;
- ✚ Creates a teaching learning environment that intends to use students' physical, mental, and psychological make up for creativity, solving problems, and having interest for work;

- ✚ Organizes school departments and committees like curriculum committee, female students' advisory committee, discipline committee, clubs, etc.;
- ✚ Places department heads and unit leaders as necessary;
- ✚ Prepares a plan for teachers' continuous professional development based on their interest, and implements it;
- ✚ Participates as a trainer on teachers' professional development training provided at both cluster and school levels;
- ✚ Ensures that those work units, that provide support for the teaching learning works, like library, pedagogical center, laboratories, etc. are fulfilled with the necessary resources;
- ✚ Place teachers to their respective subjects and level according to their ability and experience;
- ✚ Organizes work units and clubs that help students to use their leisure time for productive works that help them for creativity, self-ruling, and developing natural gifts and to better understand what they learn in the classroom;
- ✚ Being together with PTA, organizes co-curricular activities that help for effectiveness of what students learn in the classroom and out of the classroom;
- ✚ Follows up that the education process ensures those democratic and humanitarian rights given by the constitution;
- ✚ Gives leadership for the implementation of those rules and regulations that are issued from the central government, regional government, and the woreda;
- ✚ Works at advisory and leadership positions for those committees organized at the school level. Creates supervision system where by those teachers who have better performance give professional support for their colleagues;

- ✚ Facilitates the condition under which students get guidance and counseling services;
- ✚ By cleaning the school compound and the classrooms, makes the school attractive and disciplined for the teaching learning;
- ✚ Initiates for the betterment of community participation to help education satisfies the needs of the community and develop youngsters natural preferences;
- ✚ Makes decision on those decisions suggested by discipline committee, takes it to PTA for approval, and when approved reports to the concerned body;
- ✚ Being with PTA, coordinates the condition under which the community, governmental and non-governmental organizations, and individuals provide the necessary support for education;
- ✚ Request timely for the implementation of those expenditures that are approved by annual plan;
- ✚ Gives order for the expenditure needed for daily activities from pity cash account;
- ✚ Controls the safety of school resources and their proper utilization;
- ✚ By checking their records, writes the needed comment on the files of those teachers, students; and staffs when they leave the school, and checks for the same for those that are coming from other schools;
- ✚ Follows up the provision of students' continuous assessment, properly recording of results, and their report to concerned bodies;
- ✚ Overcomes inefficiency by devising a mechanism by which those students that come to the school complete the level at which they are learning without dropping out and repeating grades;

- ✚ Follows up the record keeping of teachers, students, and staffs and the proper utilization of school resources, facilitates utilization of science laboratory books and resources for students;
- ✚ Follows up teachers' and staffs proper implementation of their duties and responsibilities. And takes corrective measure on those teachers and staffs that do not perform their duties and responsibilities based on the decision made by discipline committee;
- ✚ Leads the proper utilization of those days that are planned for education. In case not utilized as per planned, controls the provision of make-up classes;
- ✚ Gives recognition for those teachers, staffs, or students that have exemplary performance, on the meeting which school community, PTA members, and the surrounding community take part;
- ✚ Facilitates the condition under which research is conducted on the improvement of the teaching learning and school organization, and implement their results;
- ✚ Conducts teachers' performance evaluation timely and ensures that teachers get the necessary benefit;
- ✚ At the end of every quarter, presents school plan implementation report on a meeting which Education and Training Board, PTA, and teachers take part, and reports the same to Woreda Education Office;
- ✚ At the end of an academic year, prepares and submits annual school performance report to PTA, parents, and school community and sends the same to Kebele Education and Training Board and Woreda Education Office; and
- ✚ At the opening of the school, being together with PTA, prepares opening ceremony and presents issues that are going to be implemented at the school for the new year, for

✚ parents, teachers and students, and school community and the general public (MoE, 2008 Pages 48-53).

2.6.2 Regional documents

For the purpose of this research, in addition to those national documents, there found regional documents that are developed and distributed to secondary schools by the Regional Education Bureau of Oromia (REB) that are considered. These include: Guideline for educational organization and management (REB, 2018) prepared with the intention to lead regional school organization and management in general and secondary school organization and management in particular. As to the guideline, secondary schools are led by woreda education and training board at the top, for which the secondary school principal is accountable. Under the secondary school principal, the school system is organized having 2 major organs (finance and administration service head and vice principals) that are directly accountable to the principal and 2 committees (curriculum committee and teachers' career development committee). Under the vice principals, a secondary school system is structured in such a way that it holds unit leaders, department heads, home room teachers, students, committees, and clubs.

The guideline for school level examination administration (REB, 2021), prepared with 3 major objectives: examination preparation and administration, capacity expected from students and pass points, organization of school level examination committee. According to the guideline, school level examination committee has 7 members (which include a vice principal, a unit leader, school level teachers' association chairperson, and 4 education quality cycle coordinators that include each from natural science, social science, mathematics, and language streams). Of these, the vice principal serves as chairperson and the unit leader serves as a secretary, while the rest are members.

The guideline for teachers' promotion (REB, 2018) prepared with the intention to manage school level teachers' promotion. According to the guideline, school level teachers' career promotion is planned to be led by a committee (which include school principal, vice principal or school teachers' development committee chairperson, vice principal for academic affairs or a home room teacher, 2 school level teachers' association members (1 male and 1 female), head of the department which the teachers are promoting from, and chairperson for PTA). Of these, school principal serves the chairperson position, vice principal or school teachers' development committee chairperson takes a secretary position, while the rest are members.

In general, with almost all of those policy implementation directives mentioned earlier, it is indicated that school leadership is distributed in such a way that all school stakeholders (principals, vice principals, department heads, unit leaders, teachers, students, parents, and the community) participate in schools' decision making, even though not explicitly mentioned using the phrase 'distributed leadership'. With the directives, school organizational structure which facilitates the participation of school community members on decision making activities of schools is provided. This indicates that school leadership is not left only to the principal. Rather, the involvement of school community is welcomed, with the assumption that it helps the stakeholders to exercise leadership roles and contribute for the betterment of teaching learning that takes place in the classroom. As such, the current situation in the Ethiopian education system allows schools to manage their activities through practicing distributed leadership. This is with the assumption that it helps to realize personalized learning in schools where all students, irrespective of their social and economic background, able to learn.

2.7 Summary of the Literature

This chapter deals with review of the literature relevant to the study. As such, the review dealt with the concept of leadership which include (leadership and management; situational

leadership; distributed leadership with its concept, earlier names have been given to it, its relation with education, as conceived by different authorities; aspects of distributed leadership in schools like school system leadership, principal leadership, teacher leadership, school organization, school culture, and team leadership; benefits of distributed leadership; critiques of distributed leadership; bureaucratic leadership and distributed leadership; school effectiveness; change management; document analysis i.e national and regional analysis of documents; and conceptual framework.

After reviewing those leadership theories that existed earlier to distributed leadership, the researcher came to understand that they have relationship with it, as the latter began to exist taking different forms within those earlier ones. Distributed leadership theory came to being from the mid of 1960s onwards. Even though it came to being as an independent leadership theory during this time, it began to exist earlier as different characteristics of those earlier theories of leadership. For instance, the assumption underlying behavioral theory of leadership, which focuses on the patterns of leader behavior (what leaders do and how they act) is related with the notion of distributed leadership which focuses on ‘what leaders do’ to realize organizational objectives. Similarly, what situational leadership assumes as ‘for a leader to determine the leadership needed in a given situation, he/she has to evaluate his or her followers in terms of how competent and committed they are to perform a given task’ goes with the assumption underlying distributed leadership, which is stated as ‘for followers to become competent and committed to take part in decision making of their organization, a leader has a great role to play in developing their capacity’. Likewise, the assumption underlying Path-Goal theory which emphasizes ‘the relationship between leaders’ style, subordinates’ characteristics, and the work setting’ has relationship with the notion of distributed leadership, which assumes that ‘leadership is best practiced as a function of the interaction among the leader, his/her

followers, and their situation.’ Moreover, the characteristics of transformational leadership which dictates the process whereby ‘a leader engages with others and creates connection that raises the level of motivation and morality in both the leader and his/her followers’ is related to the assumption underlying distributed leadership, which is stated as ‘for a leader to achieve organizational objectives, he/she is expected to work being related and networked with his/her followers.’

To conclude, there is one issue that is common to all leadership theories. That is, in leading an organization, a leader is expected to focus both on the work done and the relationship that he/she has to have with followers. Under the notion of distributed leadership, a leader is expected to develop followers’ capacity so that they can participate on decision making. As such, to encourage followers to make decision in organizations like schools, a leader has to share the leadership roles so that decisions are made at different levels of a school. As a result, teachers are motivated and committed themselves to perform their fullest capacity in planning and implementing the teaching learning that takes place in the classroom. Done comprehensively in such a manner, school principals have the opportunity to help their students learn and achieve better, be it at formative evaluation that takes place in a classroom at the end of a chapter, or at summative evaluation that is given at the end of a program, like national examination.

With those earlier studies conducted on distributed leadership, it has been defined differently using different dimensions. For instance, it is defined by four dimensions as teaching and learning, school culture, collaboration, and motivation of those within the organization (Gronn, 2002); by three dimensions as the leader, followers, and their situation (Spillane, 2005); and by seven dimensions: school organization, school vision, school culture, instructional program, artifacts, teacher leadership, and principal leadership (Davis, 2009).

When one looks at these definitions, it is possible to understand the great efforts that those authorities have been making to define distributed leadership in relation to education in general and to schools in particular. However, still there remain more school situations that have to be considered in implementing distributed leadership to lead schools and create school condition in which leadership is distributed to school communities and thereby contributes for better students' learning. Cognizant of this, the current study is designed to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. Different to the earlier studies, this study is designed to study distributed leadership in secondary schools in relation to principals' practices. In addition, this study includes one new dimension of distributed leadership. Accordingly, this study defines distributed leadership by five dimensions: school organization, school culture, principal leadership, teacher leadership, and school system leadership.

2.7 Conceptual Framework

The major objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. To meet this purpose, the study was guided by pragmatic worldview which is problem centered and oriented to the real world practice and assumed to provide the researcher with the way of thinking about the relationship between theory and practice and educational research and practice (Graff, 2016 and Biesta, & William, 2003). As such, based on the information obtained from review of the literature, the study was guided by a five dimensional (school organization, school culture, principal leadership, teacher leadership, and school system leadership) conceptual framework developed by the researcher. These components of distributed leadership are organized in such a way that they interact and interrelate to one another within a school system and relate with four major external school contexts: national policy and directives, regional directives, parents and

the community, and woreda and zonal leadership to contribute for the efforts that school principals make to distribute school leadership and thereby realize secondary school effectiveness. As such, the five components are presented one after the other as follows:

School Organization

School organization refers to how schools arrange the resources of time, space, and personnel to bring maximum result on student learning (Danielson, 2002). It is organization of ideas and principles into a school system which includes building relationships, creating conducive work climate, to mention few (Evanjeline, 2016). School organization is needed for different purposes: to deal with process of change; to ensure smooth functioning of a school; to avoid under or over utilization of resources; and to smoothly achieve the aims and objectives of a school. This way distributed leadership determines school organization to be one in which participative planning, team leadership, shared responsibility, and resources allocation is facilitated.

School Culture

School culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions (EWA, 2014 in Pawlak, & Waniek-Klimczak, 2014). In a school context, culture is shaped by five interwoven elements: fundamental beliefs and assumptions that people at a school consider to be true; shared values or judgments that people at a school make; norms or how members believe they should act and behave; patterns and behaviors; and tangible evidence that demonstrate the behaviors of the people in a school (Shafer, 2018). The culture of a school also includes elements of organizational structure such as expectations and collective aspirations (Duke, 1990). As such distributed leadership makes school culture one in which teachers play

leadership role, there is respect and trust, and learning expectation and student achievement is realized.

Principal Leadership

As organizations, schools are led by principals. At current, principal leadership is taking the distributed mode beginning in the developed world like the US and Europe and thereby reaching the rest parts of the world. Distributed leadership is a relatively recent phenomenon, having its origin in the field of organizational theory in the mid-1960s (Williams, 2011). Later on, in the late 1980s and early 1990s it gained more emphasis together with organizational development which requires sharing of leadership practices among organizational constituents (Spillane, 2005). One of the central arguments behind distributing school leadership is that school leadership can be best understood by looking at it as a practice that stretched over the social and situational context of schools (Spillane, Halverson, & Diamond, 2001). To realize this, school principals utilize material and cultural artifacts such as school organization and management directives and school level organized formal and informal teams for they help them to work in concert towards a common goal. This way distributed leadership supports principal leadership by helping school principals in their usual activities like vision crafting, structuring for academic achievement, bringing school improvement, improving academic achievement, and realizing goal achievement. As a result, the outcome is assumed to be greater than the sum of their individual actions (Davis, 2009).

Teacher Leadership

Teacher leadership roles typically focus on improving instructional practice (Weiner, 2011). It ranges from teacher mentoring, instructional coaching, to supporting the principal in creating and implementing a school improvement plan. Teachers can also act as members of school-based leadership teams, instructional support teams, and leaders of change efforts

(Porter, 1987). The leadership considerations of teachers are based on their desire to improve the quality of teaching and learning for all students. Teachers view leadership as a collaborative effort that they make with other teachers to promote professional development and the improvement of educational services (Livingston, 1992). This is for teachers' knowledge and skills in teaching increases as a result of their involvement in leadership practices (Lieberman, 1992 and Troen & Boles, 1992). As such purposeful leadership distribution in schools is resulted in flattening of the organizational hierarchy, which in turn serves as a means of broad-based school leadership development, both by creating school staff that can lead and guaranteeing leadership succession (Sentocnik, & Rupar, 2009).

School System Leadership

In schools, in order to build leadership capacity while raising standards of learning and achievement, it requires replacement of national initiatives with a consensus on educational trends (Hopkins, 2007). To do so, there are four drivers of system reform that help a school to become a great school: personalized learning, professionalized teaching, intelligent accountability, and networking and collaboration. Personalized learning is a practice that tailors schooling to individual needs, interest, and aptitude all of which are the basis for ones learning (Southworth & Quesnay, 2005). Professionalized teaching is about being a teacher and to teach in a school. To realize this, teachers need continuous learning, developing knowledge in their subject area and pedagogy, and using reach data on pupil progress (Hopkins, 2007). Intelligent accountability is a framework to ensure that schools work towards both the common good and the fullest development of their pupils (Hopkins, 2007). It combines internal school processes with external monitoring appropriate to the state of development of each individual school (Amzat & Valdez, 2017 and Elmore, 2000). Networking helps to disseminate good practices, enhance teachers' professional development, build school capacity, mediate between centralized

and decentralized structures, and assist in the process of re-structuring schools (Cunningham, 2014 and Betts, 1992). This way distributed leadership assists a school system to realize teachers' professional development to help them in assuming accountability for their performance while working in a networked and collaborated manner.

To sum up, for the purpose of this study, within distributed leadership framework the unit of analysis will be leadership practice that arises out of the interactions and interrelationships between and among the five components of a school system (school organization, school culture, principal leadership, teacher leadership, and school system leadership) while enacting leadership tasks within a school system and interacting with four external situations (national policy and directives, regional directives, woreda and zonal cooperation and guidance, and parents and the community at large). The conceptual framework is depicted by figure 1.1 as follows:

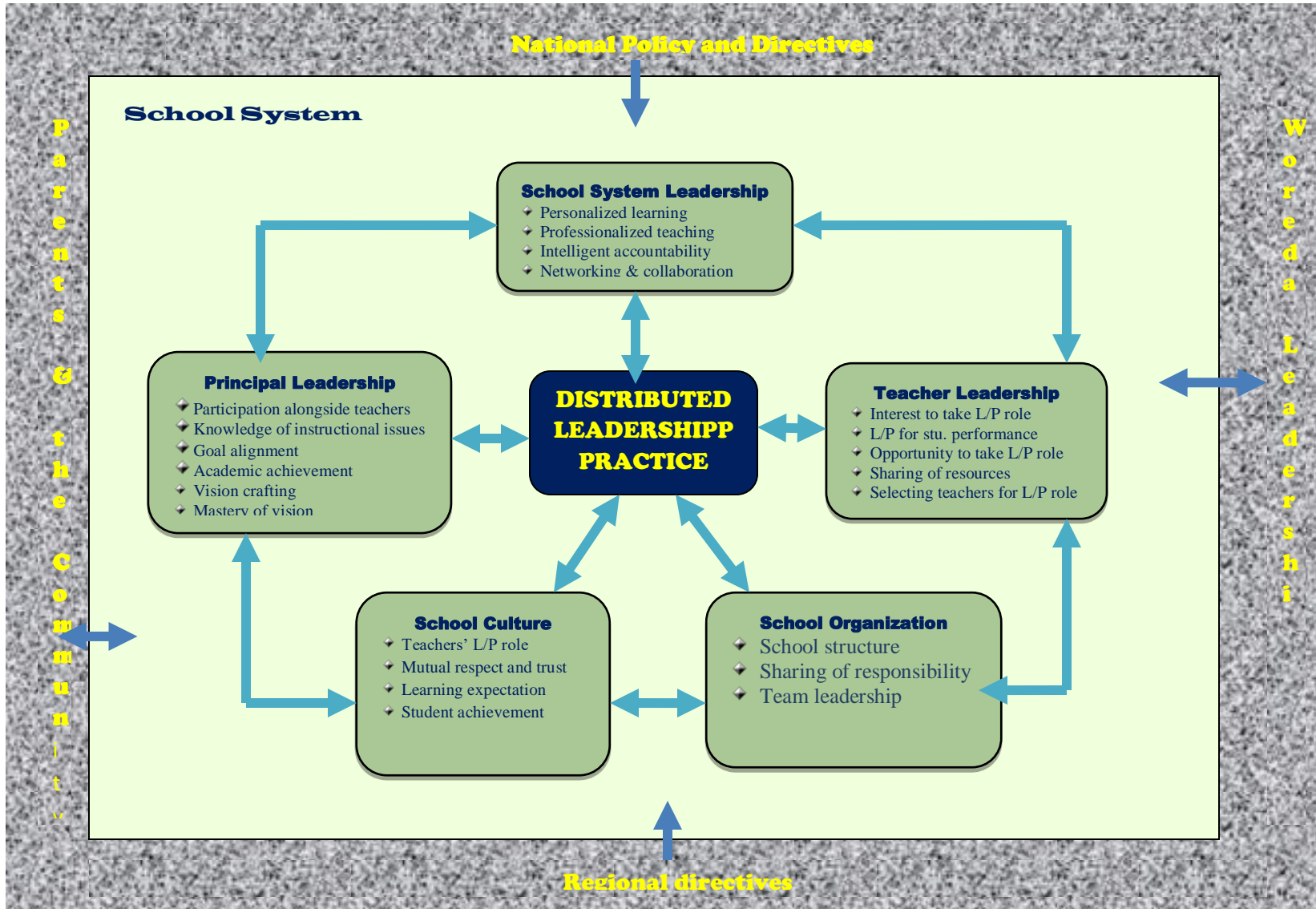


Figure 2.4: Distributed leadership model (as developed by the researcher)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The general objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. In this connection, this chapter presents the research methodology of the study. It encompasses statement of research questions, the research design and method, population, sample and sampling techniques, instruments of data collection, and method of data analysis.

Statement of Research Questions

This study was designed to address four research questions related to distributed leadership practices of principals:

1. To what extent do school principals practice distributed leadership?

H₁. School principals practice distributed leadership to a lower level.

2. How effective are the distributed leadership practices in the secondary schools?

H₂. Distributed leadership practices are not effective in the secondary schools under study.

3. What opportunities and enabling conditions are in place for practicing distributed leadership in the secondary schools?

H₃. There does not exist enabling condition to practice distributed leadership in the secondary schools under study.

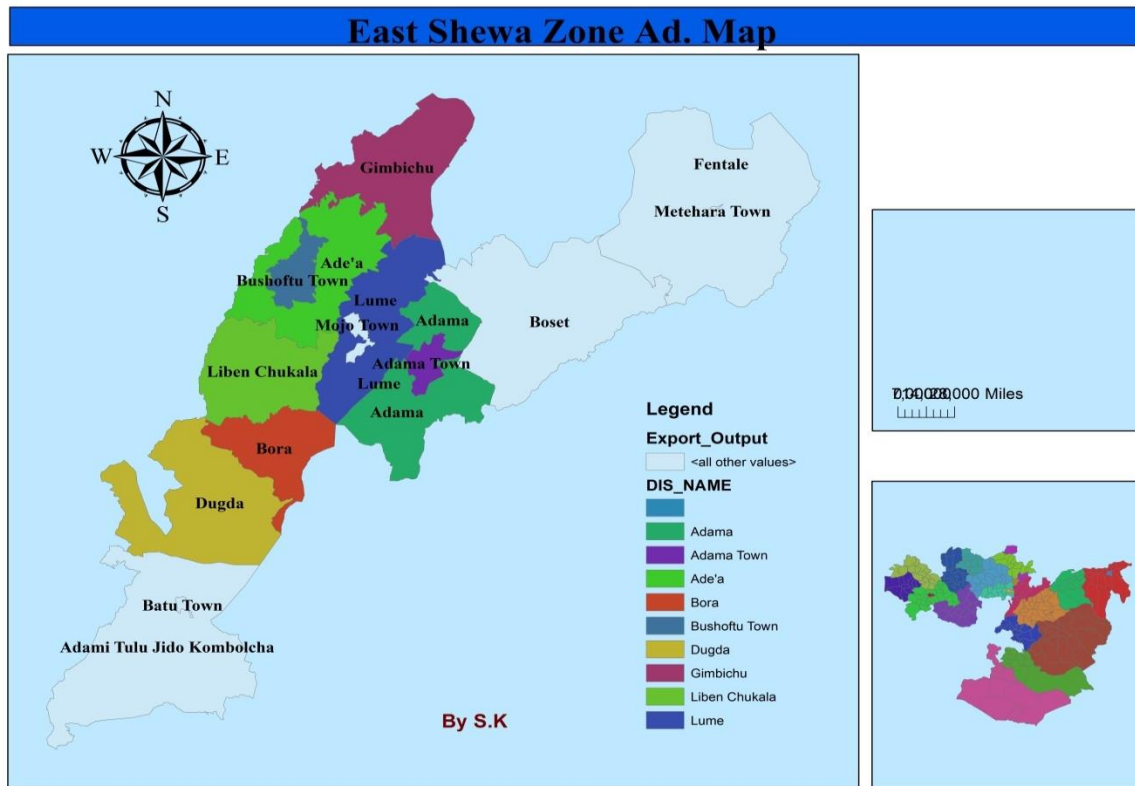
4. What are the major challenges affecting distributed leadership practices and its effectiveness?

H₄. There does not exist challenges that affect practices and effectiveness of distributed leadership in the secondary schools under study.

3.1 Overview of the Context of the Study Area

The Federal Democratic Republic of Ethiopia (FDRE) is a three-tier federal system comprising of the Federal Government, twelve Regional States, and two chartered city administrations (FDRE, 2013). Oromia Regional State is the largest, both in size and population, out of the twelve regional states of the country. The Region has 21 Zones of which East Shewa Zone is the one. East Shewa Zone is bounded by four regions and one City Administration (to the north with Amhara Region, to the north east with Afar Region, to the south west with Sidama Region and Central Ethiopia Region, and to the north west with Addis Ababa City Administration). It also shares boundary with five Zones of the region (West Arsi, East Arsi, West Herergie, North Shewa, and South West Shewa).

Figure 1.1: Map of the study area



Source: East Shewa Zone Finance and Economic Cooperation Office (2021)

According to the data obtained from East Shewa Zone Finance and Economic Development Office, the zone has 10 woredas and 3 cities as administrative divisions, out of which 5 woredas (Boset, Lumie, Dugda, Liben Chukala, and Gumbichu) and 2 cities (Adama and Bishoftu) were selected as a sample for the study. The Zone has a total population of 1,356,342, of which 696,350 are male and 659,992 are female. The zone takes 8,370.90 square kilometers area of land. East Shewa Zone has a population density of 162.03. Out of the total population, 340,225 (25.09%) are urban dwellers while 1,016,063 (74.91%) are rural dwellers. The three largest ethnic groups reported living in

the zone are, Oromo (74.06%), Amhara (15.39%), and Gurage (3.82%), while all the other ethnic groups together make up 6.73% of the population of the zone.

3.1 Research Design and Method

Research design refers to a plan and the procedure to be followed to conduct a research. This covers all activities that range from making decision on the broad assumptions up to the detailed methods of data collection and analysis (Creswell, 2009). Accordingly, for this research, pragmatic research paradigm underpins the methodology. Pragmatic research paradigm applies to mixed methods research under which researchers draw from both quantitative and qualitative assumptions (Creswell, 2009). In social science, until recently, there had been two mismatching research paradigms on the basis of their differences in ontological and epistemological views. These are the quantitative methodology of the post positivists' paradigm and the qualitative methodology of the constructivist and interpretive paradigm.

However, recently agreement is reached with regards to the fact that monolithic framework of research method (either quantitative or qualitative method) has limitation to help understand fully the world around us. As a result, pragmatism research paradigm has been promoted among the research community (Creswell, 2012 and Gorard, 2004). In this regard, the practicing researcher believes that in choosing method for a research, a researcher has to give attention to applications that work to understand and solve practical problems. That is, the researcher needs to emphasize the research problem and the use of multiple approaches available to understand and solve the problem (Creswell, 2009 and Johnson, 2017). That is, the researcher believes that investigators have to use

both quantitative and qualitative methods when it is believed to provide the best way of understanding and solving a research problem.

Accordingly, to conduct the study, concurrent mixed methods design was used. Concurrent mixed methods design is chosen for it helps to simultaneously collect both quantitative and qualitative data, analyze both datasets separately, compare the results from the analysis of both datasets, and make an interpretation as to whether the results support or contradict each other (Creswell, 2012). Concurrent mixed methods design also facilitates a condition under which one data collection form provides strength that helps to offset the weaknesses of the other form (Creswell, 2009 and Graff, 2016). Methodologically, the study followed a QUAL + QUAN concurrent mixed approach, with the assumption that it enables the researcher to get more insight in to the problem under study (Creswell, 2009; and Graff, 2016). Concurrent mixed approach also enables the researcher to collect both quantitative and qualitative data simultaneously employing multiple forms of data collection (Creswell, 2009; Klassen, Creswell, J., Clark, Smith, & Meissner, 2012). Further, concurrent mixed approach follows complementarity of mixed research to examine different aspects of a phenomenon in order to obtain a more meaningful understanding of it (Graff, 2016). Furthermore, concurrent mixed method helps to win the advantage of each of the data. That is, quantitative data provide information for generalizability, whereas qualitative data offer information about the context (Creswell, 2012).

3.2 Population, Sample, and Sampling Technique

In conducting a research, it is worth noting to mention the population and the sample of that particular research. Population refers to the larger group to which the

results of a research are generalized while a sample is the group from which information is obtained (Fraenkel, Wallen, & Hyun, 2011). The major objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. To realize the study objective, the researcher used concurrent mixed methods design. As one of its characteristics, concurrent mixed research design enables the researcher to collect data from varied sources (Creswell, 2012). To this end, the target population of this study includes school principals, teachers, department heads, supervisors, Woreda Education Office heads, City Education Department heads, an official from Regional Education Bureau, and an official from the Ministry.

3.3 Sample and Sampling Techniques

In addition to the suitability of the research methodology and instrumentation, the quality of a research is based on the appropriateness of the sampling strategy adapted to it (Cohen, Manion, & Morrison, 2000). According to the data obtained from East Shewa Zone Education Department, there are 10 woredas and 3 City Administrations in the study area. Accordingly, 5 of the 10 woredas were selected as a sample using simple random sampling technique to give equal chance for each woreda to be included in the sample (Manion, & Morrison, 2000 in Rahi, 2017). Similarly, out of the three city administrations, two were selected and included in the sample using simple random sampling technique to give equal chance for each city administration to be included in the sample (Cohen, Manion, & Morrison, 2000).

After selecting the sample woredas and city administrations, the sample secondary schools were selected following two different mechanisms: the secondary schools that are working in the sample woredas were chosen by using availability sampling technique for

the very reason that each sample woreda has only one secondary school (grade 9-12). From those secondary schools that are working in the sample city administrations, the sample secondary schools were chosen using simple random sampling technique to give equal chance for each secondary school to be included in the sample. Accordingly, out of the 5 government secondary schools found in the sample city administrations, 2 of them were selected and included in the sample. Together, 7 government secondary schools were taken as a sample. As a result, 7 principals working in the sample secondary schools were purposively selected and included in the sample with the assumption that they provide reach data needed for the study. In addition, the sample size taken from teachers was determined by using the sampling formula developed by (Cochran, 1977 & Israel, 1992).

$$n_0 = \frac{z^2 pq}{e^2}$$

Where:

n₀ = the sample size,

z = the selected critical value of desired confidence level,

p = the estimated proportion of an attribute that is present in the population,

q = 1-*p*, and

e = the desired level of precision.

Once the sample size is determined, teachers were selected using stratified simple random sampling technique to give equal chance for all teachers working in all departments to be included in the sample. As such, from the total of 412 teachers working at government secondary schools of the sample woredas and the city administrations, 239 were selected and included in the sample.

Further, department heads were selected using simple random sampling technique to give equal chance for each department head to be included in the sample. As such, 2 department heads were chosen from each of the sample secondary school and in total, 14

department heads were selected and included in the sample. Lastly, supervisors were selected using availability sampling technique for in each of the sample secondary school, there found only one supervisor. As a result, 7 supervisors were selected and included in the sample. Further, 5 woreda education office heads, 2 city administration education office heads, 1 official from the Regional Education Bureau, and 1 official from the Ministry were purposively selected and included in the sample, based on the assumption that the information obtained from them is necessary for the study. This is for their work is assumed to have a direct relationship with secondary schools in either of the two cases: assignment of secondary school principals or taking responsibility for the works of the secondary schools. And the researcher assumes that they are the right sources of information for the study. In general, a total of 276 participants took part in the study.

3.4 Sample secondary schools

Woreda/ City	Sec. School	Principals			Teachers			Supervisors			Dpt. Heads		
		Total	Sam	%ge	Total	Sam	%ge	Tota	Sam	%ge	Tota	Sam	%ge
Adama City	Adama Model Senior Secondary School	1	1	100	82	49	63.4	1	1	100	6	2	33.3
Bishoftu City	Bishoftu Senior Secondary School	1	1	100	90	54	63.3	1	1	100	6	2	33.3
Boset	Boset Secondary School	1	1	100	55	32	63.6	1	1	100	6	2	33.3
Lume	Koka Ejersa Secondary School	1	1	100	24	12	62.5	1	1	100	6	2	33.3
Dugda	Bolie Secondary School	1	1	100	56	32	62.5	1	1	100	6	2	33.3
Gumbic hu	Chefie Donsa Secondary School	1	1	100	55	32	63.6	1	1	100	6	2	33.3
Liben Chukala	Liben Chukala Secondary School	1	1	100	50	28	62.0	1	1	100	6	2	33.3
		7	7	100	412	239	63.1	7	7	100	42	14	33.3

Table 3.1: Sample woredas and city administrations with their sample secondary schools and respondents

The target schools of the study were 7 secondary schools (grade 9-12) of East Shewa Zone, working in woredas and cities. All of them (5 from the woredas and 2 from cities) were selected using simple random sampling technique and included in the sample.

3.6 Data Collection Procedure

Methodologically, this study followed concurrent mixed methods research. As a result, data needed for the study were collected using both quantitative and qualitative data collection methods. To this end, the procedure followed in collecting data through the two methods is presented as follows.

3.6.1 Quantitative Data Collection Procedure

For this study, one of the data collection means was quantitative approach. The quantitative data were collected through questionnaire.

Questionnaire

Questionnaire is a widely used instrument for collecting survey data. It provides structured, often numerical data, comparatively straightforward to analyze (Cohen, Manion, & Morrison, 2002). Although there are more types of questionnaires, there is a simple rule of thumb: the larger the size of the sample, the more structured, close-ended and numerical the questionnaire has to be. Since the research design chosen for the study was concurrent mixed methods design, which requires collecting both quantitative and qualitative data, for the quantitative part which requires collecting data from a relatively large number of respondents, a structured and closed-ended, 5-dimensional, 34 items, 5 points Likert-scale self-developed Distributed Leadership Inventory Questionnaire was used to collect data from teachers, department heads, and supervisors.

For the questionnaire, the ratings range from *1 (Strongly Disagree) to 5(Strongly Agree)*. Distributed leadership practices of principals and how their leadership practices are perceived by teachers, department heads, and supervisors was measured with the help of this survey questionnaire. Accordingly, 260 respondents (which include 239 teachers, 14

department heads, and 7 supervisors) took part in the study by filling the questionnaire, which administered to the respondents by the researcher himself.

3.6.1.1 Validity and Reliability

The idea behind checking the validity of instrument is that an instrument prepared to collect research data is assumed to be valid, when scores obtained from the instrument are both reliable and valid (Ary et al., 2010). This author further pointed that analyzing the internal structure of a measurement scale is important source of evidence which justifies that the measuring scale is measuring the construct that it is supposed to measure. This procedure involves showing that all the items making up the scale are measuring the same thing-that is, internal consistency or reliability.

Thus, after developing the questionnaire used to collect the quantitative data needed for the study, to assess its reliability and validity, the questionnaire was piloted with teachers of Bole Secondary School (found in Adama city), which is out of the sample secondary schools, earlier to the main data collection works. Its validity was calculated at ($\alpha = 0.05$) level of significance. To analyze the reliability of the scales in the questionnaire, Cronbach's alpha was employed. And for the pilot test of the questionnaire, Cronbach's Alpha values were found exceeding the standard cut-off point set for validity of a measurement scale (which is Cronbach's Alpha=(0.7). At the pilot test, Cronbach's Alpha of all the five scales (school organization, school culture, principal leadership, teacher leadership, and school system leadership) was 0.92. Indeed, Cronbach's Alpha value of the subscales exceeded 0.7, which is regarded as the lowest acceptable cut-off point for internal consistency of data collection instrument. And this higher Cronbach's Alpha of the scales revealed that the scales measure one underlying construct in their respective area. For instance, the high alpha value (0.92) of the internal consistency of school organization scale reveals that the scale measures

one underlying construct, which is ‘the current secondary school organizational structure allows different teams to participate on decision making of the secondary schools.’

3.6.2 Qualitative Data Collection Procedure

The qualitative data needed for the study were collected through 2 means (interview and document analysis). The procedure followed to collect data through interview is presented as hereunder.

Interview

In research works, the use of interview as a data collection instrument makes a move from seeing human subjects as simply manipulate able towards considering knowledge as generated between humans (Cohen, Manion, & Morrison, 2002). Interview is an exchange of views between two or more people on a topic of mutual interest. It considers the centrality of human interaction for knowledge creation and gives emphasis for the idea that ‘data is socially situated.’ Interview also enables participants to discuss their interpretations of the world in which they live and to express how they look at situations from their point of view. Accordingly, to collect the qualitative data needed for the study, semi-structured interview guides prepared in English Language was used for data collection. For this study, interviewees include 7 secondary school principals, 5 Woreda Education Office heads, 2 City Education Office heads, 1 official from the Regional Education Bureau, and 1 official from the Ministry. Accordingly, a total of 16 interviews were conducted for the study. On average, the interviews took 50 minutes to 1 hour. The interviews were conducted at places that were facilitated by the interviewees. During the interview, the discussion held between the researcher and the interviewees, where discussion was possible in English, Amharic, and/or Afan Oromo languages as necessary. During the interviews, the discussions were recorded using electronic medium with the consent of the interviewees.

Document analysis

In research works the term document refers to materials such as photographs and other sorts that can be used as supplemental information (Bogdan & Biklen, 1997). As such, for this study, national and regional level documents which include Education and Training Policy; general education quality improvement package (GEQIP); the guideline for general education organization and leadership, community participation, and finance; education sector development programs (ESDPs); the national professional standards for school principals; the national general education inspection framework, standards for secondary education; and national framework for training secondary school leaders were considered. In addition, Regional directives and school level documents were also visited.

3.7 Method of Data Analysis

The major objective of this study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. To conduct the study, the researcher used QUAN+QUAL concurrent mixed methods design. Thus, the research required mixed methods of data collection and analysis. Mixed method of data analysis requires analyzing both quantitative and qualitative data (Graff, 2016). In this connection, the two data analysis procedures used for the study are presented one after the other as follows.

3.7.1 Quantitative data analysis

As their nature entails, quantitative data are analyzed using statistical techniques. Statistical techniques are preferred for they help to summarize data and thereby help researchers to understand it (Creswell, 1999). Accordingly, to analyze the data that were collected through questionnaire, the researcher followed the following procedure: first, the data were checked and made ready for the analysis. Then, the data were organized, coded, and entered into (SPSS V-20). After all, the data were analyzed using descriptive statistics

(percentage, mean, and standard deviation) to assess the extent to which secondary school principals practice distributed leadership. In addition, inferential statistics (Pearson's correlation, and ordinal regression) were used to analyze the data. Pearson's correlation was used to measure the extent to which the 5 dimensions of distributed leadership are related to one another in indicating the extent to which the principals practice distributed leadership. In addition, Pearson's correlation is also used to check the extent to which teachers', department heads', and supervisors' responses relate to one another in indicating the level at which secondary school principals practice distributed leadership. On the contrary, ordinal regression was used to see the extent to which the 5 dimensions of distributed leadership vary in explaining distributed leadership practices of principals. Ordinal regression was also used to check the extent to which teachers', department heads', and supervisors' responses vary in explaining the level at which secondary school principals practice distributed leadership.

For assessing distributed leadership practices of principals at the sample secondary schools, the quantitative data were collected through Likert-scale questionnaire. After collecting the data, to assess distributed leadership practices of principals in five dimensions and the subscales, cumulative mean scores of the Likert-scale items were used. Accordingly, interpretation of cumulative mean score values followed the following ranges: 1.00–1.50 were interpreted as very poor, very inadequate, or very dissatisfactory; 1.51–2.50 were interpreted as poor, inadequate or dissatisfactory; 2.51–3.50 were interpreted as undecided, neutral, or neither...nor; 3.51–4.50 were interpreted as good, adequate, or satisfactory; and 4.51– 5.00 were interpreted as very good, adequate, or very adequate.

3.7.2 Qualitative data analysis

Next to quantitative data analysis, the qualitative data that were obtained through interview and documents were analyzed.

Analysis of interview data:-In analyzing the data obtained through interview, first the interview transcripts were coded to help easily identify the data obtained from different sources. As such, the interview transcripts were coded being categorized into three: interview transcripts for the data obtained from secondary school principals were coded as PI01, PI02...PI07 (which reads as 'principal interview'). Similarly, the interview transcripts of the data obtained from woreda and city Education Office heads were coded as EOHI01, EOHI02...EOHI07 (which reads as 'education office head interview'). Lastly, the interview transcripts of Regional and Ministerial officials were coded as HOI02 and HOI01 (that reads as 'higher official interview'), respectively.

In relation to content, in addition to those few questions that ask for background information of the respondents, the semi-structured interview guide had four parts: (i) a question that asks about secondary school principals' distributed leadership practice, which has three sub-sections (which include the extent to which principal leadership is practiced, the extent to which teacher leadership is practiced, and the level at which school system leadership is practiced). (ii) Another question that deals with the effectiveness of distributed leadership practices. (iii) A question that deals with policy provisions to practice distributed leadership which has three sub-sections (that include the extent to which policy provision support the practice of distributed leadership, the degree to which school organization supports the practice of distributed leadership, and the extent to which school culture supports the practice of distributed leadership). And lastly (iv) a question that asks for the major challenges that are negatively affecting the practice of distributed leadership, which again has two parts: the major challenges and the solutions forwarded. Through the analysis of interview transcripts, inductive analysis under which categories, themes, and patterns obtained from the data was used.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data. At the beginning it presents the demographic characteristics of respondents. Next, it treats the analysis and interpretation of the data.

4.1 Demographic Characteristics of the Respondents

4.1.1 Quantitative data sources

For the study, three categories of respondents were used as data sources to collect quantitative data: teachers, department heads, and supervisors. The demographic characteristic of each of the three categories is presented in table as follows:

Table 4.1: Background information of Quantitative data sources

Category	Classification	Job Position					
		Teacher		Department Head		Supervisor	
		N	%	N	%	N	%
Sex	Male	213	89.50	14	100.00	5	71.43
	Female	26	10.92	0	0.00	2	28.57
	Total	239	100.00	14	100.00	7	100.00
Age	Less than 30	57	23.95	3	20.00	0	0.00
	30-35	84	35.29	6	46.67	3	42.86
	36-40	44	18.07	3	20.00	1	14.29
	Above 40	54	22.69	2	13.33	3	42.86
	Total	239	100.00	14	100.00	7	100.00
Qualification Level	BA/BED/BSc	157	65.55	9	66.67	1	14.29
	MA/MSc	82	34.45	5	33.33	6	85.71
	Total	239	100.00	14	100.00	7	100.00
Work Experience	1-10	80	33.61	3	20.00	0	0.00
	11-20	91	37.82	5	40.00	5	71.43
	21-30	42	17.65	6	40.00	1	14.29
	Above 30	26	10.92	0	0.00	1	14.29
	Total	239	100.00	14	100.00	7	100.00

Table 4.1 above presents respondents that were quantitative data sources. As can be seen from the table, respondents' data are presented under 5 indicators: sex, age, job position, qualification, and work experience. When seen by sex, 232 (89.2%) of them were male while 28 (10.8%) of them were female. Similarly, when they are seen by age, 60 (23.1%) of them were below the age of 30 years, 94 (34.2%) of them fall between the age range of 30-35, 47 (18.1%) of them fall between the age range of 36-40, and 59 (22.7%) of them fall above the age range of 40. When respondents are seen by job position, 239 (91.9%) of them were teachers, 14 (5.4%) of them were department heads, and 7(2.7%) of them were supervisors. Respondents were also seen by qualification, of which 167 (64.2%) of them had first degree while 93 (35.8%) of them had second degree. By their work experience, 83 (31.9%) of the respondents had 1-10 years of experience, 101 (38.9%) of them had 11-20 years of experience, 49 (18.8%) of them had 21-30 years of experience, and 27 (10.4%) of them had above 30 years of work experience. The above data indicates that more than half (64.2%) of the secondary schools under study were seen led by principals who have first degree out of which a considerable number of them (38.9%) were also seen having experience between 11 and 12 years.

4.1.2 Qualitative data sources

There were three categories of participants who took part in the study as sources of qualitative data. These include secondary school principals, woreda and city education office heads, and officials from Regional Education Bureau and the Ministry, whose background information is presented as follows in table:

Table 4.2 Background information of informants

Participants	Age	No	Sex	Qualification	Years of Experience		Assigned Code
					At Current Position	Total	
Secondary Schools Principals	38	1	M	MA	12	18	PI 01
	39	1	M	MA	10	16	PI 02
	30	1	M	MA	1	8	PI 03
	42	1	M	MA	3	23	PI 04
	40	1	M	MA	3	15	PI05
	38	1	M	MA	4	15	PI06
	36	1	M	MA	1	16	PI07
City Edu. Dpt Heads	56	1	M	BED	3	36	EOHI01
	42	1	M	BA	6	16	EOHI02
Woreda Education Office Heads	32	1	M	BA	1	11	EOHI03
	34	1	M	MA	2	12	EOHI04
	36	1	M	BSc	2	12	EOHI05
	28	1	M	BA	1	8	EOHI06
	38	1	M	BA	2	14	EOHI07
MoE	41	1	M	MA	9	18	HOI01
REB	57	1	M	BA	19	36	HOI02

Table 4.2 above presents the background information of educational leaders who took part in the study as qualitative data sources, from four educational management levels (secondary schools, woreda and cities, Regional Education Bureau, and the Ministry). Accordingly, the informants include 7 secondary school principals, 5 Woreda Education Office heads, 2 City Education Office heads, 1 Regional Education Bureau (REB) official, and 1 official working at the federal Ministry. For identification purpose, the informants were coded being categorized into three: secondary school principals were coded from PI01-PI07, woreda and city education officials were coded from EOHI01-EOHI07, and the two officials who participated in the study from REB and the Ministry were coded as HOI02 and HOI01, respectively.

With regards to the qualification of informants, all the secondary schools had principals who have MA degree, of course in different fields of study. When it comes to those officials that participated in the study, most of them (6 out of 7) had first degree. Likewise, those officials who participated in the study from REB and the Ministry had first and second degree, respectively. In relation to age, the secondary school principals ranged between 30 and 42. The age range of those officials who took part in the study from woredas and cities goes between 28 and 38 years. For the 2 higher officials who took part in the study from REB and the Ministry, their ages were 57 and 41, respectively. With regards to sex, all of the respondents were male. In relation to work experience, the secondary school principals had experience ranging between 1 and 12 years at their current position while their total years of experience ranges between 8 and 23 years. Likewise, woreda and city education officials who participated in the study had work experience of 1 to 6 years at their current position while their total work experience ranges between 8 and 36 years. When work experience is seen for those officials participated in the study from REB and the Ministry, they had 9 and 19 years at their current positions, while they had 18 and 36 years of total work experience, respectively.

4.2 Analysis and Interpretation of Data

As described in the methodology section, this research employed a QUAN + QUAL concurrent mixed methods design, where qualitative results were collected to triangulate and corroborate the quantitative results to get better insight and understanding about the research topic and thereby lead to credible findings and conclusions. To meet this purpose, data analysis performed at two levels under which quantitative and qualitative data were analyzed independently.

In general, with almost all of those policy implementation documents mentioned earlier, it is indicated that school leadership is distributed in such a way that school stakeholders (principals, vice principals, department heads, unit leaders, teachers, students, parents, and the community) participate in schools' decision making, even though not explicitly mentioned using the phrase 'distributed leadership'. With the documents, school organizational structure which facilitates the participation of school community members on decision making activities of schools is provided. This indicates that school leadership is not left only to the principal. Rather, the involvement of school community is welcomed with the assumption that it helps the stakeholders to exercise leadership roles and contribute for the betterment of teaching learning that takes place in the classroom. From this, one can understand that at current the Ethiopian education system allows schools to manage their activities through practicing distributed leadership, with the intention to realize personalized learning in schools where all students, irrespective of their social and economic background, able to learn.

4.2.2 Quantitative Data Analysis

4.2.2.1 The extent to which secondary school principals practice distributed leadership

Under this sub-section, the data collected to understand the extent to which secondary school principals practice distributed leadership in the secondary schools under study are presented and analyzed. In this regard, the data are presented being divided under three major dimensions: the extent to which principal leadership is practiced, the extent to which teacher leadership is practiced, and the extent to which school system leadership is practiced.

Table 4:3 Distributed leadership practice

Item	N	M	SD
1. The principal actively participates alongside teachers in their subject area instructional meetings.	26	3.3	1.1
	0	5	9
2. The principal is knowledgeable about the school's instructional issues.	26	3.5	1.1
	0	0	0
3. The school's goals are aligned with that of woreda's	26	3.5	1.1
	0	0	3
4. The principal provides leadership in improving students' academic achievement.	26	3.5	1.0
	0	4	4
5. The school has clearly written vision statement.	26	3.6	1.1
	0	0	2
6. Teachers have understanding about the school's vision and can clearly describe it when necessary.	26	3.5	1.2
	0	0	0
<i>Cumulative</i>	260	3.48	1.13

As presented in table 4:3 above, to verify the extent to which principal leadership is practiced in the secondary schools working in the study area, six indicators were utilized. For the analysis purpose, mean and standard deviation of the indicators were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after the other for the 6 indicators: in measuring the extent to which principal leadership is practiced, principals' active participation alongside teachers in their subject area instructional meetings was rated as undecided (neither/nor) ($M = 3.35$, $SD = 1.19$); the fact that principals are knowledgeable about the school's instructional issues was also rated as undecided (neither/nor) ($M = 3.50$, $SD = 1.10$); the extent to which school goals are aligned with that of woreda's was rated as undecided (neither/nor) ($M = 3.50$, $SD = 1.13$); the extent to which the principals provide leadership in improving students' academic achievement was rated as adequate/satisfactory ($M = 3.54$, $SD = 1.04$); the degree to which the secondary schools under study have clearly written vision statement was rated as adequate/satisfactory ($M = 3.60$, $SD = 1.12$); and the extent to which teachers have understanding about the school's

vision and can clearly describe it when necessary was rated as neutral/neither/nor ($M = 3.50$, $SD = 1.20$).

When the cumulative value of the above 6 sub-scales is considered, it indicates neutral value ($M = 3.48$, $SD = 1.13$). This implies that the extent to which principals practice distributed leadership, as rated by ‘principal leadership’ sub-scale indicated a neutral or neither/nor result, which is a score below satisfactory. From this, it is possible to deduce that principals’ distributed leadership practice, as rated by ‘principal leadership’ sub-scale was below satisfactory.

Table 4:4 The extent to which teacher leadership is practiced

Items	N	Mean	SD
1. Teachers are interested to participating in school leadership activities.	260	3.42	1.23
2. Informal school leaders play important role in improving the performance of their colleagues.	260	3.32	1.08
3. Informal school leaders play important role in improving students’ achievement.	260	3.37	1.05
4. The school has improved its capacity by providing professional staff formal opportunities to take on leadership roles.	260	3.30	1.10
5. There is a clearly set criteria used to select potential teachers for leadership positions.	260	2.94	1.25
6. Teachers discuss and help one another to solve problems.	260	3.72	1.12
7. Teachers discuss strategies and share materials.	260	3.65	1.11
<i>Cumulative</i>	260	3.39	1.13

As presented in table 4:4 above, to measure the extent to which teacher leadership is practiced in the secondary schools working in the study area, seven indicators were utilized.

For the analysis purpose mean and standard deviation of the indicators were considered. The measurement followed rating between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after the other for the 7 indicators: in measuring the extent to which teacher leadership is practiced, teachers' interest to participate in school leadership activities was rated as neutral (neither/nor) ($M = 3.42$, $SD = 1.23$); the important role that informal school leaders play in improving the performance of their colleagues was also rated as neutral (neither/nor) ($M = 3.32$, $SD = 1.08$); the extent to which informal school leaders play important role in improving students' achievement was also rated as neutral (neither/nor) ($M = 3.37$, $SD = 1.05$); the level at which the secondary schools have improved their capacity by providing professional staff formal opportunities to take on leadership roles was rated as neutral (neither/nor) ($M = 3.30$, $SD = 1.10$); the existence of a clearly set criteria used to select potential teachers for leadership positions was rated as neutral (neither/nor) ($M = 2.94$, $SD = 1.25$); the level at which teachers discuss and help one another to solve problems was rated as adequate or satisfactory ($M = 3.72$, $SD = 1.12$); and the level at which teachers discuss strategies and share materials was rated as adequate or satisfactory ($M = 3.65$, $SD = 1.11$).

When the cumulative value of the above 7 sub-scales is taken, it indicates neutral value ($M = 3.39$, $SD = 1.13$). This implies that the extent to which principals' practice distributed leadership, as rated by 'teacher leadership' sub-scale indicated a neutral or neither/nor result, which is a score below satisfactory. From this, it is possible to deduce that principals' distributed leadership practice, as rated by 'teacher leadership' sub-scale was below satisfactory.

Table 4:5 The practice of school system leadership

Items	N	Mean	SD
1. The school uses teacher made assessment results to improve instructional programs.	260	3.72	1.11
2. The school uses regional and national assessment results to improve instructional programs.	260	3.60	1.10
3. Teachers and principals share accountability for students' academic performance.	260	3.76	1.02
4. Teachers and principals share accountability for meeting external standards of school monitoring and evaluation.	260	3.55	1.10
5. Teachers have the classroom skills and skills needed to work with teaching-learning teams.	260	3.97	0.93
6. Through assessment for learning, every student's progress is monitored and constantly provided with support, remediation, and enhancement.	260	3.54	1.10
7. The national curriculum framework remains recommended areas of study (lives more space for different learners to work at different depth).	260	3.38	1.00
8. The education policy and other strategy documents provide school principals with the opportunity to share leadership practices.	260	3.35	1.17
<i>Cumulative</i>	260	3.61	1.10

As presented in table 4:5above, to measure the extent to which school system leadership is practiced in the secondary schools working in the study area, eight indicators were utilized. For the analysis purpose mean and standard deviation of the indicators were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after the other for the 8 subscales in the order they are presented above: in measuring the extent to which school system leadership is practiced, the extent to which the secondary schools use teacher made assessment results to improve instructional programs was rated as adequate or satisfactory ($M = 3.72$, $SD = 1.11$); the extent to which the

secondary schools use regional and national assessment results to improve instructional programs was also rated as adequate or satisfactory ($M = 3.60$, $SD = 1.10$); the extent to which teachers and principals share accountability in the secondary schools for students' academic performance was again rated as adequate or satisfactory ($M = 3.76$, $SD = 1.02$); the extent to which teachers and principals share accountability for meeting external standards of school monitoring and evaluation was rated as adequate or satisfactory ($M = 3.55$, $SD = 1.10$); the extent to which teachers have the classroom skills and skills needed to work with teaching-learning teams was rated as adequate or satisfactory ($M = 3.96$, $SD = 0.93$); the extent to which through assessment for learning, every student's progress is monitored and constantly provided with support, remediation, and enhancement in the secondary schools was also rated as adequate or satisfactory ($M = 3.54$, $SD = 1.10$); the level at which the national curriculum framework remains recommended areas of study in the secondary schools was rated as neutral or neither/nor ($M = 3.38$, $SD = 1.00$); and the extent to which the education policy and other strategy documents provide school principals with the opportunity to share leadership practices was rated as neutral or neither/nor ($M = 3.35$, $SD = 1.17$).

When the cumulative value of the above 8 sub-scales is considered, it indicates adequate or satisfactory value ($M = 3.61$, $SD = 1.10$). This implies that the extent to which secondary school principals practice distributed leadership, as rated by 'school system leadership' sub-scale was indicated a satisfactory result. From this, it is possible to deduce that principals' distributed leadership practice, as rated by 'school system leadership' sub-scale was satisfactory.

In summary, the analysis result of the quantitative data collected and analyzed to identify the extent to which principals practice distributed leadership in the secondary schools under study indicated medium to high results (principal leadership and teacher

leadership were rated as neutral or below satisfactory while school system leadership was rated as satisfactory). This implies that in the secondary schools under study, principals were found practicing distributed leadership from below satisfactory to satisfactory level, which indicates the more efforts need to be made to practice it to the fullest, where it could contribute to the maximum of its capacity for secondary school goal achievement.

4.2.2.2 The effectiveness of distributed leadership practices in the secondary schools

The second specific objective of the study deals with the effectiveness of distributed leadership practices in the secondary schools under study. The results of data analysis which indicates the level of effectiveness of the practices of distributed leadership are presented in table 4:6 as hereunder:

Table 4:6 The effectiveness of distributed leadership practices

Description	N	Mean	SD
1. School organization	260	3.38	.86
2. School culture	260	3.57	.76
3. Teacher leadership	260	3.39	.81
4. Principal leadership	260	3.48	.85
5. School system leadership	260	3.61	.75
<i>Cumulative</i>	260	3.49	.81

As presented in table 4:6 above, to measure the extent to which the secondary schools working in the study area are effective in practicing distributed leadership, five indicators were utilized: school organization, school culture, teacher leadership, principal leadership, and school system leadership.

To analyze the data, mean and standard deviation of the indicators were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one

after the other for the 5 indicators in the order that they are presented above: the extent to which the secondary schools are effective in relation to their school organization was rated as neutral or neither/nor ($M = 3.38$, $SD = .86$); the extent to which the secondary schools under study were effective in relation to their school culture was rated as adequate or satisfactory ($M = 3.57$, $SD = .76$); the extent to which the secondary schools under study were effective in practicing teacher leadership is rated as neutral or neither/nor ($M = 3.39$, $SD = .81$); the extent to which the secondary schools under study were effective in practicing principal leadership was rated as neutral or neither/nor ($M = 3.48$, $SD = .85$); and the extent to which the secondary schools under study were effective in practicing school system leadership was rated as adequate or satisfactory ($M = 3.61$, $SD = .75$).

When the cumulative value for the above 5 sub-scales is seen, it indicates neutral or neither/nor value ($M = 3.49$, $SD = .81$). This implies that the extent to which the principals working in the secondary schools under study were effective in practicing distributed leadership was found to be medium, as rated by the five dimensions of distributed leadership practice rating scales. From this, it is possible to conclude that principals working in the secondary schools under study were not fully effective in practicing distributed leadership.

4.2.2.3 Opportunities and enabling conditions in place to practice distributed leadership in the secondary schools

The third specific objective of the study deals with the opportunities and enabling conditions in place to practice distributed leadership in the secondary schools under study. This specific objective has two break downs under it: the level at which school culture supports distributed leadership practices and the level at which school system leadership enables distributed leadership practices. Accordingly, the two breakdown points are analyzed separately as follows one after the other in their order.

Table 4:7 School culture support for practicing distributed leadership

No	Description	N	Mea n	SD
1.	It is apparent that many of the teachers at the school can take leadership role.	260	3.25	1.12
2.	Teachers at our school discuss and help one another to solve problems.	260	3.67	1.14
3.	There is mutual respect and trust among the staff.	260	3.84	1.02
4.	There is mutual respect and trust between the staff and school administration	260	3.59	1.10
5.	Teachers' instructional learning expectations are high for their students.	260	3.83	1.02
6.	All students, regardless of their economic status, are expected to achieve high results.	260	3.23	1.20
<i>Cumulative</i>		260	3.57	1.1

To measure the level at which school culture supports distributed leadership practices in the secondary schools working in the study area, six points were taken as indicators, utilizing a five points Likert-scale of measurement. To analyze the data, mean and standard deviation of the indicators were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after for the 6 indicators in the order they are presented above: in measuring the level at which the secondary school culture supports teachers to take leadership role was rated as neutral or neither/nor ($M = 3.25$, $SD = 1.12$); the level at which school culture supports teachers working at the secondary schools under study to discuss and help one another to solve problems was rated as adequate or satisfactory ($M = 3.67$, $SD = 1.14$); the level at which school culture helps to develop mutual respect and trust among the staff was rated as adequate or satisfactory ($M = 3.84$, $SD = 1.02$);

the degree to which school culture supports to develop mutual respect and trust between the staff and school administration was rated as adequate or satisfactory ($M = 3.59$, $SD = 1.10$); the level at which school culture supports to bring higher teachers' instructional learning expectations for their students was rated as adequate or satisfactory (3.83 , $SD = 1.02$); and the level at which school culture supports the works of the secondary schools under study in relation to realizing school situation where all students, regardless of their economic status, are expected to achieve high results was rated as neutral or neither/nor ($M = 3.23$, $SD = 1.20$).

When the cumulative value for the above 6 sub-scales is seen, it indicates adequate or satisfactory value ($M = 3.57$, $SD = 1.1$). This implies that the extent to which the school culture supports principals working in the secondary schools under study in practicing distributed leadership was found to be adequate (Medium to high), as rated by the six dimensions of school culture sub-scale. From this, it is possible to conclude that the support that school culture provides to principals working in the secondary schools under study to practice distributed leadership is satisfactory.

Table 4:8 School organization as enabling condition for practicing distributed leadership

No	Description	N	M	SD
1.	The school's daily and weekly schedules provide time for teachers to collaborate on instructional issues.	260	3.8	1.0
			8	7
2.	There is a formal structure in place in the school to provide teachers and other school communities the opportunity to participate on school level instructional decision making.	260	3.3	1.2
			7	1
3.	Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contribution for the school.	260	3.4	1.1
			8	5
4.	Teachers who assume leadership roles have sufficient resources to make meaningful contribution for the school.	260	3.2	1.1
			0	8
5.	The school's weekly schedule provides time for grade level teams to meet with the administration to discuss instructional issues.	260	3.3	1.2
			0	3
6.	Teachers who provide coaching in their subject area instruction are provided sufficient school time to assist their colleagues in improving their teaching strategies.	260	3.3	1.2
			0	5
7.	The current secondary school organizational structure allows different teams to participate on decision making of the schools.	260	3.1	1.1
			8	5
<i>Cumulative</i>		260	3.40	1.18

To measure the level at which school organization supports distributed leadership practices in the secondary schools working in the study area, seven points were taken as indicators utilizing a five points Likert-scale of measurement. To analyze the data, mean and standard deviation of the indicators were considered. The measurement followed rating between 1 and 5 on a Likert-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented for the 7 indicators one after the other in the order that they are presented above: in measuring the level at which the school's daily and weekly schedules provide time for teachers to collaborate on instructional issues was rated as adequate or satisfactory ($M = 3.88$, $SD = 1.07$); the level at which formal structure is in place in the secondary schools under study to provide teachers and other school communities the opportunity to participate on school level instructional decision making was rated as neutral or neither/nor ($M = 3.37$, $SD = 1.21$); the existence of the experience by which teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contribution for the school was rated as neutral or neither/nor ($M = 3.48$, $SD = 1.15$); the existence of the experience by which teachers who assume leadership roles have sufficient resources to make meaningful contribution for the school was rated as neutral or neither/nor ($M = 3.20$, $SD = 1.18$); the level at which secondary schools' weekly schedule provides time for grade level teams to meet with the administration to discuss instructional issues was rated as neutral or neither/nor ($M = 3.30$, $SD = 1.23$); the level at which teachers who provide coaching in their subject area instruction are provided sufficient school time to assist their colleagues in improving their teaching strategies was rated as neutral or neither/nor ($M = 3.30$, $SD = 1.25$); and the level at which the current secondary school organizational structure allows different teams to participate on

decision making of the schools was again rated as neutral or neither/nor ($M = 3.18$, $SD = 1.15$).

When the cumulative value for the above 7 sub-scales is seen, it indicates neutral or neither/nor value ($M = 3.40$, $SD = 1.18$). This implies that the extent to which the school organization supports principals working in the secondary schools under study in practicing distributed leadership was found to be medium, as rated by the seven sub-scales of school organization dimension. From this, it is possible to conclude that the support that school organization provides to principals working in the secondary schools under study to practice distributed leadership is below satisfactory.

In sum, the results of the quantitative data collected and analyzed to verify the existence of enabling conditions to practice distributed leadership in the secondary schools under study indicated medium to satisfactory results (school culture dimension was rated as satisfactory while school organization dimension was rated as neutral or below satisfactory). This implies that the existence of enabling conditions for secondary school principals to practice distributed leadership was rated between medium to satisfactory. From this, it is possible to conclude that the secondary schools under study are working under a situation where there found some enabling conditions even though there remains more works to be done to bring to the level where school conditions play great role for secondary school goal achievement.

Table 4.9: Respondents' view by job position

Scales and Sub-scales	Teachers No=239		Dpt. Heads No=14		Superviso rs No=7		Total No=260	
	M	SD	M	SD	M	SD	M	SD
1 The principal actively participates alongside teachers in their subject area instructional meetings.	3.3	1.20	3.6	1.22	3.0	0.82	3.3	1.19
2 The principal is knowledgeable about the school's instructional issues.	3.5	1.06	3.9	1.20	3.3	.95	3.5	1.07
3 The school's goals are aligned with that of the school woreda's.	3.5	1.12	3.4	1.28	2.7	1.25	3.5	1.13
4 The principal provides leadership in improving students' academic achievement.	3.5	1.03	3.9	1.23	2.9	.90	3.5	1.04
5 The school has clearly written vision statement.	3.6	1.10	3.9	1.23	2.7	1.50	3.6	1.12
6 Teachers have understanding about the school's vision and can clearly describe it when necessary.	3.5	1.19	3.4	1.45	2.6	.90	3.5	1.20

As indicated in table 4.9 above, to measure the level at which the responses of the respondents vary by their job position in measuring principals' distributed leadership practice, six points were utilized as indicators on a five points Likert-scale of measurement. To analyze the data, mean and standard deviation of the indicators were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after the other for the 6 indicators in the order that they are presented above: in measuring the extent to which principals actively participate alongside teachers in their subject area

instructional meetings, the three groups of respondents (teachers, department heads, and supervisors) rated it differently: teachers and supervisors rated it as neutral/ undecided ($M = 3.3$, $SD = 1.20$) and ($M = 3.0$, $SD = 0.82$), respectively while department heads rated it as adequate/ satisfactory ($M = 3.6$, $SD = 1.22$). This implies that the three groups of respondents rated distributed leadership practices of secondary school principals working in the sample secondary schools under study in relation to ‘the extent to which principals actively participate alongside teachers in their subject area instructional meetings’ differently (lower by supervisors, medium by teachers, and relatively higher by department heads).

Besides, while the two groups (teachers and supervisors) rated as neutral, only the department heads’ group rated it as satisfactory. This may also indicate the existence of variation between those that formally share leadership roles and those that do not, in measuring the extent to which principals actively participate alongside teachers in their subject area instructional meetings. From this one can understand that principals’ distributed leadership practice was rated as low to medium level, indicating the fact that the principals may lack the information that could help them to provide support that their teachers need from them on their instructional matters. Therefore, from the results, it is possible to deduce that the principals working in the secondary schools under study were found to practice distributed leadership below the expectation. And this may negatively affect secondary schools’ goal achievement.

In measuring the extent to which the principal is knowledgeable about the school’s instructional issues, the three groups of respondents (teachers, department heads, and supervisors) rated differently: teachers and supervisors rated it as neutral/undecided ($M = 3.5$, $SD = 1.06$) and ($M = 3.3$, $SD = 0.95$), respectively while department heads rated it as adequate/satisfactory ($M = 3.9$, $SD = 1.20$). This implies that the three groups of respondents

rated distributed leadership practice of secondary school principals working in the sample secondary schools, as rated by the indicator ‘the extent to which the principal is knowledgeable about the school’s instructional issues’ differently. Overall, the measurement indicated a low to relatively higher results (lower by supervisors, medium by teachers, and relatively higher by department heads).

This might be due to the fact that the principals’ lack education and experience in relation to instructional issues, which may help them to provide support that teachers need from them on their instructional matters, indicating their low to medium level of distributed leadership practice. Therefore, from the above analysis results, it is possible to deduce that the principals working in the secondary schools under study were found to practice distributed leadership not to their fullest capacity in this regard. And this may negatively affect secondary schools’ goal achievement.

In measuring the extent to which a school’s goals are aligned with that of the school woreda’s, the three groups of respondents (teachers, department heads, and supervisors) rated it similarly: all the three groups of respondents rated it as neutral/undecided ($M = 3.5$, $SD = 1.12$), ($M = 3.4$, $SD = 1.28$), and ($M = 2.7$, $SD = 1.25$), respectively. From the above results it is possible to understand that even though the results indicated uniformly neutral results in general, when looked in detail still there is variation among the three groups of respondents in rating distributed leadership practice of secondary school principals working in the sample secondary schools in relation to the extent to which the school’s goals are aligned with that of the school woreda’s’(lower by supervisors and slightly higher by both teachers and department heads).

This indicates that there is a slight variation among the three groups in measuring distributed leadership practices of principals in relation to the extent to which the school’s

goals are aligned with that of the school woreda's. This implies that the principals' experience in setting their school goals as a share of educational goals that are set by their upper level educational management institutions, which may help them to design achievable objectives for their schools' is found to be below average, indicating their low level of distributed leadership practice. Therefore, from the above analysis results, it is possible to deduce that the principals working in the secondary schools under study were found to practice distributed leadership below the expectation in this regard. And this may negatively affect secondary schools' goal achievement.

In measuring the extent to which the principal provides leadership in improving students' academic achievement, the three groups of respondents (teachers, department heads, and supervisors) rated it differently: teachers and supervisors rated it as neutral/undecided ($M = 2.9$, $SD = 0.90$) and ($M = 3.5$, $SD = 1.03$), respectively while department heads rated it as adequate/satisfactory ($M = 3.9$, $SD = 1.23$). In detail, the three groups of respondents rated distributed leadership practices of secondary school principals working in the sample secondary schools, in relation to 'the extent to which the principal provides leadership in improving students' academic achievement' differently (lowest by supervisors, medium by teachers, and relatively higher by department heads). This may also indicate the existence of variation between those that formally share leadership roles and those that do not, in measuring 'the extent to which the principal provides leadership in improving students' academic achievement'. From this one can understand that principals' distributed leadership practice was rated as low to medium level, indicating the fact that the principals may lack the education and experience that helps them to practice distributed leadership at their respective secondary schools. Therefore, from the results, it is possible to deduce that the principals working in the secondary schools under study were found to

practice distributed leadership below the expectation, which could negatively affect secondary schools' goal achievement.

In measuring the extent to which the school has clearly written vision statement, the three groups of respondents (teachers, department heads, and supervisors) rated differently: teachers and department heads rated it as adequate/satisfactory ($M = 3.6$, $SD = 1.10$) and ($M = 3.9$, $SD = 1.23$), respectively while supervisors rated it as neutral/undecided ($M = 2.7$, $SD = 1.50$). This implies that the three groups of respondents rated distributed leadership practice of secondary school principals working in the sample secondary schools in relation to 'the extent to which the school has clearly written vision statement' differently (lowest by supervisors, medium by teachers, and relatively higher by department heads).

According to this result there is a slight variation among the three groups in measuring distributed leadership practices of principals in relation to 'the extent to which the school has clearly written vision statement'. This implies that the principals lack education and experience in envisioning their school's future as to where it will reach after some years, indicating their low level of distributed leadership practice. Therefore, from the above analysis results, it is possible to deduce that the principals working in the secondary schools under study were found to practice distributed leadership below the expectation in this regard. And this may negatively affect secondary schools' goal achievement.

In measuring the extent to which teachers have understanding about the school's vision and can clearly describe it when necessary, the three groups of respondents (teachers, department heads, and supervisors) rated it similarly: all the teachers, department heads, and supervisors rated it as neutral/undecided ($M = 3.5$, $SD = 1.19$), ($M = 3.4$, $SD = 1.45$), and ($M = 2.6$, $SD = 0.90$), respectively. This implies that the three groups of respondents rated distributed leadership practice of secondary school principals working in the sample

secondary schools, in relation to ‘the extent to which teachers have understanding about the school’s vision and can clearly describe it when necessary’ similarly as medium.

According to this result there is only a slight variation among the three groups in measuring distributed leadership practices of principals in relation to ‘the extent to which teachers have understanding about the school’s vision and can clearly describe it when necessary’ This implies that the principals may not participate teachers when developing their school’s strategic plan and might not tried to inform them in relation to what is envisioned for the school. This could be due to lack of education and experience that the principals’ have on how to develop and implement school’s strategic plan. Therefore, from the above analysis results, it is possible to deduce that the principals working in the secondary schools under study were found to practice distributed leadership below the expectation in this regard. And this may negatively affect secondary schools’ goal achievement.

To summarize the above analysis results, for all the six points on which the analysis is made by the three group of respondents (teachers, department heads, and supervisors) though there existed a slight variation among the three groups in rating the six indicators, in general, the ratings indicated a low to medium level of measurement. This implies that distributed leadership practices of principals working in the secondary schools under study were rated at low to medium level. From this one can understand that the secondary school principals were seen not practicing distributed leadership to the expectation. As a result, the secondary schools may not fully benefited from practicing distributed leadership. And this may have negative impact on the effectiveness of those secondary schools with regards to improving students’ learning achievement, since effective practice of distributed leadership is assumed to have positive impact on students’ academic achievement.

Table 4.10: Respondents' view by gender

Scales and Sub-scales	Male		Female		Total	
	No=232		No=28		No=260	
	M	SD	M	SD	M	SD
1. The principal actively participates alongside teachers in their subject area instructional meetings.	3.4	1.18	3.3	1.30	3.3	1.19
2. The principal is knowledgeable about the school's instructional issues.	3.5	1.04	3.6	1.28	3.5	1.70
3. The school's goals are aligned with that of the school woreda's	3.4	1.11	3.8	1.30	3.5	1.13
4. The principal provides leadership in improving students' academic achievement.	3.5	1.02	3.5	1.23	3.5	1.04
5. The school has clearly written vision statement.	3.5	1.10	3.9	1.30	3.6	1.12
6. Teachers have understanding about the school's vision and can clearly describe it when necessary.	3.4	1.19	3.8	1.30	3.5	1.20

As indicated in table 4.10 above, to measure the level at which the responses of the respondents vary by sex in measuring principals' distributed leadership practice, six indicators were utilized on a five points Likert-scale of measurement. To analyze the data, mean and standard deviation of the results were considered. The measurement followed ratings between 1 and 5 on a Liker-scale range of measurement as minimum and maximum points, respectively. Accordingly, the results are presented one after the other for the 6 indicators in the order that they are presented above: in measuring the extent to which principals actively participate alongside teachers in their subject area instructional meetings, the two groups of respondents (male and female) rated it similarly: males rated as neutral (M = 3.4, SD = 1.18) and females also rate it as neutral (M = 3.3. SD = 1.30). This implies that the extent to which the two groups of respondents rate distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by the extent

to which principals actively participate alongside teachers in their subject area instructional meetings is similar as medium.

In measuring the degree to which the principal is knowledgeable about the school's instructional issues, the two groups of respondents (male and female) rated it slightly differently: males rate as neutral ($M = 3.5$, $SD = 1.04$) and females also rate it as neutral ($M = 3.6$, $SD = 1.28$). This implies that the extent to which the two groups of respondents rated distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by the degree to which the principal is knowledgeable about the school's instructional issues is similar as medium level.

In measuring the extent to which school's goals are aligned with that of the school woreda's, the two groups of respondents (male and female) rated it differently: males rate as neutral ($M = 3.4$, $SD = 1.11$) and females also rate it as neutral ($M = 3.8$, $SD = 1.30$). This implies that the extent to which the two groups of respondents looked at distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by the extent to which school's goals are aligned with that of the school woreda's varies from medium to high.

In measuring the degree to which a principal provides leadership in improving students' academic achievement, the two groups of respondents (male and female) rated it similarly: males rated it as neutral ($M = 3.5$, $SD = 1.02$) and females also rate it as neutral ($M = 3.5$, $SD = 1.23$). This implies that the extent to which the two groups of respondents rate distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by the degree to which a principal provides leadership in improving students' academic achievement, is similar medium.

In measuring whether the school has clearly written vision statement, the two groups of respondents (male and female) rated it differently: males rated it as neutral ($M = 3.5$, $SD = 1.10$) while females rated it as neutral ($M = 3.9$, $SD = 1.30$). This implies that the extent to which the two groups of respondents rated distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by whether the school has clearly written vision statement, varies from medium to high.

In measuring the extent to which teachers have understanding about the school's vision and can clearly describe it when necessary, the two groups of respondents (male and female) rated it differently: males rate as neutral ($M = 3.4$, $SD = 1.19$) while females rated it as neutral ($M = 3.8$, $SD = 1.30$). This implies that the extent to which the two groups of respondents rated distributed leadership practices of secondary school principals working in the sample secondary schools, as rated by the extent to which teachers have understanding about the school's vision and can clearly describe it when necessary, varies from medium to high.

In sum, with the efforts made to see whether there is difference by gender in measuring the extent to which principals working in the sample secondary schools practice distributed leadership, there found only a slight variation, from medium to high, interchangeably between the two groups of respondents (male and female). In general, the ratings indicated results between medium and slightly high. This implies that the two groups of respondents rated the extent to which the principals working in the secondary schools under study practice distributed leadership in their respective schools from medium to slightly high. From this one can easily understand that the principals working in the secondary schools under study were seen, though efforts are made, not fully practicing distributed leadership in their

respective schools. And this may negatively affect their school effectiveness in relation to their overall objective, which is realizing better students' academic achievement.

Nonparametric correlation analysis

At the planning stage for the research, it was intended to conduct correlation analysis to verify the level at which the five dimensions of distributed leadership (school organization, school culture, teacher leadership, school system leadership, and principal leadership) relate to one another in supporting principals' distributed leadership practice. And for correlation analysis Pearson's correlation was planned. However, through the quantitative data analysis, the fact that the data, after entered into SPSS for analysis and checked for normality, were found to be not normally distributed and after transformed also continued to be the same led the analysis to apply nonparametric analysis. As a result, shifting was made from the earlier chosen Pearson correlation analysis to Spearman correlations analysis.

Table 4.11: Spearman correlations analysis result

			SO	SC	TL	PL	SSL
Spearman's rho	SO	Correlation Coefficient	1.000	.644*	.713*	.673*	.594*
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	260	260	260	260	260
	SC	Correlation Coefficient	.644*	1.000	.788*	.655*	.660*
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	260	260	260	260	260
	TL	Correlation Coefficient	.713*	.788*	1.000	.764*	.674*
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	260	260	260	260	260
	PL	Correlation Coefficient	.673*	.655*	.764*	1.000	.697*
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	260	260	260	260	260
	SSL	Correlation Coefficient	.594*	.660*	.674*	.697*	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.
		N	260	260	260	260	260

** . Correlation is significant at the 0.01 level (2-tailed).

As presented in table 4.11 above, the analysis results of the correlation between and among the five dimensions of distributed leadership are presented as here under: The correlation analysis results indicated a correlation coefficient of .644** and a Sig. value of 0.000 between school organization and school culture, indicating that there is positive correlation between school organization and school culture and the correlation is statistically significant at $\alpha = 0.01$ level of significance. That means school organization and school culture dimensions go in line supporting one another. This indicates that as school organization goes better, so does school culture in contributing for the practice of distributed leadership in the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .713** and a Sig. value of 0.000 between school organization and teacher leadership, indicating that there is a strong positive correlation between school organization and teacher leadership and the correlation is statistically significant. This indicates that as school organization goes better, so does teacher leadership and the two support each other in contributing for the practice of distributed leadership in the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .673** and a Sig. value of 0.000 between school organization and principal leadership indicating a positive correlation between school organization and principal leadership and the correlation is statistically significant. This indicates that school organization supports principals' distributed leadership practice at the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .594** and a Sig. value of 0.000 between school organization and school system leadership, indicating that there is positive correlation between school organization and school system leadership and the correlation is statistically significant. This implies that school organization and school

system leadership support each other in contributing for practicing distributed leadership in the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .788** and a Sig. value of 0.000 between school culture and teacher leadership indicating that there is a strong correlation between school culture and teacher leadership and the correlation is statistically significant. This implies that school culture and teacher leadership support each other in contributing for practicing distributed leadership at the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .655** and a Sig. value of 0.000 between school culture and principal leadership indicating a positive correlation between school culture and principal leadership and the correlation is statistically significant. This indicates that school culture and principal leadership support each other in contributing for distributed leadership to be practiced in the secondary schools under study.

The correlation analysis results indicated a correlation coefficient of .660** and a Sig. value of 0.000 between school culture and school system leadership indicating that there is positive correlation between school culture and school system leadership and the correlation is statistically significant. This implies that school culture and school system leadership support each other in contributing for the practice of distributed leadership in the secondary schools under study.

The nonparametric correlation analysis results indicated a correlation coefficient of .764** and a Sig. value of 0.000 between teacher leadership and principal leadership indicating that there is high correlation between teacher leadership and principal leadership and the correlation is statistically significant. This indicates that teacher leadership and principal leadership support each other in contributing for the practice of distributed leadership in the secondary schools under study.

The nonparametric correlation analysis results indicated a correlation coefficient of .674* and a Sig. value of 0.000 between teacher leadership and school system leadership indicating that there is a positive correlation between teacher leadership and school system leadership and the correlation is statistically significant. This implies that teacher leadership and school system leadership dimensions support each other in contributing for practicing distributed leadership in the secondary schools.

The nonparametric correlation analysis results indicated a correlation coefficient of .697* and a Sig. value of 0.000 between principal leadership and school system leadership indicating that there is a positive correlation between principal leadership and school system leadership and the correlation is statistically significant. This indicates that principal leadership and school system leadership support one another in contributing for the practice of distributed leadership the secondary schools under study.

In general, the correlation analysis results indicated that all the four dimensions (school organization, school culture, teacher leadership, and school system leadership) are positively related with each other in contributing for distributed leadership practice in the secondary schools under study. When the correlation between principal leadership dimension and the other four dimensions of distributed leadership (school organization, school culture, teacher leadership, and school system leadership) is considered, teacher leadership dimension is found to be the strongest predictor of distributed leadership while school culture dimension is the weakest predictor of principal leadership.

Ordinal regression analysis results

The results of the ordinal regression analysis indicated under Model Fitting Information, the results indicated that a statistically significant values, meaning that the model fits the data well; for Goodness of Fit, the result indicated a not statistically significant

values, indicating that the model again fits well the data; under Pseudo R-square table, the value for Nagelkerke indicated that there is a 68% change on the dependent variable (principal leadership) as a result of the independent variables (school organization, school culture, teacher leadership, and school system leadership).

Under Test of Parallel Lines which indicates the proportional odds that imply whether the odds are consistent or the same across different thresholds, the results indicated statistically not significant values, implying that the test of proportionality is not violated; and under Parametric Estimates the Sig. value for the independent variables indicated statistically significant results for all of the four except one (school culture). The ordinal regression coefficients are simply interpreted as the estimated or predicted change in log odds of being in a higher group/category on the dependent variable (controlling for the remaining independent variables) per unit increase on the independent variable.

The analysis result came up with two types of estimates (positive and negative). Positive coefficient is interpreted as ‘for every one unit increase on teacher leadership dimension, there is a predicted increase of 1.743 in the log odds of falling at a higher level on the principal leadership. And negative coefficient is interpreted as ‘for every one unit increase on school culture, there is a predicted decrease of -0.25 in the log odds of being in a higher level on the principal leadership. From this, it is possible to understand that teacher leadership dimension was found to be a significant positive predictor of principal leadership while school culture dimension was found to be a negative significant predictor of principal leadership. From this, it is also possible to deduce that the four dimensions (school organization, school culture, teacher leadership, and school system leadership) were seen varying in providing support for practicing distributed leadership in the secondary schools under study.

4.2.3 Qualitative Data Analysis

Qualitative data analysis followed sequential steps where at first, the data collected from respondents were transcribed and then through writing and rewriting made on the transcriptions the data came to be refined. Through the process, themes and sub-themes were identified out of the data. To this end, for the analysis purpose, the data are presented being arranged under five major areas: respondents' general understanding about leadership and distributed leadership, the extent to which school principals practice distributed leadership, the level at which distributed leadership practices were effective in the secondary schools under study, opportunities and enabling conditions in place for practicing distributed leadership in the secondary schools, and the major challenges that negatively affecting distributed leadership practices and its effectiveness in the secondary schools under study.

4.2.3.1 Participants' understanding of leadership

Understanding of leadership in general

By secondary school principals

As a reminder, at the beginning, I want to inform the readers of this document that in analyzing the qualitative data, the names given for the participants are all pseudo names.

According to the responses that secondary school principal interview participants provided for the question raised to them in relation to their understanding about the term 'leadership', the principals understand it differently. While some have better understanding of it, others lag far behind in this regard. To help understand these two extreme cases, three of the direct verbatim of the informants are presented as follows:

Yonas: For me, leadership is having understanding of the situation and working towards the achievement of organizational goals **PI01**.

Kelbessa: Educational leadership is different from leadership of other institutions, since in schools we lead humans. Our outputs are also different for they take longer to produce **PI06**.

Lidetu: I understand leadership as administrative word which is leading by coordinating resources **PI02**.

By woreda and city education officials

The results of the data collected from educational officials to verify how they understand leadership indicated varied results: as leading by having the understanding of the situation with team spirit; as organizing and utilizing resources according to the organizational objectives, as a science, as a work process, as managerial processes like organizing, guiding, leading, and managing; and as serving being a role model. To help get better understanding of the issue, the direct verbatim of two of the interview participants are presented as follows:

Megersa: I understand leadership as leading in such a way that resources (like budget, HR, time, and other) are organized and utilized according to the plan of an organization and contribute for the achievement of organizational objectives **EOI02**

Arega: I understand leadership as a science. But the actual situation may not allow one to implement as needed. One of this could be lack of the necessary facilities and incentives **EOI03**.

By officials from REB and the Ministry

The results of the data collected from educational officials working at Regional Bureau of Education and the Ministry to verify their understanding about leadership indicated a better position when compared to that of those participants from secondary schools, woredas, and cities. To help get better understanding of the issue, two of the direct verbatim of the informants are presented as hereunder:

Firdu: I understand leadership as a system of management working in an organization which has a leader and followers, where followers are influenced by their leader towards the realization of organizational objectives **HOI02**.

Yilikal: I understand leadership as leading and controlling practices that leaders like school principals deal with in their daily work activities. Currently, in schools it is becoming preferable to practice leadership approach

where activities like helping each other, working in teams, working to be a role model, and in general assisting teachers both in kind and knowledge development are realized **HOI01**.

Cross case analysis of the Participants' understanding of leadership

In relation to leaders' understanding of leadership, the data analysis results indicated varied results. For the levels that cover from secondary schools up to woredas and cities, the results indicated varied results between lacking of its understanding and having the understanding and in general their level of understanding was rated at medium level. Contrary to this however the case at REB and the Ministry was found to be better. Informants participated in the study from the two levels were found to have better understanding of leadership and it was rated at higher level than that of the lower level leaders of education management, where leaders working at all levels are expected to have high level of understanding of leadership, what they are doing on their daily activities. To help understand the issue better, three of the direct verbatim of the informants are presented as hereunder:

Yonas: For me, leadership is having understanding of the situation and working towards the achievement of organizational goals **PI01**.

Megersa: I understand leadership as leading in such a way that resources (like budget, HR, time, and other) are organized and utilized according to the plan of an organization and contribute for the achievement of organizational objectives **EOI02**

Firdu: I understand leadership as a system of management working in an organization which has a leader and followers, where followers are influenced by their leader towards the realization of organizational objectives **HOI02**.

i. Understanding of distributed leadership

By secondary school principals

The data obtained through the interviews conducted with secondary school principal informants to get the level of their understanding in relation to 'distributed leadership' indicated different levels of understanding. It goes from having some understanding of it up

to totally lacking information about it. For instance, out of the 7 secondary school principals who participated on the interview, 4 of them responded that “I do not come across the phrase distributed leadership”. To help show this situation, let us look at the responses provided by two of the secondary school principals:

Kelbessa: I think distributed leadership is about sharing of works. This is expected in school leadership, since it needs distribution of works and activities. It goes from the principal, vice principals, department heads, unit leaders, home room teachers, teachers, and students **PI06**.

Samson: So far, I have not come across the phrase distributed leadership **PI 04**.

From this it is possible to conclude that in relation to having the understanding of distributed leadership, the secondary school principals were seen standing at two extremes, where some have understanding of it and some others do not have information about it to the extent that they did not hear about it so far.

By woreda and city education officials

The responses of woreda and city education official informants for the question raised to them in relation to their understanding about distributed leadership indicated that they lack understanding of it. For instance, out of the 7 education officials with whom the interview was conducted, all of them responded that they have no information about distributed leadership and even do not come across it through their education and training and work practices. To help have better understanding of the issue, two of the direct verbatim of the informants are presented as hereunder:

Megersa: No, I have never come across the phrase distributed leadership **EOI02**.

Arege: I think it is one of the leadership theories. But I do not come across it except other theories like transactional leadership and transformational leadership **EOI03**.

By officials from REB and the Ministry

The responses of the informants who take part in the study from Regional Education Bureau and the Ministry for the question raised to them in relation to their level of understanding about distributed leadership indicated that they have understanding of it. To help have better understanding of it, 2 of their direct verbatim are presented as follows:

Yilikal: I understand distributed leadership as a leadership theory which could be realized in organizations like schools where their principals, teachers, and students work together and evaluate their practices to success. Through this process, working in teams, taking responsibility and accountability, and working in collaboration could be realized as a system of democratic leadership and thereby contribute for school organizational objectives achievement **HOI01**

Firdu: The term ‘distributed leadership’ is not new to me, but I do not have clear understanding of it like instructional leadership and other leadership theories. I think it is a theory of leadership. From the term it is possible to deduce that distributed leadership is about working in collaboration **HOI02**.

Cross case analysis of participants’ understanding about distributed leadership

In relation to the level of understanding that education leaders working at different levels have in relation to distributed leadership, the data analysis results indicated varied results. The leaders were seen having varied levels of understanding on distributed leadership. At secondary school level, the leaders were categorized under two groups: some had understanding of it while some others do not have understanding of it. In the contrary, the woreda and city level educational leaders were found totally lacking understanding about distributed leadership. Different to the two lower levels, the analysis results of the data obtained from the two higher levels (REB and the Ministry) in relation to their understanding of distributed leadership indicated that they have understanding of it. From these it is possible to conclude that educational leaders working at different levels have different levels of understanding about distributed leadership, which goes from some at lower level, none at

the middle, and high at the upper levels. To help understand this case, three of the direct verbatim of the informants are presented as follows:

Kelbessa: I think distributed leadership is about sharing of works. This is expected in school leadership, since it needs distribution of works and activities. It goes from the principal, vice principals, department heads, unit leaders, home room teachers, teachers, and students **PI06**.

Areaga: I think it is one of the leadership theories. But I do not come across it except other theories like transactional leadership and transformational leadership **EOI03**.

Yilikal: I understand distributed leadership as a leadership theory which could be realized in organizations like schools where their principals, teachers, and students work together and evaluate their practices to success. Through this process, working in teams, taking responsibility and accountability, and working in collaboration could be realized as a system of democratic leadership and thereby contribute for school organizational objectives achievement **HOI01**

4.2.3.2 The extent to which school principals practice distributed leadership

i. Level of principal leadership practice

- a) Whether the secondary school principals have experience in participating alongside teachers in their subject area instructional meetings

By secondary school principals

The responses that the principal interview participants provided for the question raised to them to understand whether they have experience in participating alongside teachers in their subject area instructional meetings indicated that the principals have experience in this regard. To help have better understanding of it, let us look at two of their direct verbatim:

Lidetu: Yes, we have experience in participating alongside teachers. For example, following a training provided at school level, the vice principals and the department heads make discussion. And then the department heads discuss on the issues with their respective teachers and report to the school on issues that they reach agreement. This way the school follows the process **PI02**.

Temam: Yes, I have experience in participating on teachers' group work. For instance, when teachers work together on the issue of quality education

which goes up to the students' level, vice principals participate with teachers at every department since departments are accountable to them
PI03

ii. The status of teacher leadership practice

- a. Teachers' interest to participate on school leadership activities.

By secondary school principals

The responses obtained from the sample secondary school principals who participated on the interview conducted to collect the data needed for the study in relation to teachers' interest to participate on school leadership activities indicated two kinds of experiences: There are teachers who have interest to take part on leadership activities and of course, there are teachers who do not have interest in this regard. To help have better understanding on this issue, three of the direct verbatim of the informants are presented as hereunder:

Samson: In having interest to participate on leadership activities, there is variation among teachers. There are some who want to participate and still there are who understand leadership activities as only principals' task **PI 04**.

Temam: Teachers' interest in relation to participating on school leadership activities could be evaluated at different levels: there are who have interest and of course there are those that have not, focusing only on benefits. Overall, it is based on their interest that we participate them on leadership activities. For instance, we use those teachers who are role models and have interest to take part on leadership activities **PI03**.

Yonas: At the school, teachers have interest to participate on leadership activities. Even there is time when they inquire us to participate them. For example, at current, teachers asked the school to extend the time at which first semester final exam is given, considering their portion coverage. And the school extended the exam program for two weeks, different to other secondary schools of the city **PI01**.

- b. Whether there is formal structure that provides teachers with the opportunity to play leadership roles

By secondary school principals and education officials

The results of the data collected from principal and education official interview participants in relation to whether there is formal structure that provides teachers with the opportunity to play leadership roles indicated that there is such structure that allows the

secondary schools to participate teachers on leadership activities. To help show this situation, five of the responses of the informants are presented as hereunder:

Yonas: Yes, there is formal structure that provides teachers with the opportunity to play leadership roles. For example, on decisions that the school makes in relation to teachers and instructional activities like employment of teachers for evening classes; selection of teachers who participate on national examination as invigilators; teachers' career structure development promotion; and budget approval issues, it is a necessary condition to participate school level Teachers' Association **PI01**.

Lidetu: Yes, there is experience in participating teachers in leadership activities. This could be expressed in the form of the services that teachers provide to the school in addition to their teaching-learning activities. These include serving as a unit leader, PTA committee member, and discipline committee member, all of which are leadership activities. At all the positions, teachers have great participation in playing leadership roles and assisting the formal leaders like the principal, the vice principals, and the department heads **PI02**.

Samson: Yes, there is formal structure that allows teachers to participate on leadership activities and we do most of the things together with teachers **PI 04**.

Firdu: Yes, there is formal structure that provides teachers with the opportunity to play leadership role in secondary schools. Following secondary school organizational structure, teachers have the chance to play leadership role by taking positions like department head, unit leader, and homeroom teacher **HOI02**.

Yilikal: Even though there is no such a formally structured approach, there are different attempts that the Ministry is undergoing to create a school system in which teachers are provided with the opportunity to practice leadership role. For instance, by the years 2009 and 2010, the Ministry after selecting 1,024 and 1,794 female teachers nationwide provided them with a short-term basic leadership skills development training earlier to their placement to school principal ship position. **HOI01**.

- c. Whether there is clearly set criteria to select potential teachers who participate on leadership activities

By secondary school principals

The responses that principal interview participants provided for the question raised to them to understand whether there is clearly set criteria to select potential teachers for leadership positions revealed that there exist two different practices: At some of the

secondary schools there is clearly set criteria to choose teachers who participate on leadership activities while at others, there is not such a criteria. For instance, out of the 7 principal interview participants, 5 of them responded that there is not such set criteria to choose teachers who participate on leadership activities. To help have a better look on this issue, let us look at three of their direct verbatim:

Lidetu: When we select teachers to work at leadership positions, there are some work related criteria that we use. For instance, in the selection process teachers who have better performance evaluation results, better teaching learning practices, and who are disciplined at the place where they live are selected **PI02**.

Kelbessa: Our case is somewhat different. Out of the 55 teachers that we have, most of them are experienced and we use them for different works that even there is time when they guide us. The only challenge is that students' result is lower due to the fact that students have very low interest at their education **PI06**.

Yonas: No, there are no officially set criteria as such. But we base ourselves on some criteria like having long years of experience in school leadership, since we have many teachers who have long years of experience in this regard **PI01**.

- d. Whether teachers have experience in forming groups to help each other and how therole of the informal leaders in this regard

By secondary school principals

According to the responses of principal interview participants for the question raised to them to understand whether teachers have experience in forming groups to help each other and the role of the informal leaders in this regard, there are 2 extreme cases: there are schools in which teachers have experience in forming groups to help each other. And of course there are schools in which this experience is non-existent. In those secondary schools where the practice exists, the informal leaders play great role. For instance, out of the 7 secondary school principals who participated on the interviews, 5 of them witnessed that their school teachers have experience in forming groups to help each other on their works while 2 of them replied that teachers of their schools do not have experience in this regard. To help have

better understanding on this issue, three of the direct verbatim of the informants are presented as hereunder:

Lidetu: At the school, there is a trend of assisting each other. This was earlier expressed in the form of one-to-five grouping which is team-based form of working together. At current, there is another experience which is known as cyclical approach, which is taken from Japanese experience. The cyclical approach suggests working in team spirit based on an organization's major objective, which is the teaching learning in our case. When working in teams, the teams assign informal leaders based on their performance on their regular assignment (teaching works) and teachers' earlier experience in working at leadership positions like department head. We assume the decision made by these teams as a decision made by the school itself. And in this regard, the role of the informal leaders is great, equivalent to the role of the formal leaders **PI02.**

Yonas: Yes, teachers of the school have experience in forming groups to help each other. For example, this year due to the shortage of time that we face following the challenges of COVID-19 which forced schools to reduce weekly subject period allotment, teachers of Chemistry department who teach at grade 11 being together planned for one yearly lesson plan, which they use in common. In this regard, the role of the informal leaders is great. For teachers who have best performance in working in groups, we have been providing them with benefits like awards and certificates, which is decided based on their performance **PI01.**

Samson: In forming groups to help each other, our school teachers are not that much **PI 04.**

Cross case analysis of the status of teacher leadership practice

As one of the indicators used to measure the extent to which school principals practice distributed leadership, to understand the level of teachers' interest to participate on school leadership activities, four indicators were used: teachers' interest to participate on school leadership activities; existence of formal structure that provides teachers with the opportunity to play leadership roles; availability of clearly set criteria to select potential teachers who participate on leadership activities; and teachers' experience in forming groups to help each other and the role of the informal leaders in this regard.

Accordingly, the data analysis results indicated different outputs. In relation to teachers' interest to participate on school leadership activities, the data analysis results

indicated two kinds of experiences: There are teachers who have interest to take part on leadership activities and of course there are teachers who do not have interest in this regard. Contrary to this however in relation to whether there exists a formal structure that allows the secondary schools to participate teachers on leadership activities, the data analysis results indicated that there exists such a formal structure that allows teachers to take part on school leadership activities. However, in relation to the existence of the criteria to choose teachers who participate on leadership activities, the experiences of the secondary schools were found to be different. At some of the secondary schools there is clearly set criteria to choose teachers who participate on leadership activities while at others, there is not such a clearly set criteria to be used. For instance, out of the 7 principal interview participants, 5 of them responded that there is no such a pre-set criteria to choose teachers who participate on leadership activities. Likewise, with regards to teachers' experience in forming groups to help each other and the role of the informal leaders in this regard, the data analysis results indicated two extreme cases: there are schools in which teachers have experience in forming groups to help each other. And of course there are schools in which this experience is non-existent. In those secondary schools where the practice is there, the informal leaders play great role.

iii. The degree to which system leadership is practiced

- a). Whether there is a mechanism by which teachers and principals share accountability for students' performance and exemplary practices, if any.

By secondary school principals

According to the responses of the sample secondary school principals who participated on the interview conducted to collect the data needed for the study, for the question raised to them to understand whether there is a mechanism by which teachers and principals share accountability for students' performance, and if there are exemplary practices, indicated two

conditions: There are secondary schools in which teachers and principals take accountability for students' results. And of course there found some secondary schools in which the accountability structure is not practiced as such. For instance, out of the 7 interview participant principals, 4 of them responded that 'Yes, there is a mechanism by which teachers and principals take accountability; 2 of them responded that 'Yes, there exists a mechanism by which teachers and principals take accountability but it varies from department to department; and still there found 1 participant who responded that there is not such a practice of accountability. To help better understand this case, four of the direct verbatim of the informants are presented as hereunder:

Temam: Yes, there is accountability practice. For instance, in relation to students' achievement, teachers are provided with clear directives based on which they are evaluated as role model teachers **PI03**.

Lidetu: Yes, teachers and leaders share accountability in our school. As it could be understood from the general principle 'accountability goes with responsibility', in our case all those who take responsibility are accountable for what they perform, whether they are leaders or teachers. In this regard, we have experience by which those who perform better are rewarded in the form of sending them for short-term trainings and long-term trainings. And of course those who have performance below expectation are punished **PI02**.

Yonas: At the school, there is a mechanism by which both teachers and principals share accountability for students' learning, though our accountability level varies. We understand that students' learning is the very reason for our existence here. And we encourage our students to communicate the 3 vice principals and the unit leaders whenever they have issues to discuss and even this goes to me, the principal **PI01**.

Samson: No, there is no that much practice in taking accountability. Teachers assume it to be the work of the principals **PI 04**.

By woreda and city education officials

The responses of interview participants of woreda and city education officials with regards to the question raised to them to understand whether there is internal and external accountability structure at secondary schools indicated that accountability is the list practiced under those sample secondary schools. In this regard, out of the 7 woreda and city education

officials for whom the question related to accountability structure was raised, only 1 responded that there is accountability structure. To help better understand this issue, three of the direct verbatim of the informants are presented as follows:

Wariyo: There is of course gap in relation to practicing accountability in the secondary schools **EOI04**.

Walelign: I cannot say accountability structure is well practiced. There is a defense culture. When there is better performance, owners are many. There is a kind of competition for taking the success for one's own. On the contrary, there is a culture of defending oneself not to take responsibility for what is not done properly **EOI06**.

Degenie: It is well known that the secondary schools are working with accountability. It is based on directives that they work. But still there is difference between secondary schools. At current there are some secondary school principals whose work performance is below the requirement **EOI07**.

Cross case analysis of the degree to which system leadership is practiced

As one of the indicators used to measure the extent to which secondary school principals practice distributed leadership, data were collected and analyzed to verify the degree to which system leadership is practiced based on the existence of a mechanism by which teachers and principals share accountability for students' performance. Accordingly, the analysis results are presented as follows:

In relation to the existence of a mechanism by which teachers and principals share accountability for students' performance, the data analysis results indicated varied results: there are secondary schools in which teachers and principals take accountability for the students' results. In the contrary, there also found some secondary schools in which the accountability structure is not practiced. For instance, out of the 7 principal participants, their agreement and disagreement for the presence of accountability practice was rated as a ratio of 3:4, respectively. To help better understand this issue, two of the direct verbatim of the informants are presented as hereunder: For the same issue the analysis results of the data

obtained from 7 woreda and city education officials indicated that accountability is the list practiced under those sample secondary schools, with the ratio of 1:6 in indicating the existence and non-existence of the practice of accountability structure in the secondary schools under study. To help better understand the issue, two of the direct verbatim of informants are presented as follows:

- b). Whether the secondary schools have experience in using results of teacher made assessment.

By secondary school principals

The responses obtained from the sample secondary school principals who participated on the interview conducted to collect the data needed for the study in relation to whether the secondary schools have experience in using results of teacher made assessments indicated that there exists two types of practices: There are those secondary schools in which teacher made assessment results are utilized and those in which it is not. For instance, out of the 7 secondary school principals who were interview participants, only 3 of them responded that ‘Yes, there is experience in utilizing results of teacher made assessments’ while 4 of them responded that ‘there is not that much practice of utilizing it’. With the assumption that it helps to understand better about the issue, four of the direct verbatim of the informants are presented as hereunder:

Temam: Yes, we use teacher made assessment results. For instance, the school utilizes those that are related to increasing students’ achievement **PI03.**

Yonas: Yes, we use the results of teacher made assessment. For example, this year, there was a new lesson plan format provided from the Regional Education Bureau (REB) to be implemented uniformly for all subjects. As a result, we faced challenge to make it practical for all subjects. To solve this problem, one of our staffs made research on it and came up with a solution, which enabled us to adjust and use the lesson plan provided from the REB **PI01.**

Lidetu: At the school, utilization of teacher made assessment is not that much. This is for the very reason that those that were identified earlier as problems were not solved **PI02.**

Samson: Not as such. It is only for the purpose of performance evaluation. The rest, it is available only at proposal level **PI 04**.

4.2.3.2 The level at which distributed leadership practice is effective in the secondary schools

- i. Whether the secondary schools have a structure that helps them to distribute leadership and whether the principals have implemented the way they structured

By secondary school principals

The responses of principal interview participants for the question raised to them to understand whether the secondary schools have a structure that helps them to distribute leadership and whether the principals have implemented the way they structured indicated that there are two different experiences: there are secondary schools in which there is practice of having a structure that helps them to distribute leadership and the principals practice the way they structured. Contrary to this however there exist secondary schools in which such practice exists only to some level. For example, out of the 7 principal interview participants, 5 of them confirmed that the experience exists while 2 of them informed that it exists to some level. To help better understand this issue, three of the direct verbatim of the informants are presented as follows:

Samson: Yes, we have structure that helps us to distribute leadership. Works are distributed following the responsibilities given to each with the job description **PI04**.

Yonas: Yes, there is a structure that helps me to distribute leadership. Of course we have implemented the way we structured it **PI01**.

Temam: It is good, of course to some level. The reason is the fact that teachers are overloaded. For example, when a principal leaves there is gap up to the time when he/she is replaced by another **PI03**.

By woreda and city education officials

The responses of woreda and city education officials for the question raised to them in relation to how distribution of leadership is structured indicated that it is structured in a decentralized manner, where major educational goals are set at national level and

implemented at each educational management levels. To help get better understanding on the issue, two of the direct verbatim of the informants are presented as hereunder:

Megersa: The current structure of the education system follows a decentralized leadership approach. The way it is structured is similar from the Ministry up to woreda and even to school level, since what is planned at higher level is implemented in schools **EOI02**.

Walelign: Distribution of works is practiced based on structure, organization, and flow of work process, both from top down and bottom up in a planned manner. For instance, if we take plan implementation, it goes down being broken into its parts for implementation. Later on, its implementation is checked with checklist and providing with feedback, following accountability structure which is based on the evaluation followed by warning and taking corrective measure **EOI06**.

By education officials

The responses of interview participants (which include woreda and city education officials and an official from the Ministry), indicated that they all agree that distributed leadership has to do with secondary school effectiveness. To help have better understanding about the issue, three of the direct verbatim of the informants are presented as follows:

Megersa: Yes, leadership has to do with secondary school effectiveness. If we look at the work processes of a secondary school, it looks like its leader. This covers the process from planning up to work performance evaluation, which includes following up the day to day work activities and checking whether the work is going according to the plan **EOI02**.

Arega: Leadership is the major issue in bringing school effectiveness. So, it needs to go with planning and leading and thereby providing feedback. So, leadership is the base for school leadership and effectiveness **EOI03**.

Yilikal: Yes, no question that leadership has to do with school effectiveness. Even there is a commonly used statement ‘schools look like their principals’ to indicate their importance. This implies that the big picture in a school is the principal. This is because a principal is expected to work with stakeholders to fulfill the resources that his/her school requires. In addition, school principals are expected to assist teachers by facilitating a school situation in which they help each other and get short-term trainings and thereby work to realize school effectiveness **HOI01**.

ii. Whether on-the-job training is needed for secondary school principals

By secondary school principals

The responses of the principal interview participants for the question raised to them to understand whether on-the-job training is needed for secondary school principals revealed that it is very important for them. All of the 7 interview participants agreed that such trainings are important for them. To help have better understanding on the issue, three of the direct verbatim of the informants are presented as follows:

Lidetu: on-the-job training is very important for secondary school principals, since they are working in the ever changing world and it helps them to cope up with this change **PI02.**

Samson:Yes, on-the-job training is important for secondary school principals. But currently it is not provided. For instance, from my appointment to secondary school leadership position (2011 E.C.), I have not taken any training of such kind and I am working with my experience that I have as a teacher and the experience through practice that I get after placement to the position **PI04.**

Yonas:Yes, on-the-job training is needed for secondary school principals. This is because through time, it happens when there is curriculum change and to cope up with this, training is needed. To manage this change, some kind of training is needed for the principals and even for the staff. In most cases, REB is seen providing training for primary schools. Without exaggeration, I can say I have never come across a training provided to secondary schools by REB **PI01.**

By woreda and city education officials

According to the results of the interview conducted with woreda and city education officials in relation to their concern with regards to whether on-the-job training is needed for secondary school principals, they value on-the-job training provided for secondary school principals. For instance, out of the 7 officials who take part on the interview, all of them agreed that it is important. To get better understanding of it, three of the direct verbatim of the informants are presented as follows:

Zemedie: Yes, of course. It helps to update the information that one has earlier through education and training. In this regard, there is limitation. People just want to take positions but actually do not perform as expected **EOI01**.

Wariyo: Yes, on-the-job training is important for secondary school principals. It is because education works require follow up and evaluation and this again needs training. In this regard earlier the Ministry used strategy like CPD, but it was not implemented the way it is tied with benefit **EOI04**.

Ahmed: Yes, on-the-job training is very important for secondary school principals. It helps them to update themselves and cope up with the timely changing work conditions **EOI05**.

iii. Whether the secondary school principals have experience in participating on on-the-job training

By secondary school principals

The responses obtained from the sample secondary school principals who participated on the interview conducted to collect the data needed for the study in relation to whether the secondary school principals have experience in participating on on-the-job training indicated different results. There are some who have experience in participating on on-the-job training and those that have no such experience. For instance, out of the 7 interview participants, 5 of them confirmed that they have experience in participating on on-the-job training while 2 of them replied that they have no experience in this regard. To help have better understanding of the issue, three of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, I have experience in participating on on-the-job training. I participated on the training organized by different organizations: Adama Science and Technology University; Arsi university, Oromia State University, and of course that organized by an NGO **PI01**.

Lidetu: Yes, I have experience in participating on on-the-job trainings. Except the current condition when the protocol of COVID-19 prohibits such works, earlier the REB use to provide us with on-the-job training of 1-2 weeks **PI02**.

Samson: No, I do not have experience in participating on on-the-job training **PI04**.

By woreda and city education officials

The responses of woreda and city education officials who participated on the interview conducted to collect the data needed for the research and a question raised to them in relation

to whether their education offices have experience in offering on-the-job training for secondary school principals, indicated that in most of the offices (5 out of 7) the experience exists while at few of the offices even though they understand the importance of the training, they have no experience in providing the training. For those educational offices that have experience in providing on-the-job training for secondary school principals, the topics of the training include: supervision, method of teaching, educational leadership, budget utilization, reduction of students' repetition, school improvement, teachers' career development, education quality, educational inspection, adult education, management of COVID-19, and data management. To provide the training, education offices get fund from different sources. Some get from NGOs, some others get from Regional Education Bureau, and still there are those offices that depend on their own budget. To get better understanding on the issue, four of the responses of the informants are presented as follows:

Arega: on-the-job training is assumed to help teachers to update the information they obtained during earlier education and training. The topics of the training include supervision, management, and method of teaching. At the woreda, on-the-job trainings are provided with the joint efforts of NGOs and the office itself **EOI03**.

Ahmed: Yes, we have experience in providing on-the-job training for secondary school principals. The topic of the trainings include: educational leadership and the teaching learning. In doing so the trainings are sponsored by NGOs working at the woreda like Dugda Children and Parents Assistance, Katolic Mission, and of course the Regional Education Bureau **EOI05**.

Walelign: Yes, we have experience in offering on-the-job training for secondary school principals. The topics of the trainings include: budget utilization, improving service provision, reduction of repetition of students, and school improvement program (the major). For providing the trainings there is no sponsor and we use budget of the office. In our case, education is almost all covered by community support for fulfilling the necessary facilities **EOI06**.

Degenie: Yes, we have experience in providing on-the-job training for secondary school principals. Even today we have on-the-job training for them in relation to adult education. The topics of the trainings include: teachers'

career structure, upgrading of education and training, education quality cycle, students' results, educational inspection, adult education, and data management. For providing the trainings, we do not have sponsor and the office works in cooperation with schools in this regard **EOI07**.

Cross case analysis of the level at which distributed leadership practice is effective in the secondary schools

To measure the level at which distributed leadership practice is effective in the secondary schools under study, 3 indicators were utilized: secondary school structure that helps them to distribute leadership; needs for on-the-job training for secondary school principals; and secondary school principals' experience in participating on on-the-job training.

In this regard, the data analysis results indicated varied results. For instance, the data analysis results for the indicator 'structure' indicated that there exist two types of experiences: some secondary schools have a structure that helps them to distribute leadership and the principals practice the way they structured. Contrary to this however there exist secondary schools in which such practice exists only to some level. This was rated at a ratio of 5:2 (for the existence and some level existence, respectively). For the same issue, the responses of woreda and city education officials indicated that it is structured in a decentralized manner where major educational goals are set at national level and implemented at each lower level of educational management. In relation to whether distributed leadership has to do with secondary school effectiveness, the data analysis results indicated that it has to do with secondary school effectiveness.

By secondary school principals

In relation to the experience of the secondary school principals in participating on on-the-job training, the data analysis results indicated different outputs. There are principals who have experience in participating on on-the-job training and those that have no such

experience. For instance, out of the 7 principal interview participants, 5 of them confirmed that they have experience in participating on on-the-job training while 2 of them replied that they have no experience in this regard. To help have better understanding of the issue, two of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, I have experience in participating on on-the-job training. I participated on the training organized by different organizations: Adama Science and Technology University, Arsi university, Oromia State University, and of course that organized by an NGO **PI01**.

Samson: No, I do not have experience in participating on on-the-job training **PI04**.

Similarly, the analysis results of the data collected from woreda and city education officials indicated that in most of the offices (5 out of 7) the experience exists while at few of the offices even though they understand the importance of the training, they have no experience in providing on-the-job training. For those educational offices that have experience in providing on-the-job training for their secondary school principals, the topics of the training include: supervision, method of teaching, educational leadership, budget utilization, reduction of students' repetition, school improvement, teachers' career development, education quality, educational inspection, adult education, management of COVID-19, and data management. To provide the training, education offices get fund from different sources (which include NGOs, Regional Education Bureau, and offices' own budget). To get better understanding on the issue, three of the responses of the informants are presented as follows:

Arega: on-the-job training helps principals to update the information they obtained during earlier education and training. The topics of the training include supervision, management, and method of teaching. At the woreda, on-the-job trainings are provided with the joint efforts of NGOs and the office itself **EOI03**.

Ahmed: Yes, we have experience in providing on-the-job training for secondary school principals. The topic of the trainings include: educational leadership and the teaching learning. In doing so the trainings are sponsored

by NGOs working at the woreda like Dugda Children and Parents Assistance, Katolic Mission, and of course the Regional Education Bureau **EOI05**.

Waleign: Yes, we have experience in offering on-the-job training for secondary school principals. The topics of the trainings include: budget utilization, improving service provision, reduction of repetition of students, and school improvement program (the major). For providing the trainings there is no sponsor and we use budget of the office. In our case, education is almost all covered by community support for fulfilling the necessary facilities **EOI06**.

4.2.3.2 Opportunities and enabling conditions that are in place for practicing distributed leadership in the secondary schools

- i. The extent to which policy provision supports the practice of distributed leadership
 - a. The responsible body for selection and assignment of secondary school principals and whether there is criterion in place to do so

By secondary school principals

According to the responses of secondary school principals who were interview participants, the results of the data collected in relation to the responsible body for selection and assignment of secondary school principals and whether there is criterion in place to be used in this regard indicated that the selection and placement of the secondary school principals is done by the Woreda Education Offices and the City Administration Education Departments. For the selection, there is officially provided criteria jointly from the Regional Education Bureau and the Ministry. To better understand about this issue, two of the direct verbatim of the informants are presented as follows:

Yonas: It is the City Education Department that is responsible for selection and placement of secondary school principals. It is done through competition for which the department announces the position based on the criteria set by REB. Some of these include having MA degree in school leadership or any one of the subjects that are taught at secondary schools, sitting for written exam, and giving interview **PI01**.

Temam: The WEO is responsible for selection and placement of the secondary school principals. For the selection, there are criteria in place. These include: having MA degree in educational leadership or other subjects and having better performance at their work, to mention few **PI03**.

By woreda and city education officials

According to the responses of interview participant officials (from woreda and city education offices) with whom interview were conducted to collect the data needed for the study, in relation to whether there is criteria in place to be used to select and assign secondary school principals, there are criteria in place to select and assign secondary school principals. For this, all of the 7 interview participant officials agreed that there are criteria for selection and assignment of secondary school principals. To help get better understanding of the issue, three of the direct verbatim of the informants are presented as hereunder:

Zemedie: Yes, there is criterion in place to be used to select and assign secondary school principals. It is processed based on an officially announced vacancy. One of its major requirements is having MA degree in leadership or any one of those subjects taught at the secondary schools **EOI01**.

Megersa: Yes, secondary school principals are selected with a vacancy that our department announces based on pre-set criteria. The criteria includes having MA, work experience which includes serving as a department head, unit leader, and reaching higher level of teachers' career, to mention few **EOI02**.

Arege: Yes, there is criteria in place for selection and placement of secondary school principals. These include level of education which is MA, work experience, work performance evaluation results, etc. And it is through competition base that they are selected and placed **EOI03**.

By higher officials

Firdu: Yes, there are criteria in place to select and assign secondary school principals. Some of this include: reaching the 'higher lead teacher' level in teachers' career structure and having MA degree in leadership or any one of those subjects that are taught in the secondary schools. This is made practical at cities or woredas where there found those who fulfill the criteria. In others where it is difficult to select secondary school principals fulfilling the necessary condition, in Oromia Region, there is a practice of selecting and placing secondary school principals at a position one-step below to the standard position, like assigning those who have first degree **HOI02**.

Yilikal: Yes, there is a criteria used to select and assign secondary school principals. It includes having MA degree in leadership or any one of the subjects taught at secondary schools. For those who have MA in subjects, it requires them to take short-

term trainings like following Postgraduate Diploma in School Leadership (PGDSL) during summer time **HOI01**.

- ii. The degree to which school organization supports the practice of distributed leadership
 - a. Whether the current secondary school organizational structure allows teams to participate on decision making

By secondary school principals

According to the responses obtained from principal interview participants for the question raised to them to understand whether the current secondary school organizational structure allows teams to participate on decision making, the structure has space for teams to participate on their secondary school decision making. For instance, out of the 7 interview participants of the sample secondary school principals, all of them assured that their secondary school structure have space for team participation. To have clear understanding of this issue, two of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, the current secondary school organizational structure allows teams to participate on decision making. At our school almost all the works are done by participating teams. I think a school principal could not be effective without teams **PI01**.

Temam: Yes, the secondary school organizational structure allows teams to participate on decision making **PI03**.

- iii. The extent to which school culture supports the practice of distributed leadership
 - a. Whether there is a mechanism by which teachers who provide coaching to their colleagues are supported

By secondary school principals

The responses that principal interview participants provided for the question raised to them to understand whether there is a mechanism by which teachers who provide coaching to their colleagues are supported indicated that the secondary schools have different experience

in this regard. There are secondary schools in which teachers who provide coaching and take additional responsibilities are encouraged. Contrary to this however there found secondary schools in which such experience is non-existent. For instance, out of the 7 secondary school principals who take part on the interview, 2 of them confirmed that they have no mechanism by which teachers are encouraged for taking additional responsibilities and serving as coaches. To help better show this issue, three of the direct verbatim of the informants are presented as hereunder:

Temam: Yes, at the end of the year on the ceremony for parents' day, at least a thank you certificate is provided for those teachers who have better performance **PI03**.

Yonas: Yes, at our school there is a culture of considering those teachers that provide coaching to their colleagues. This is made practical through different mechanisms like reducing their weekly teaching load and making them free from taking commitments like becoming home room teachers **PI01**.

Samson: Not at all. There is no mechanism by which teachers are supported for performing additional works. Of course there is request from teachers, but for the very reason that the school has no capacity to do so we could not practice it **PI 04**.

By Official from Regional Education Bureau

Firdu: Yes, the current secondary school system has a mechanism by which teachers who provide coaching to their colleagues are supported. For instance, as a requirement for CPD teachers provide coaching for their colleagues. Conducting action research is also a criterion for CPD. As a result, those teachers who have better performance on their CPD practices are benefitted in different mechanisms like giving priority for on-the job training and valuing it for their career development **HOI02**.

Firdu: the current secondary school organizational structure permits distribution of leadership. To realize the practice of distributed leadership, the current secondary school organization is structured in such a way that it has school principal, vice principals, department heads, unit leaders, homeroom teachers, club leaders all of whom are working sharing duties and responsibilities that help realize school objectives **HOI02**.

By an official from the Ministry

Yilikal: I think the current secondary school organizational structure has no problem for practicing distributed leadership. It allows teams to participate on decision making. For example, at current while we are developing Job Evaluation Grade (JEG) system for teachers, one of the criteria we are using is distributing decision making **HOI01**.

Yilikal: The current secondary school organization has a mechanism by which teachers who provide coaching to their colleagues are supported. For instance, providing induction training for new comer teachers is one of the criteria of fulfilling what is expected from a teacher for CPD, since it is an element in teachers' performance evaluation, the result of which is important for their promotion. In this regard, teachers are benefitted in different ways like getting priority for short and long-term trainings **HOI01**.

- b. Secondary school staffs practice in relation to mutual respect and trust among themselves and between the staff and school administration

By secondary school principals

The responses obtained from the sample secondary school principals who participated on the interview conducted to collect the data needed for the study in relation to secondary school staffs practice in relation to mutual respect and trust among themselves and between the staff and school administration revealed two types of results: at some secondary schools, it is observable that there is mutual respect and trust among teachers themselves and between the staff and school administration. Contrary to this however there are secondary schools in which it is difficult to realize mutual respect and trust. For instance, out of the 7 secondary school principals who participated on the interview, 5 of them confirmed that there is mutual respect and trust among teachers and between the staff and the administration while two of them confirmed otherwise. To help have better understanding about the issue, three of the direct responses of the informants are presented as follows:

Lidetu: I rate the culture of mutual respect and trust between and among teachers of our school at very good level. This includes the regular works (teaching learning) and social relationships. In this regard, our staffs have strong bondage. The same is true for the mutual respect and trust between teachers and the administration. For this to happen we the principals also

encourage the trend and there is no as such power distance between the staff and the management **PI02**.

Yonas: In relation to mutual respect and trust between and among teachers, there is no problem at our school. At our school there are teachers who have better experience even than me, I use to work with them. In this regard, those that are positive thinkers provide me with better ideas that help me to make decisions. Even there is time when they provide me with ideas that saved me from making wrong decisions. It is this way that me as a principal and the school become effective **PI01**.

Samson: There is problem in relation to mutual respect and trust among teachers. They suspect each other. Our experience in relation to mutual respect and trust between the staff and school administration could be rated as moderate. There are few staff members that have problem in this regard **PI04**.

c. Whether there is experience of planning to improve individual student's achievement
By secondary school principals

The results of the data collected from principal interview participants in relation to whether there is experience of planning to improve individual student's achievement indicated that the secondary schools have experience in this regard. For instance, all of the 7 secondary school principals who were interview participants confirmed that their schools have experience in planning to improve individual student's academic achievement. To help have better understanding on the issue, two of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, at the school there is experience of planning to improve individual student's achievement. It takes 2 steps: first, students plan for their achievement which we evaluate and approve. At the end of a semester, the vice principals evaluate students' performance in line with their plan **PI01**.

Lidetu: Earlier we had the experience of planning to improve individual student's achievement. It is done in such a way that students plan for their own performance for each subject and teachers check and approve. At the end of each semester teachers compare students' plan and their actual performance. But the case of this year is different. Due to the challenge of COVID-19 which forced us to divide each of the sections we have into two and multiplied the number of sections, teachers are forced to take more than their regular workloads **PI02**.

4.2.3.5 The major challenges that are affecting distributed leadership practices and its effectiveness

- i. The major challenges to practice distributed leadership at the secondary schools

By secondary school principals

According to the responses of the sample secondary school principals who participated on the interview conducted to collect the data needed for the study, for the question raised to understand the major challenges to practice distributed leadership at the secondary schools, the following points were found: political interference; the very short time that the WEO and CAED give the secondary schools when requesting for data, which could negatively affect the quality of the data reported to the offices; lack of budget needed to run school activities; lack of educational facilities like science laboratories and library; the fact that teachers' salary is not attractive; lack of professionals like laboratory technicians and librarians; lack of interest from the teachers side; lack of interest from the students side; the challenge we are facing following COVID-19 protocol; and lack of on-the-job training for secondary school principals. To help better understand the issue, three of the direct verbatim of the informants are presented as follows:

Yonas: there are different challenges that are negatively affecting the works of secondary schools of which political challenge is the major one. Sometimes it happens when almost all parties like kebele administrators want to give order for school principals, all of whom lack school situation information and experience, when a school principal is expected to deal with school matters. And this is one of the practices that could negatively affect the trust between me and my staff.

Lidetu: there are religious and cultural factors that negatively affecting the works of schools. For instance, parents try to protect students while they are practicing mal functions like growing their hair in a manner not acceptable in the school community, as human development centers. Similarly, medical organizations also support such mal functions of students by relating it with the students' health care **PI02**.

Temam: lack of budget needed to run school activities as a result of which we are forced to collect money from parents. At current, except teachers' salary,

the support that the government provides to secondary schools is minimal
PI03.

By woreda and city education officials

The responses of woreda and city education officials who take part on the interview conducted to collect the data needed for the study in relation to the major challenges that are negatively affecting the practices and effectiveness of distributed leadership in the secondary schools indicated that there exist different challenges: the challenge to get the needed teachers, both in number and in the required qualification types; lack of students' text books; lack of budget; lack of professionals like laboratory technicians, librarian, and psychiatry; lack of commitment from experts' side; situational factors like COVID-19 related challenges; lack of school facilities like laboratory and library; lack of principals which resulted following the newly dispatched directive for selection of secondary school principals; and students' drop out. To help have better understanding of the issue, two of the direct verbatim of informants are presented as hereunder:

Zemedie: Lack of community service delivery as needed; lack of fulfilling the necessary resources needed for students' learning. In general, parallel to increasing the number of secondary schools, the city has much works to be done to fill the secondary schools with the necessary resources like teachers and facilities **EOHI01.**

Megersa: The major challenges include: the challenge we are facing in relation to getting the needed teachers to the standard, both in number and in the required qualification types. According to the current experience, cities like Bishoftu get new teachers only through transfer. Most of those teachers who come to the city through transfer have medical problems. As a result, we face challenge in getting young teachers and placing new comer teachers where needed. In addition, there are challenges like lack of students' text books, lack of budget, and lack of administrative staffs like lab technicians, librarians, and psychiatry, all of whom are necessary for the works of secondary schools **EOHI02.**

By an official from REB

The major challenges that are negatively affecting secondary school leadership include: lack of commitment from the secondary school principals' side to work towards

realizing their school objectives; lack of interest, particularly related to female teachers to take secondary school leadership position; and some of our secondary school principals behave in a way to work to meet the requirements of their bosses and officials than sticking to the reality and what the position requires of them, valuing their longer stay on the position than working to meet their school objectives.

By an official from the Ministry

Yilikal: The major challenges that are negatively affecting secondary school leadership include: skill and knowledge gap that school principals have; Lack of support provided from Woredal Education Offices; lack of cooperation from teachers and students; and lack of follow up from parents' side **HOI01**.

ii. The solutions the secondary school principals recommended to overcome the challenges

By secondary school principals

The responses of principal respondents who participated on the interview conducted to collect the data needed for the study in relation to the solutions for the challenges raised indicated the following solutions: if the politicians do not interfere the works of the secondary schools since it negatively affects the teaching learning process; when some data is needed, if they provide us with enough time to organize the data needed for reporting; it would be good if the community in general and parents and the public institutions in particular understand schools as human development agents and work with schools; it important if the government improves the current financial support that it provides to secondary schools; it would be better if secondary schools are fulfilled with the necessary facilities like laboratories and libraries; it is good if the secondary school principals are given on-the-job trainings that encourage them for better performance; it is expected if secondary schools develop students' interest towards their education through discussion, advise, and

training; and providing teachers with on-the-job training that focuses on their subject area teaching.

By woreda and city education officials

Woreda and city education officials who take part on the interview conducted to collect the data needed for the study in relation to solutions help to alleviate the challenges that negatively affecting the works of the secondary schools as follows: if the Regional Education Bureau allows cities at least for 50/50 level of teachers' employment and transfer; if the Ministry of Education facilitates the system by which universities train professionals in fields like laboratory technician, library, and psychiatry; if secondary schools develop the experience of working with stakeholders like NGOs to facilitate their income generation both in kind and in cash; if secondary schools are provided with the necessary budget; providing education leadership training for educational leaders; and if the secondary schools work in cooperation with the Regional Education Bureau. To help have better understanding about the solutions provided by the informants, two of the direct verbatim of the informants are presented as follows:

Megersa: As a solution, it is recommended if the REB allows cities at least for 50/50 level of teachers' employment and transfer. It is also recommended if the MoE facilitates the system by which universities train professionals in fields like laboratory technician, library, and psychiatry all of which are very important for the works of the secondary schools. It is also good if the REB provides us with enough students' text books, and last but not least, it is also good if the REB provides us with enough budget **EOI02**.

Ahmed: The solutions include: providing education leadership training for educational leaders, working in coordination with the Regional Education Bureau and evaluating the work performance and reporting to the REB on timely bases **EOI05**.

By an official from REB

The solution could be selecting the secondary school principals strictly following the criteria set for it; providing secondary school principals with on-the-job trainings that have

continuity; organizing a forum where the secondary school principals discuss with higher officials from WEO, ZED, and REB; and follow up and evaluate the works of the secondary schools at different levels which include supervisor, Cluster Resource Center (CRC), and woreda education office, all of which provide the secondary school principals with advisory services and of course corrective measures where necessary.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The general objective of the study was to assess distributed leadership practices of principals in government secondary schools of East Shewa Zone. To this end, under this section the research findings are discussed based on the objectives of the study (distributed leadership practice, effectiveness of distributed leadership practice, enabling conditions to practice distributed leadership, and the major challenges that are negatively affecting the practice of distributed leadership in the secondary schools under study).

At the planning stage for data collection, with the assumption that it may facilitate the data collection and analysis of the study, the instrument used to collect qualitative data needed for the study (interview guide) was developed in a way that it includes questions that ask about respondents' understanding of leadership in general and distributed leadership in particular. To this end, the results of the data collected and analyzed for the study in this regard indicated the following output: In relation to leaders' understanding of leadership, the data analysis results indicated varied results. From the secondary schools up to woredas and cities, the results indicated varied results, which goes from totally lacking its understanding up to having the understanding of it and in general, it could be rated at medium level. Compared to this however the case at Regional Education Bureau (REB) and the Ministry was found to be different. The analysis results indicated that respondents participated in the study from both levels were found to have better understanding of leadership. And it was rated at higher level than that of the lower level education managers, where leaders working at all levels are expected to have high level of understanding of

leadership, which is about what they are accomplishing on their daily activities. To help understand the issue better, three of the direct verbatim of the respondents are presented as hereunder:

Yonas: For me, leadership is having understanding of the situation and working towards the achievement of organizational goals **PI01**.

Megersa: I understand leadership as leading in such a way that resources (like budget, HR, time, and others) are organized and utilized according to the plan of an organization and contribute for the achievement of organizational objectives **EOI02**

Firdu: I understand leadership as a system of management working in an organization which has a leader and followers, where followers are influenced by their leader towards the realization of organizational objectives **HOI02**.

Even though the variation differs, with regards to leaders' understanding of distributed leadership, the data analysis results indicated also varied outputs. That is, leaders working at different levels of education management (from secondary schools up to the Ministry) were seen having varied level of understanding about distributed leadership. Even at secondary school level, the leaders have varied levels of understanding where some principals have understanding of it while some other principals do not have understanding of it. In the contrary, the woreda and city level educational leaders were found totally lacking understanding about distributed leadership. Different to the two lower levels, the analysis results of the data obtained from the two higher levels (REB and the Ministry) in relation to leaders' understanding of distributed leadership indicated that they have understanding of it. From this, it is possible to conclude that there is irregularities among educational leaders working at different levels of education management in relation to having understanding of distributed leadership, which goes from some at lower level, none at the middle, and high at the upper levels. To help understand better about it, three of the direct verbatim of the informants are presented as follows:

Kelbessa: I think distributed leadership is about sharing of works. This is expected in school leadership, since it needs distribution of works and activities. It goes from the principal, vice principals, department heads, unit leaders, home room teachers, teachers, and students **PI06**.

Arege: I think it is one of the leadership theories. But I do not come across it except other theories like transactional leadership and transformational leadership **EOI03**.

Yilikal: I understand distributed leadership as a leadership theory which could be realized in organizations like schools where their principals, teachers, and students work together and evaluate their practices to success. Through this process, working in teams, taking responsibility and accountability, and working in collaboration could be realized as a system of democratic leadership and thereby contribute for school organizational objectives achievement **HOI01**

The extent to which secondary school principals practice distributed leadership

For the purpose of this research, to measure the extent to which secondary school principals practice distributed leadership, three variables (principal leadership, teacher leadership, and school system leadership) were utilized. For each of the three variables the results obtained from both quantitative and qualitative data analysis are presented as follows:

Principal leadership

As organizations, schools are led by principals. At current, principal leadership is taking the distributed mode, first beginning in the developed world like the US and Europe, and thereby reaching to the rest parts of the world (Williams, 2011). One of the central arguments behind practicing distributing leadership in schools is that school leadership could be best understood when looked as a practice, which is stretched over the social and situational context of schools (Spillane, Halverson, & Diamond, 2001). To realize this, school principals utilize material and cultural artifacts like school organization and management directives. They also utilize school level formal and informal teams for they help them to work in concert towards a common goal. This way principal leadership contributes for practicing distributed leadership by helping school principals on their major

activities like vision crafting and structuring for academic achievement (Davis, 2009). In this regard, the results of quantitative data analysis indicated a neutral ((M = 3.48, SD = 1.13) value, indicating a below satisfactory level of principal leadership practice. From this, it is possible to conclude that principals' distributed leadership practice, as rated by 'principal leadership' sub-scale was found to be practiced below satisfactory level.

To understand the level at which principal leadership is practiced in the secondary schools under study through qualitative means, evaluation was made based on an indicator (principals' experience in participating alongside teachers in their subject area instructional meetings). Accordingly, the data analysis results indicated that principal leadership was found to be the most practiced at the secondary schools since the secondary school principals participate alongside teachers in their instructional meetings. To help better understand the issue, one of the direct verbatim of the informants are presented as hereunder:

Temam: Yes, I have experience in participating on teachers' group work. For instance, when teachers work together on the issue of quality education which goes up to the students' level, vice principals participate with teachers at every department since departments are accountable to me **PI03**

From this it is possible to deduce that principal leadership is found to be the most practiced element of the three sub-themes utilized to measure the extent to which secondary school principals practice distributed leadership.

To sum up, when the results obtained from both quantitative and qualitative data analysis are considered together, there found controversial results. The results obtained from quantitative data analysis indicated medium (below satisfactory) level of practice of principal leadership while the qualitative data analysis results indicated 'best practice' of principal leadership. From this, it is possible to conclude that in the secondary schools under study, principal leadership was found to be practiced at medium to high level. This shows that the

secondary schools under study were not fully benefitted from what principal leadership contributes for secondary school principals in practicing distributed leadership, by utilizing school organization and school level teams to help them in structuring for academic achievement.

Teacher leadership

For the study, the second variable used to measure the extent of secondary school principals' distributed leadership practice was 'teacher leadership'. The notion of teacher leadership requires of teachers to fulfill three professional responsibilities: contributing to student learning beyond the classroom, influencing colleagues to improve their professional practices, and contributing to a community of leaders (Moller & Katzenmeyer, 1996). This is for teacher leadership roles focus on improving instructional practices which range from teacher mentoring, instructional coaching, to helping the principal in creating and implementing a school improvement plan (Weiner, 2011). From this, it is understandable that promoting teacher leadership has great positive impact on the output of schools in general and secondary schools in particular.

In this regard, quantitative data analysis results showed that teacher leadership sub-scale of distributed leadership practice of secondary school principals was rated as neutral ($M = 3.39$, $SD = 1.13$) indicating principals' 'below satisfactory' level of practicing distributed leadership, as rated by 'teacher leadership' sub-scale.

To evaluate the extent to which secondary school principals practice teacher leadership as an element of distributed leadership, in addition to quantitative data, qualitative data were collected and analyzed based on four indicators: teachers' interest to participate on school leadership activities, existence of formal structure that provides teachers with the opportunity to play leadership roles, availability of criteria to select potential teachers who participate on

leadership activities, and teachers' experience in forming groups to help each other and the role of the informal leaders in this regard. Accordingly, the data analysis results indicated the following outputs.

In relation to teachers' interest to participate on school leadership activities, qualitative data analysis results indicated two kinds of experiences: There were teachers who have interest to take part on leadership activities and of course there were teachers who do not have interest in this regard. To help have better understanding on this, one of the direct verbatim of an informant is presented as follows:

Temam: Teachers' interest in relation to participating on school leadership activities could be evaluated at different levels: there are who have interest and of course there are those that have not, focusing only on benefits. Overall, it is based on their interest that we participate them on leadership activities. We use those teachers who are role models and have interest to take part on leadership activities **PI03**.

Likewise, in relation to the existence of a formal structure that allows the secondary schools to participate teachers on leadership activities, qualitative data analysis results indicated that there exists such a formal structure that allows teachers to take part on school leadership activities. To help understand better the issue, one of the direct verbatim of an informant is presented as hereunder:

Firdu: Yes, there is formal structure that provides teachers with the opportunity to play leadership roles in secondary schools. Following secondary school structure, teachers have the chance to play leadership role by taking positions like department head, unit leader, and homeroom teacher **HOI02**.

In relation to the existence of a criteria to choose teachers who participate on leadership activities, qualitative data analysis results indicated that the experience of the secondary schools were found to be different. At some of the secondary schools there found clearly set criteria to choose teachers who participate on leadership activities while at others, there found no such a criteria to be used. For instance, out of the 7 principal interview

participants, 5 of them responded that there is no such a pre-set criteria to choose teachers who participate on leadership activities. To help understand better this issue, two of the direct verbatim of the informants is presented as follows:

Lidetu: When we select teachers to work at leadership positions, there are some work related criteria that we use. For instance, in the selection process, teachers who have better performance evaluation results, better teaching learning practices, and who are disciplined at the place where they live are selected **PI02**.

Yonas: No, there are no officially set criteria as such. But we base ourselves on some criteria like having long years of experience in school leadership, since we have many teachers who have long years of experience **PI01**.

With regards to teachers' experience in forming groups to help each other and the role of the informal leaders in this regard, qualitative data analysis results indicated two extreme cases: there are schools in which teachers have experience in forming groups to help each other. Contrary to this however there are secondary schools in which this experience is non-existent. In those secondary schools where the practice exists, the informal leaders played great role. To help have better understanding of this issue, two of the direct verbatim of the informants are presented as follows:

Lidetu: At the school, there is a trend of assisting each other. This was earlier expressed in the form of one-to-five grouping which is assumed as team-based form of working together. At current, another experience which is known as 'cyclical' approach that is taken from Japanese experience, is under use. The cyclical approach suggests working in team spirit based on an organization's major objective, which is the teaching learning in our case. And in this regard, the role of the informal leaders is great, equating with that of the formal leaders **PI02**.

Samson: In forming groups to help each other our school teachers are not that much **PI 04**.

From this it is possible to conclude that teacher leadership is not practiced to the extent it is expected to be practiced since out of the four indicators (teachers' interest to participate on leadership activities, existence of formal structure that allows teachers' participation,

existence of criteria to select teachers, and teachers' experience in forming groups to help each other) used to understand its extent of practice, only for one (existence of formal structure that allows teachers' participation) that the results fully supported its practice while for the other three the results indicated two extreme cases (existence and non-existence).

From both quantitative and qualitative data analysis results, it is possible to deduce that the secondary schools under study were not benefitted, to the expected level, from what teacher leadership contributes to them in different ways like contributing for student learning beyond the classroom and influencing colleagues to improve their professional practices; improving instructional practices by mentoring teachers, coaching instruction, and helping the principal create and implement a school improvement plan; and making critical decisions about curriculum and instruction, all of which contribute for students' better learning and achievement.

School system leadership

Schools are places where national initiatives changed to educational practices. In doing so, there are four drivers of school system reform that help a school to become a well performing school: personalized learning, professionalized teaching, intelligent accountability, and networking and collaboration (Hopkins, 2007). Personalized learning tailors schooling to individual needs, interest, and aptitude all of which are the basis for ones learning. To realize this, teachers are required to identify their students' prior knowledge, learning styles, cognitive abilities, and learning interests (Nandigam, Tirumala, & Baghaei, 2014). Professionalized teaching involves three major functions of teaching: giving greater attention to each child's learning style; enhancing the use of assessment for learning; and supporting students by quality teaching in the classroom and learning assistants like parents (Southworth & Quesnay, 2005). To address professionalized teaching, teachers need

continuous learning from each other, developing knowledge in their subject area and pedagogy, and using data on pupils' progress (Hopkins, 2007).

Intelligent accountability is a framework to ensure that schools work effectively and efficiently towards both the common good and the development of their pupils (Hopkins, 2007). In today's educational context, academic accountability is becoming non-negotiable (Hermann, 2016) for it makes teachers answerable for the activities that going on in their school (Perry, & McWilliam, 2007). Likewise, schools are responsible for their students' achievement (Amzat & Valdez, 2017). Networking and collaboration in schools entails systems thinking which assumes looking at multiple levels: students, classrooms, grades, departments, faculty, and administration (Cunningham, 2014). In developing networks, school principals are expected to carefully design and organize structure that enables them to influence their colleagues to realize collaborative work culture (Southworth & Quesnay, 2005).

In this regard, quantitative data analysis results showed that school system leadership sub-scale of distributed leadership practice was rated as having adequate or satisfactory value ($M = 3.61$, $SD = 1.10$). This implies that the extent to which principals' practice distributed leadership, as rated by 'school system leadership' sub-scale was indicated a medium result. From this, it is possible to conclude that principals' distributed leadership practice, as rated by 'school system leadership' sub-scale though rated at good level, was not fully practiced and the secondary schools were not seen benefitted to the expected level from practicing school system leadership.

In addition to the quantitative data, qualitative data were also collected and analyzed to understand the level at which school system leadership is practiced in the secondary schools under study. For this purpose, two indicators were used: existence of a mechanism by which

teachers and principals share accountability for students' performance and experience of secondary schools in using results of teacher made assessments. Accordingly, the analysis results are presented as follows: in relation to the existence of a mechanism by which teachers and principals share accountability for students' performance, qualitative data analysis results indicated varied results: There are secondary schools in which teachers and principals take accountability for students' results. In the contrary, there found some secondary schools in which the accountability structure is not practiced. For instance, in relation to presence of accountability structure, the responses of 7 interviewee principals were rated at a ratio of 3:4 for agreement and disagreement, respectively. To help better understand this issue, two of the direct verbatim of the informants are presented as hereunder:

Lidetu: Yes, teachers and leaders share accountability in our school. In our case all those who take responsibility are accountable for what they perform, whether they are leaders or teachers. In this regard, we have experience by which those who perform better are rewarded in the form of sending them for short and long-term trainings. And of course those who have performance below expectation are punished **PI02**.

Samson: No, there is no that much practice in taking accountability at the school. Teachers assume it to be the work of the principals **PI 04**.

For the same issue the analysis results of the data obtained from 7 woreda and city education officials indicated that accountability is the list practiced under those sample secondary schools, with the ratio of 1:6 (for existence and non-existence of the practice of accountability structure) in the secondary schools under study. To help better understand the issue, two of the direct verbatim of informants are presented as follows:

Wariyo: There is of course gap in relation to practicing accountability in the secondary schools **EOI04**.

Walelign: I cannot say accountability structure is well practiced. There is a defense culture. When there is better performance, owners are many. There is a kind of competition for taking the success for one's own. On the contrary,

there is a culture of defending oneself not to take responsibility for what is not done properly **EOI06**.

From this it is possible to conclude that in the secondary schools under study, the practice of accountability structure could be rated between low to medium level since its existence was rated at 'slightly below average' by the principals and at 'low level' by the officials.

With regards to the experience of the secondary schools in using results of teacher made assessments, the data analysis results indicated that there exist two types of practices: there are secondary schools in which teacher made assessment results are utilized and those in which it is not. For instance, out of the 7 secondary school principals who were interview participants, 3 of them confirmed for the experience of utilizing results of teacher made assessments while 4 of them responded that there is not that much practice of utilizing it. With the assumption that it helps to understand better about the issue, two of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, we use the results of teacher made assessment. For example, this year, there was a new lesson plan format provided from the Regional Education Bureau to be implemented uniformly for all subjects. As a result, we faced challenge to make it practical as per the plan. To solve this problem, one of our staffs made research on it and came up with a solution, which enabled us to adjust and use the lesson plan provided from the REB **PI01**.

Lidetu: At the school, utilization of teacher made assessment is not that much. This is for the very reason that those that were identified earlier as problems were not solved **PI02**.

From this it is possible to conclude that in the secondary schools under study, utilization of teacher made assessment was practiced from low to average level.

In sum, the results of the data collected and analyzed to verify the degree to which school system leadership is practiced in the secondary schools under study indicated different results for the indicators utilized to measure its degree of practice. For instance, the existence of accountability structure and utilization of teacher made assessment were rated between

low to average level. From this it is possible to conclude that as one of the indicators used to understand the extent to which secondary school principals practice distributed leadership, the data analysis results for school system leadership practice indicated a medium level of practice.

In general, the results obtained from quantitative data analysis in relation to the extent to which distributed leadership is practiced in the secondary schools under study indicated medium to high results, which goes from medium value both for 'principal leadership' and 'teacher leadership', up to adequate or satisfactory value for 'school system leadership'. When the average value of the results of the three variables is considered, it indicates medium value. This implies that in the secondary schools under study, principals' distributed leadership practice was rated as satisfactory (around average) level, indicating that more efforts need to be made to practice it to the fullest.

In addition, qualitative data analysis results also indicated that distributed leadership is not practiced to the expectation in the secondary schools under study. The analysis results of the three indicators (principal leadership, teacher leadership, and school system leadership) used to measure its level of practice were rated as most practiced, not to the expectation, and low to medium levels, respectively. This implies that in the secondary schools under study, principals were found to practice distributed leadership below the expected level. And the secondary schools were not fully benefitted from their principals' distributed leadership practices like utilizing teams, improving instructional practices, tailoring schooling to individual needs, realizing accountability structure, and creating networking and collaboration, all of which are the results of practicing distributed leadership in secondary schools.

When seen in line with those researches that were conducted earlier on the topic, the output of the current research goes in line with their outputs. For instance, it goes in line with the output of the research conducted by Asrat dagnaw (2017) which states that ‘the schools were not effectively practicing distributed leadership’. It also goes in line with the output of the research conducted by Bayisa Eshetu, Mulugeta Geleta, and Guyasa Desalegn (2020) which states that teachers’ participation on decision-making was found to be low.

2. The effectiveness of distributed leadership practices in the secondary schools

Within an educational system, school effectiveness is used to describe the difference between schools (Goldstein, 1997). As such, schools that contribute to greater student achievement are considered effective (Sammons, 2007). For a school to be effective, effective leadership is a base since its outcome depends largely on the quality of leadership (Salahuddin, 2011). School effectiveness also refers to the capability of a school to achieve its predetermined goals in the three domains of learning: cognitive, affective, and psychomotor, all of which contribute for students’ learning and achievement and thereby for school effectiveness (Ajayi, & Ekundayo, 2011). In general, for a school to be successful in achieving its goals, there are different contributing factors. For instance, (Korkmaz, 2007; Creemers, 1994; and Sammons et al., 1995) indicate seven major contributing factors: principals’ leadership practice, teachers’ quality, availability of school facilities, the learning environment, parents’ involvement in school leadership, expectation on students’ success, and monitoring of students’ progress. Seen by level, of all educational levels, the effectiveness of secondary school has double effect on the development of a nation. This is so for secondary education is a level of education which serves as a supply base for tertiary education, since it is where the tertiary education draws its students that are admitted to different programs and trained and educated in different fields of study that a country needs

(Ajayi, Ekundayo, & Osalusi, 2010). Thus, in the current 21st century when schools are accountable for the highest level of standards, strong leadership is critical for their success (Brooke, 2017 in Angrist, Pathak, & Walters, 2013).

In this regard, the output obtained from quantitative data analysis indicated a neutral or neither/nor value ($M = 3.49$, $SD = .81$) value out of the 5 points level of measurement scale. This implies that the extent to which the principals working in the secondary schools under study were effective in practicing distributed leadership was found to be medium, as rated by the five dimensions (school organization, school culture, principal leadership, teacher leadership, and school system leadership) of distributed leadership practice rating scale. This implies that in the secondary schools under study, the principals' level of effectiveness in practicing distributed leadership was found to be medium.

In addition to quantitative data, qualitative data were also collected and analyzed to understand the level at which the principals working in the secondary schools under study were effective in practicing distributed leadership. To do so, 3 indicators were utilized: secondary school structure, woreda and city education offices experience in relation to offering on-the-job training, and secondary school principals' experience in participating on on-the-job training,

In this regard, the data analysis results indicated varied results. For instance, the data analysis results for the indicator 'structure' indicated that there exist two types of experiences: some secondary schools have a structure that helps them to distribute leadership and the principals practice the way they structured. Contrary to this however there exist secondary schools in which such practice exists only to some level. This was rated at a ratio of 5:2 (for the existence and some level existence of the experience). For the same issue, the responses of woreda and city education officials indicated that it is structured in a

decentralized manner where major educational goals are set at national level and implemented at each lower level of educational management. To help better understand this issue, 3 of the direct verbatim of the informants are presented as follows:

Yonas: Yes, there is a structure that helps us to distribute leadership. Of course we have implemented the way we structured it **PI01**.

Temam: It is good, but to some level. The reason is for being overloaded. For example, when a principal leaves there is gap up to the time when he/she is replaced **PI03**.

Megersa: The current structure of the education system follows a decentralized leadership approach. And this structure is similar from the Ministry up to woreda and even to school level, since what is planned at higher level is implemented in schools **EOI02**.

In relation to whether distributed leadership has to do with secondary school effectiveness, the data analysis results indicated that it has to do with secondary school effectiveness. To help have better understanding about the issue, one of the direct verbatim of an informant is presented as follows:

Yilikal: Yes, no question that leadership has to do with school effectiveness. Even there is a commonly used statement ‘schools look like their principals’ to indicate their importance. This implies that the big figure in a school is the principal. This is because a principal is expected to work with stakeholders to fulfill the resources that his/her school requires. In addition, school principals are also expected to assist teachers by facilitating a school situation in which they help each other and get short-term trainings and thereby work to realize school effectiveness **HOI01**.

In relation to the experience of the secondary school principals in participating on on-the-job training, the data analysis results indicated different outputs. There are principals who have experience in participating on on-the-job training and those that have no such experience. This was rated at a ratio of 5:2 (71% and 29%), for having experience and lacking it. To help have better understanding of the issue, two of the direct verbatim of the informants are presented as hereunder:

Yonas: Yes, I have experience in participating on on-the-job training. I participated on the training organized by different organizations: Adama Science and Technology University, Arsi university, Oromia State University, and of course that organized by an NGO **PI01**.

Samson: No, I do not have experience in participating on on-the-job training **PI04**.

Similarly, the analysis results of the data collected from woreda and city education officials to check whether the experience exists indicated varied results. It was rated at a ratio of 5:2 (71% and 29%), for having experience in offering on-the-job training and not. For those educational offices that have experience in providing on-the-job training for secondary school principals, the topics of the training include: supervision, method of teaching, educational leadership, budget utilization, reduction of students' repetition, school improvement, teachers' career development, education quality, educational inspection, adult education, management of COVID-19, and data management. To provide the training, the education offices get fund from different sources (which include NGOs, Regional Education Bureau, and offices' own budget). To get better understanding on the issue, two of the responses of the informants are presented as follows:

Ahmed: Yes, we have experience in providing on-the-job training for secondary school principals. The topic of the trainings include: educational leadership and the teaching learning. In doing so the trainings are sponsored by NGOs working at the woreda like Dugda Children and Parents Assistance, Katolic Mission, and of course the Regional Education Bureau **EOI05**.

Walelign: Yes, we have experience in offering on-the-job training for secondary school principals. The topics of the trainings include: budget utilization, improving service provision, reduction of repetition of students, and school improvement program (the major). For providing the trainings there is no sponsor and we use budget of the office. In our case, education is almost all covered by community support for fulfilling the necessary facilities **EOI06**.

In general, in relation to the effectiveness of principals working at the secondary schools under study in practicing distributed leadership, the output obtained from quantitative

data analysis indicated a neutral or neither/nor ($M = 3.49$, $SD = .81$) value indicating the medium level at which the principals working in the secondary schools under study were effective in practicing distributed leadership. In this regard, the results of qualitative data analysis also indicated a medium to high level of effectiveness since it was rated at 5:2 ratio in fulfilling all the variables utilized to measure their effectiveness (secondary schools are structured in a way that they can implement distributed leadership; distributed leadership has to do with secondary school effectiveness; principals have experience in participating on on-the-job training; and woreda and city education offices have experience in offering on-the-job training).

When the output of the study in relation to the level at which the principals working at the secondary schools under study were effective is seen in line with earlier researches conducted on the topic, the output of the current study goes in line with their outputs. For instance, it goes with the output of a research conducted by Asrat Dagnew (2017) the output of which states that ‘the schools were not effective in practicing distributed leadership’. It also goes with the output of a research conducted by Shimelis Mesfin (2018) the output of which states that ‘although the concept of distributed leadership is understood as a way of sharing tasks throughout teachers and school community, it is failed to be implemented’. This implies that the secondary schools under study were not fully benefitted from the advantage of school effectiveness which includes having quality teachers, school facilities, conducive learning environment, parents’ involvement in school leadership, culture of monitoring students’ progress, and collaborative principal leadership.

3. Opportunities and enabling conditions in place to practice distributed leadership in the secondary schools

School organization denotes how schools arrange their resources of time, space, and personnel to bring maximum results on student learning (Danielson, 2002). It is organization of ideas and principles into a school system like building relationships and creating conducive work climate (Evanjeline, 2016). School organization serves different purposes: to deal with process of change, to ensure smooth functioning school, to avoid under or over utilization of resources, and to smoothly achieve the objectives of a school.

In education in general and schools in particular, distributed leadership is considered as the expansion of leadership roles beyond the formal leadership positions (Harris, 2011). For this reason, distributed leadership is assumed as a form of power sharing that extends authority and influence to groups and individuals in a way contrary to the hierarchical arrangements (Arrowsmith, 2007). In schools, distributed leadership could also be defined as a leadership role whereby a principal develops leadership skills throughout the organization (Gronn, 2002). In this regard, the directive of the Ministry of education also supposes the organization of educational leadership to follow the principle of professionalism, democratization, decentralization, working in coordination, and openness and accountability (MoE, 2009). According to the directive, a secondary school principal, being accountable to woreda education office, has the responsibility to organize school level teams like curriculum committee, female students' academic advisory committee, discipline committee, and clubs, all of which are organs to which leadership is distribute.

In this regard, the output of quantitative data analysis indicated neutral or neither/nor value ($M = 3.40$, $SD = 1.18$). This implies that the extent to which the school organization supports principals working in the secondary schools under study in practicing distributed

leadership was found to be medium, as rated by school organization sub-scale dimension. From this, it is possible to conclude that the support that school organization provides to principals working in the secondary schools under study to practice distributed leadership is found to be below satisfactory. Compared to the quantitative data analysis results, the result obtained from qualitative data analysis indicated that the secondary schools under study are organized in such a way that teams could participate on decision making activities. From this it is possible to deduce that school organization is designed in a way that it supports the practice of distributed leadership. And the cumulative result indicates medium to high level of support of school organization to secondary school principals' distributed leadership practice. From this it is possible to conclude that the secondary schools under study were not fully benefitted from what school organization provides them in relation to dealing with process of change, ensuring smooth functioning work culture, ensuring optimal utilization of resources, and achieving their objectives.

To measure the level of secondary school principals' effectiveness in practicing distributed leadership, the second variable utilized was school culture. School culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence all aspects of a school (Pawlak, & Waniek-Klimczak, 2014). In a school context, culture could be shaped by five interwoven elements: fundamental beliefs and assumptions that people at a school consider to be true; shared values that people at a school make; norms or how members believe they should act and behave; patterns and behaviors; and tangible evidence that demonstrate the behaviors of the people in a school (Shafer, 2018). The culture of a school also includes elements of organizational structure such as expectations and collective aspirations (Duke, 1990). As such distributed leadership makes a

school an institution in which teacher leadership, respect and trust, and learning expectation and student achievement are realized.

In schools, distribution of leadership is situation dependent. This is for school staffs and stakeholders move in to and out of the leadership role depending on the situation (Spillane, 2015). In this regard, the efforts that school principals make to realize the culture of helping each other and respect between and among teachers and students is checked through supervision works (MoE, 2009). In line with school culture, the directive from the Ministry states that a secondary school principal, being accountable to woreda education office, is expected to facilitate school culture under which teachers, administration workers, or students who have exemplary work performance are awarded or recognized on a meeting where PTA members and the community take part.

In Ethiopian education system, the issue of distributed leadership has got more emphasis since the first half of the 1990s. That is, with the education and training policy by which under its sub article 3.8.2 the government disclosed its plan to decentralize educational management. This is with the intention to expand, enrich and improve the relevance, quality, accessibility, and equity of education and training (FDRE, 1994). In addition, the decentralization program by which the country committed itself to devolve power and service delivery functions from the national and regional levels up to woreda and sub-woreda level institutions also supports the distribution of leadership practices (Gebre-Egziabher & Berhanu, 2007). Further, with those policy implementation strategies like General Education Quality Improvement Program (GEQIP) and Education Sector Development Plans (ESDPs), it is also indicated that school leadership is distributed in such a way that school leaders, teachers, students, parents, and the community participate on schools' decision making, even though not explicitly mentioned using the phrase 'distributed leadership'.

In this regard, the output of the quantitative data analysis indicated adequate or satisfactory value ($M = 3.57$, $SD = 1.1$). This implies that the extent to which the school culture supports principals working in the secondary schools under study in practicing distributed leadership was found to be adequate (Medium), as rated by school culture subscale. From this, it is possible to conclude that the support that school culture provides to principals working in the secondary schools under study to practice distributed leadership is found to be adequate though there is a lot to be done to support the distribution of leadership to the fullest. And the secondary schools under study were benefitted, to some level, from what school culture provides to them in the form of participating teachers on leadership activities, ensuring a culture of respect and trust between and among school communities, planning for students' learning expectations and achievement.

To understand the level at which school culture supports secondary school principals' in practicing distributed leadership, in addition to quantitative data qualitative data were also collected and analyzed. To this end, the support that school culture provides to practice distributed leadership in the secondary schools under study was tested based on three variables: support provided for those teachers who coach their colleagues; mutual respect and trust between and among teachers and between teachers and school administration; and practice of planning to improve individual student's academic achievement. In this regard, the results showed varied results for the three variables. In relation to planning to improve individual student's academic achievement, the analysis results indicated that there is similar experience, for which all of the informants confirmed that the secondary schools have experience in planning to improve individual student's academic achievement. Contrary to this however the other two items were evaluated otherwise. For instance, in relation to the support provided to teachers who participate on coaching, the secondary schools have varied

experiences. There are secondary schools in which teachers are supported for providing coaching and taking additional responsibilities. Contrary to this however there found secondary schools in which the support provided to teachers for providing coaching and taking additional responsibilities is non-existent. Similarly, the analysis results for mutual respect and trust also indicated varied results. At some secondary schools, it is observable that there is mutual respect and trust between and among teachers themselves and between the staff and school administration. Contrary to this however there are secondary schools in which it is difficult to find mutual respect. From this it is possible to conclude that school culture is not fully supporting the practice of distributed leadership in the secondary schools under study.

In addition to school organization and school culture dimensions, qualitative data were also collected and analyzed in relation to policy provisions support to practice distributed leadership. In this connection, in relation to the responsible body for selection and assignment of secondary school principals and whether there exists criterion that assist in this regard, the data analysis results indicated that there exists a responsible body for the selection and assignment of secondary school principals and to do so, there are criteria in place. From this, it is possible to deduce that there is policy provision that assists woreda and city level education management, particularly in selection and placement of secondary school principals.

Nevertheless, with the efforts made to see the educational background of the secondary school principals and other education officials working at the next higher levels of education management, the results indicated that most of the secondary school principals (six out of seven) and the education officials working at woreda and city levels of education management (five out of seven) were seen working at their positions without having the

necessary education and training needed for their positions. From this it is possible to conclude that even though there is policy provision that supports the practice of distributed leadership, it is not seen practically implemented. This implies that the value given to the field of educational leadership both at woreda and city education management levels is found to be minimal. And this may negatively affect the implementation of distributed leadership in the secondary schools, as a result of which secondary school goal achievement could be negatively affected.

In general, with regards to the opportunities and enabling conditions that are in place to practice distributed leadership in the secondary schools under study, the results obtained from both quantitative and qualitative data analysis indicated medium to high level of existence. This implies that the existence of enabling conditions for secondary school principals to practice distributed leadership was rated between medium to high. From this, it is possible to conclude that the secondary schools under study are working under a situation where there found some enabling conditions and there remains more works to be done to bring to the level where woreda, city, and secondary school conditions play great role for secondary school goal achievement. And the secondary schools under study were seen not fully benefitted from the opportunities and enabling conditions provided by the policy in expanding leadership roles beyond the formal leadership positions to extend authority and influence to groups and individuals with accountability.

Nonparametric measurement analysis results

Spearman correlations analysis result

For analyzing the quantitative data, in addition to descriptive statistics it was planned to use correlation and regression analysis to check how the variables stand for and against in showing the level at which distributed leadership is practiced in the secondary schools under

study. However, through the process of data analysis, when the data were checked for normality, it was found to be not normally distributed. To adjust it transformation was made. Even after transformation, the data remained not normally distributed. As a result, the earlier plan to use Pearson's correlation analysis was changed to Spearman's correlation analysis. As such, the correlation analysis results indicated that all the four dimensions (school organization, school culture, teacher leadership, and school system leadership) are positively related with each other in contributing for secondary school principals to practice distributed leadership in the secondary schools under study. This is witnessed by Spearman correlation analysis results conducted between principal leadership dimension and the other four dimensions of distributed leadership (school organization, school culture, teacher leadership, and school system leadership). The results of the correlation analysis indicated that teacher leadership dimension was found to be the strongest predictor of principal leadership (distributed leadership) while school culture dimension was the weakest predictor of it.

Ordinal regression analysis results

As one of the non-parametric analysis, ordinal regression was used to check the extent to which distributed leadership dimensions stand apart in indicating the level at which distributed leadership is practiced in the secondary schools under study. To this end, the result of ordinal regression analysis came up with two types of estimates (positive and negative). Positive coefficient is interpreted as 'for every one unit increase on teacher leadership dimension, there is a predicted increase of 1.743 in the log odds of falling at a higher level on the principal leadership. And negative coefficient is interpreted as 'for every one unit increase on school culture, there is a predicted decrease of -0.25 in the log odds of being in a higher level on the principal leadership. From this, it is possible to understand that teacher leadership dimension was found to be a significant positive predictor of principal

leadership while school culture dimension was found to be a significant negative predictor of principal leadership. This result relates with the output of the correlation analysis where ‘teacher leadership’ dimension was found to be the strongest predictor of distributed leadership while school culture dimension was found to be the weakest predictor of distributed leadership. From this it is possible to deduce that the four dimensions (school organization, school culture, teacher leadership, and school system leadership) were seen varying in providing support to practice distributed leadership in the secondary schools under study.

4. Major challenges that are negatively affecting distributed leadership practices and its effectiveness

Following the government change of 1991 and the analysis made in relation to the practices of the earlier education system, in the sector in general and in secondary schools in particular, there found different challenges that were negatively affecting practices and outcomes, out of which leadership challenge is the one. In addition, the analysis result of the Ethiopian Education Development Roadmap conducted for the purpose of education reform also indicated that leadership challenge is found to be one of the challenges faced the government in implementing the education and training policy.

In this regard, the data analysis results indicated that the challenges are system wide and many fold, which encompass in-school and out-of-school factors that include: political interference; lack of budget; the challenge to get the needed teachers (both in number and in the required fields of study); lack of professionals like laboratory technicians, librarians, and psychiatry; lack of school facilities like science laboratory and library; lack of interest both from the teachers and the students; lack of on-the-job training provided to secondary school principals; and situational factors like COVID-19 related challenges.

Similar to the challenges, the study results also indicated that the solutions needed to alleviate those challenges that could be obtained from all educational management levels, beginning from the secondary schools up to the Ministry, which include: avoiding political interference; revisiting the budget that is allocated for secondary schools; providing on-the-job training for secondary school principals; allowing cities for at least 50/50 level of teachers' employment and transfer; facilitating the system by which universities train professionals like laboratory technicians, librarians, and psychiatry; working in coordination with stakeholders like NGOs to facilitate income generation of secondary schools; and fulfilling the secondary schools with the necessary facilities like laboratories and libraries. This implies that the principals of the secondary schools under study were found working under many challenges that are negatively affecting them in practicing distributed leadership in their respective secondary schools. As a result, it is expected that in the secondary schools under study, their goal achievement in relation to their major objective (students' learning and achievement) might be negatively affected.

5.2 Conclusions

Under this section, the conclusions drawn from the summary of findings are presented.

1. In relation to the extent to which secondary school principals practice distributed leadership, the findings of the study indicated a low level of practice which is below the expectation, as witnessed by the results of both quantitative and qualitative data analysis, which based itself on the analysis results of all 'principal leadership', 'teacher leadership', and 'school system leadership' dimensions of distributed leadership. This implies that the secondary schools under study were not benefitted to the expected level from practicing distributed leadership functions like utilizing teams, improving instructional practices,

2. tailoring schooling to individual needs, realizing accountability structure, and creating networking and collaboration. From this, it is possible to conclude that the principals of the secondary schools under study were found to discharge their leadership below the expected level and this may negatively affect the output of their schools in all regards.
3. With regards to the effectiveness of distributed leadership practices in the secondary schools under study, the data analysis results indicated a medium to high level of effectiveness. This is witnessed by the results obtained from both quantitative and qualitative data analysis results, which indicated a medium to high levels of effectiveness, respectively. This implies that in the secondary schools under study, their principals' effectiveness in practicing distributed leadership was rated at medium to high level. From this one can understand that their level of effectiveness was rated at a relatively better level though there are more works remaining to be done in this regard. And from this, it is possible to conclude that the secondary school principals were found having better performance in relation to their effectiveness in practicing distributed leadership in their schools with some efforts remaining to be made to bring their level of effectiveness to the highest possible.
4. In relation to opportunities and enabling conditions that are in place to practice distributed leadership in the secondary schools under study, the findings of the study indicated a medium to high level of support of school organization to secondary school principals' distributed leadership practice. This is witnessed by the output of quantitative data analysis which indicated neutral or neither/nor value, indicating the level at which 'school organization' supports principals

5. working in the secondary schools under study in practicing distributed leadership. It is also witnessed by the output of the quantitative data analysis in relation to school culture which indicated adequate or satisfactory value, implying a higher level of support that school culture provides to secondary school principals to practice distributed leadership. On top of this, it is also supported by qualitative data analysis results which indicated that at current the secondary schools under study are organized in such a way that teams could participate on decision making activities. Nevertheless, the actual practice indicated that most of the secondary school principals and the education officials working at woreda and city levels of education management were seen working at their positions without having the necessary education and training needed for their positions. This implies that the value given to the field of educational leadership both at woreda and city education management levels was found to be minimal. From this, it is understandable that even though there is policy provision that supports the practice of distributed leadership, it is not seen practically implemented. And it is possible to conclude that situations found at woreda, city, and secondary school levels were found not fully supporting principals' distributed leadership practice. From this, it is possible to conclude that the secondary schools under study were seen not fully benefitted from the opportunities and enabling conditions provided by the policy in expanding leadership roles beyond the formal leadership positions to extend authority and influence to groups and individuals with accountability.
6. With regards to the major challenges that are negatively affecting distributed leadership practices of principals and their effectiveness, the research findings

indicated that the challenges are system wide and many fold, which encompass in-school and out-of-school factors that include: political interference; lack of budget; the challenge to get the needed teachers (both in number and in the required fields of study); lack of professionals like laboratory technicians, librarians, and psychiatry; lack of school facilities like science laboratory and library; lack of interest both from the teachers and the students; lack of on-the-job training provided to secondary school principals; and situational factors like COVID-19 related challenges. Similarly, the study results also indicated that the solutions needed to alleviate those challenges that could be obtained from all educational management levels, beginning from the secondary schools up to the Ministry. These include avoiding/reducing political interference; revisiting the budget that is allocated for secondary schools; providing on-the-job training for secondary school principals; allowing cities for at least 50/50 level of teachers' employment and transfer; facilitating the system by which universities train professionals like laboratory technicians, librarians, and psychiatry; working in coordination with stakeholders like NGOs to facilitate income generation of secondary schools; and fulfilling the secondary schools with the necessary facilities like laboratories and libraries. And from this, it is possible to conclude that the principals of the secondary schools under study are working under many challenging situations that are negatively affecting them in practicing distributed leadership. And this may negatively affect their school's effectiveness in realizing students' learning and achievement.

5.3 Recommendations

Under this section, recommendations forwarded based on the research findings and the conclusions drawn are presented.

Recommendations for secondary school principals

- 1) In relation to the extent to which secondary school principals practice distributed leadership, the research findings indicated that the principals working in the secondary schools under study were found to have low level of practice. This implies that these principals have lower understanding about the duties and responsibilities that secondary school leadership requires of them. From this it is arguable that they could discharge their leadership below the expectation. As a result, the secondary schools under study were found to benefit less from their principals' distributed leadership practices in utilizing teams, improving instructional practices, tailoring schooling to individual needs, realizing accountability structure, and creating networking and collaboration, all of which are contributing factors for school objective achievement. Thus, it is recommended that the principals working in the secondary schools under study make effort to understand the duties and responsibilities attached to their position and act accordingly.
- 2) In relation to effectiveness of secondary school principals' distributed leadership practice, the research output indicated that there is a relatively better performance. From this it is understandable that there are still works remaining to be done in this regard. This implies that though there are efforts, the secondary schools under study were not fully benefitted from the advantage of school effectiveness like having quality teachers, school facilities, conducive learning environment,

- 3) parents' involvement in school leadership, culture of monitoring students' progress, and collaborative principal leadership. Thus, it is recommended that the principals working in the secondary schools under study make their fullest efforts to practice distributed leadership in a way that it maximizes their effectiveness in achieving their school objectives.
- 4) With regards to opportunities and enabling conditions available at the secondary schools to practice distributed leadership, the research findings indicated a medium level of support. This implies that situations found at woreda, city, and secondary schools were found not fully supporting principals' distributed leadership practice. As a result, the secondary schools under study might not fully benefitted from the opportunities and enabling conditions provided by policy provisions in expanding leadership roles beyond the formal leadership positions in a way that it enables them to share authority and influence groups and individuals with accountability. Therefore, it is recommended that the principals working in the secondary schools under study make their maximum effort to understand policy provisions in this regard and practice distributed leadership accordingly to be effective in realizing their school objectives.
- 5) In relation to the major challenges that are negatively affecting distributed leadership practices of secondary school principals, the study output indicated that the challenges are system-wide and many fold, which encompass in-school and out-of school factors. To mention them, they include political interference, lack of budget, the challenge to get the needed teachers, both in number and in the required fields of study, lack of professionals like laboratory technicians, librarians, and psychiatry, lack of school facilities like science laboratory and

6) library, lack of interest both from teachers and students, lack of on-the-job training provided to secondary school principals, and situational factors like COVID-19 related challenges. This implies that the principals working in the secondary schools under study are working under multiple challenges that could negatively affect them in practicing distributed leadership and achieve their school objectives. Thus, it is recommended that the secondary school principals plan in coordination with woreda education office or city education office to fulfill the school facilities like science laboratory and library, provide awareness training for teachers and students.

Recommendation for woreda and city education offices

1. In relation to the extent to which secondary school principals practice distributed leadership, the research findings indicated that the principals working in the secondary schools under study were found to have low level of practice. This implies that these principals have lower understanding about the duties and responsibilities that secondary school leadership requires of them. And it is arguable that they could discharge their leadership below the expectation. As a result, the secondary schools under study were found to benefit less from their principals' distributed leadership practices in utilizing teams, improving instructional practices, tailoring schooling to individual needs, realizing accountability structure, and creating networking and collaboration, all of which are contributing factors for school objective achievement. Thus, it is recommended that woreda and city education offices work with secondary schools in such a way that they support them through

supervision works and provide them on-the-job training to help the secondary school principals get awareness in relation to practicing distributed leadership.

2. With regards to opportunities and enabling conditions available at the secondary schools to practice distributed leadership, the research findings indicated a medium level of support. This implies that situations found at woreda education offices and city education offices were found not fully supporting principals' distributed leadership practices. As a result, the secondary schools under study might not fully benefitted from the opportunities and enabling conditions provided by policy provisions in expanding leadership roles beyond the formal leadership positions in a way that it enables them to share authority and influence groups and individuals with accountability. Therefore, it is recommended that woreda and city education offices select and assign those who have educational leadership background and/or back with formal training those who are selected and assigned to secondary school leadership position having other subjects as their background.
3. In relation to the major challenges that are negatively affecting distributed leadership practices of secondary school principals, the study output indicated that the challenges are system-wide and many fold, which encompass in-school and out-of school factors. To mention them, they include political interference, lack of budget, the challenge to get the needed teachers, both in number and in the required fields of study, lack of professionals like laboratory technicians, librarians, and psychiatry, lack of school facilities like science laboratory and library, lack of interest both from teachers and

students, lack of on-the-job training provided to secondary school principals, and situational factors like COVID-19 related challenges. This implies that the principals working in the secondary schools under study are working under multiple challenges that could negatively affect them in practicing distributed leadership and achieve their school objectives. Thus, it is recommended that woreda and city education officials work in coordination with their respective administrative offices on how to reduce political interference to secondary schools and how to select and assign incumbents of education leadership positions, both for the offices and the secondary schools. In addition, work with the Regional Education Bureau in planning for employment of secondary school teachers, budget allocation for secondary schools, fulfill secondary schools with facilities like science laboratory, library and provide on-the-job training for secondary school principals.

Recommendations for Regional Education Bureau

- 1) With regards to the extent to which secondary school principals practice distributed leadership, the research findings indicated that the principals working in the secondary schools under study were found to have low level of practice. This implies that these principals have lower understanding about the duties and responsibilities that secondary school leadership requires of them. And it is arguable that they could discharge their leadership below the expectation. As a result, the secondary schools under study were found to benefit less from their principals' distributed leadership practices in utilizing teams, improving instructional practices, tailoring schooling to individual needs, realizing accountability structure, and creating networking and

collaboration, all of which are contributing factors for school objective achievement. Thus, it is recommended that the Regional Education Bureau provides awareness creation training for secondary school principals and woreda and city officials in relation to education strategies and directives which could update their duties and responsibilities attached to their positions. In addition, it is also recommended that the Bureau supports the woreda and city education offices to organize trainings for secondary school principals at their levels.

2) In relation to effectiveness of secondary school principals' distributed leadership practice, the research output indicated that they were found to have a relatively better performance. From this it is understandable still there are works remaining to be done in this regard. This implies that the secondary schools under study though relatively stand at a better condition, were not fully benefitted from the advantage of school effectiveness like having quality teachers, school facilities, conducive learning environment, parents' involvement in school leadership, culture of monitoring students' progress, and collaborative principal leadership. Thus, it is recommended that the Regional Education Bureau in cooperation with the Ministry of Education facilitates formal training for secondary school principals; provide support and evaluate the work performance of secondary schools through supervision works; practice the culture of awarding education offices and secondary schools working in the region based on their performance; conduct researches on secondary schools and communicate its results to the woreda and city education officials and secondary school principals.

- 3) With regards to opportunities and enabling conditions available at the secondary schools to practice distributed leadership, the research findings indicated a medium level of support. This implies that situations found at woreda education offices, city education offices, and secondary schools were found not fully supporting principals' distributed leadership practice. As a result, the secondary schools under study might not fully benefitted from the opportunities and enabling conditions provided by policy provisions expand leadership roles beyond the formal leadership positions in a way that it enables them to share authority and influence groups and individuals with accountability. Therefore, it is recommended that the Regional Education Bureau supports secondary schools through supervision to check the level of implementation of policy provisions and provide budget support for woreda and city education offices to strengthen their supervision works.
- 4) In relation to the major challenges that are negatively affecting distributed leadership practices of secondary school principals, the study output indicated that the challenges are system-wide and many fold, which encompass in-school and out-of school factors. Some of them include lack of budget, the challenge to get the needed teachers, both in number and in the required fields of study, lack of professionals like laboratory technicians, librarians, and psychiatry, lack of school facilities like science laboratory and library, lack of on-the-job training provided to secondary school principals, and situational factors like COVID-19 related challenges. This implies that the principals working in the secondary schools under study are working under multiple challenges that could negatively affect them in practicing distributed

leadership and achieve their school objectives. Thus, it is recommended that the Regional Education Bureau revisits budget provided to secondary schools; its experience in relation to secondary school teachers employment and transfer, particularly for cities, facilitate a 50/50 level of secondary school teachers employment and transfer; facilitate education and training of laboratory technicians, librarians, and psychiatry in coordination with the Ministry of Education.

Recommendations for the Ministry of Education

- 1) With regards to the extent to which secondary school principals practice distributed leadership, the research findings indicated that the principals working in the secondary schools under study were found to have low level of practice. This implies that the principals have lower understanding about the duties and responsibilities that secondary school leadership position requires of them. And it is arguable that they could discharge their leadership below the expectation. As a result, the secondary schools under study could benefit less from their principals' distributed leadership practices in utilizing teams, improving instructional practices, tailoring schooling to individual needs, realizing accountability structure, and creating networking and collaboration, all of which are contributing factors for school objective achievement. Thus, it is recommended that the Ministry of Education in cooperation with the higher learning institutions manage the formal training provided for secondary school principals in a way that they are graduated having the necessary information that help them on their actual work.

- 2) In relation to effectiveness of secondary school principals' distributed leadership practice, the research output indicated that they were found to have a relatively better performance. From this it is understandable that still there are works remaining to be done in this regard. This implies that the secondary schools under study were not fully benefitted from the advantage of school effectiveness like having quality teachers, school facilities, conducive learning environment, parents' involvement in school leadership, culture of monitoring students' progress, and collaborative principal leadership. Thus, it is recommended that the Ministry being coordinated with higher learning institutions facilitate formal training of secondary school principals and make assessment in relation to the works of secondary schools and communicate its result with the secondary schools.
- 3) With regards to opportunities and enabling conditions available at the secondary schools to practice distributed leadership, the research findings indicated a medium level of support. This implies that situations found at woreda education offices, city education offices, and secondary schools were found not fully supporting principals' distributed leadership practice. As a result, the secondary schools under study might not fully benefitted from the opportunities and enabling conditions provided by policy provisions in expanding leadership roles beyond the formal leadership positions in a way that it enables them to share authority and influence groups and individuals with accountability. Therefore, it is recommended that the Ministry through its own means controls the implementation of policy provisions at secondary schools.

- 4) In relation to the major challenges that are negatively affecting distributed leadership practices of secondary school principals, the study output indicated that the challenges are system-wide and many fold, which encompass in-school and out-of school factors. Among them, lack of professionals like laboratory technicians, librarians, and psychiatry, and school facilities like science laboratory and library are the major ones. This implies that the principals working in the secondary schools under study are working under multiple challenges that could negatively affect them in practicing distributed leadership and achieve their school objectives. Thus, it is recommended that the Ministry being in coordination with higher learning institutions facilitate the condition under which the education and training of professionals like school laboratory technicians, librarians, and psychiatrist is included in their curriculum.
- 5) Through this research work the student researcher went through the process where he can look at the experiences of different countries of the world in relation to practicing distributed leadership in their education systems in general and schools in particular. Thus, it is recommended that the Ministry include a mechanism by which teams participate on decision making of secondary schools in such a way that teams are organized from cross disciplinary fields, when designing secondary school leadership manual.

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APPENDIXES

Appendix-I

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

Questionnaire for Teachers, Department Heads, and Supervisors

Dear respondent,

This is a questionnaire prepared to collect the data needed for a dissertation research to be conducted for the requirements of a PhD study program in Educational Policy and Leadership at Addis Ababa University. The research is entitled “Distributed Leadership Practices of Principals in Government Secondary Schools of East Shewa Zone.” Therefore, this is to ask for your cooperation to participate in filling the questionnaire to provide the necessary information. Your response is very important for the study since the study will only be accomplished when you answer all of the questions genuinely and return the questionnaire timely. In answering the questions, read each statement carefully and put(√) mark under the choice that best fits your answer. Finally, I assure you that the information obtained through this questionnaire will be used only for the academic research purpose and your responses will be kept confidential.

Note: No need to write your name.

Part One: Background Information

1. Name of your school _____
2. Job Position: a) Teacher b) Department head c) Supervisor
3. Gender: a) Male b) Female
4. Age: a) less than 30 b) 30-35 c) 36-40 d) above 40
5. Qualification Level: a) BA/BED/BSc b) MA/MSc
6. Work experience in years:
a) 1-10 b) 11-20 c) 21-30 d) above 30

Part Two: Distributed Leadership Questionnaire

In the following table distributed leadership functions are listed. Please, read each statement carefully and put(x) mark under the choice that best fits your answer. Choose only one number per question using the following rating scales:

1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

DIMENSIONS OF DISTRIBUTED LEADERSHIP	RATING SCALE				
	1	2	3	4	5
I. School Organization					
1. The school's daily and weekly schedules provide time for teachers to collaborate on instructional issues.					
2. There is a formal structure in place in the school to provide teachers and other school communities the opportunity to participate on school level instructional decision making.					
3. Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contribution for the school.					
4. Teachers who assume leadership roles have sufficient resources to make meaningful contribution for the school.					
5. The school's weekly schedule provides time for grade level teams to meet with the administration to discuss instructional issues.					
6. Teachers who provide coaching in their subject area instruction are provided sufficient school time to assist their colleagues in improving their teaching strategies.					
7. The current secondary school organizational structure allows different teams to participate on decision making of the school.					
II. School Culture	1	2	3	4	5
8. It is apparent that many of the teachers at the school can take leadership role.					
9. Teachers at our school discuss and help one another to solve problems.					
10. There is mutual respect and trust among the staff.					
11. There is mutual respect and trust between the staff and school administration.					
12. Teachers' instructional learning expectations are high for their students.					
13. All students, regardless of their economic status, are expected to achieve high results.					
III. Teacher Leadership	1	2	3	4	5
14. Teachers are interested to participate in school leadership activities.					
15. Informal school leaders play important role in improving the performance of their colleagues.					

16. Informal school leaders play important role in improving students' achievement.					
17. The school has improved its capacity by providing professional staff formal opportunities to take on leadership roles.					
18. There is a clearly set criteria used to select potential teachers for leadership positions.					
19. Teachers discuss and help one another to solve problems.					
20. Teachers discuss strategies and share materials.					
IV. Principal Leadership	1	2	3	4	5
21. The principal actively participates alongside teachers in their subject area instructional meetings.					
22. The principal is knowledgeable about the school's instructional issues.					
23. The school's goals are aligned with that of the school woreda's					
24. The principal provides leadership in improving students' academic achievement.					
25. The school has clearly written vision statement.					
26. Teachers have understanding about the school's vision and can clearly describe it when necessary.					
V. School System Leadership	1	2	3	4	5
27. The school uses teacher made assessment results to improve instructional programs.					
28. The school uses regional and national assessment results to improve instructional programs.					
29. Teachers and principals share accountability for students' academic performance.					
30. Teachers and principals share accountability for meeting external standards of school monitoring and evaluation.					
31. Teachers have the classroom skills and skills needed to work with teaching-learning teams.					
32. Through assessment for learning, every student's progress is monitored and constantly provided with support, remediation, and enhancement.					
33. The national curriculum framework remains recommended areas of study (lives more space for different learners to work at different depth).					
34. The education policy and other strategy documents provide school principals with the opportunity to share leadership practices.					

Thank you so much!

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Interview Guide for Secondary School Principals

Introductory Remark

First of all I would like to extend my thanks to you for accepting and availing yourself for this interview session, which is organized to collect the data needed for the study entitled ‘distributed leadership practices of principals in government secondary schools of East Shewa Zone.’

With this, I ask for your cooperation to allow me to record the interview through electronic medium for it facilitates the data analysis. And I assure you that the information obtained through the interview will be used only for the purpose of the research and your responses will be kept confidential.

I. Personal Data Related Questions

- i. Name of your school _____
- ii. Age _____
- iii. Highest education level attained _____
- iv. Field of study _____
- v. Work experience in years:
 - a) At the current position _____
 - b) At other positions _____

I. Distributed Leadership Related Questions

- 1) How do you understand leadership?
- 2) What about distributed leadership?
- 3) Do you have experience in participating alongside teachers in their subject area instructional meetings?
- 4) How do you see teachers interest to participate on school leadership activities?
- 5) Is there clearly set criteria used to select potential teachers for leadership positions?
- 6) At your school, do teachers have experience in forming groups to help each other?
 - ✓ If so, how do you rate the role of informal leaders?
- 7) Does your school have experience in using results of teacher made assessments?
 - ✓ If so, would you give example?
- 8) Who is responsible for selection and assignment of secondary school principals?

- Is there criterion in place to be used in the selection of secondary school principals?
 - If so, would you mention them?
- 9) Does the current secondary school organizational structure allow teams to participate on decision making?
- 10) At the school, is there a mechanism by which teachers who provide coaching to their colleagues are supported?
- If so, how?
- 11) How do you rate your staffs practice in relation to
- mutual respect and trust among themselves?
 - mutual respect and trust between the staff and school administration?
- 12) At the school, is there experience of planning to improve individual student's achievement?
If so, can we take example?
- 13) Do you think on-the-job training is needed for secondary school principals? Why?
- 14) Do you have experience in participating on on-the-job training?
- 15) What do you think are the major challenges to practice distributed leadership at the school?
- 16) What solutions do you recommend to overcome the challenges?

Date of interview _____

The interview started at _____ *and ended at* _____

Thank you for your cooperation

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Interview Guide for Woreda and City Education Officials

Introductory Remark

First of all I would like to extend my thanks to you for accepting and availing yourself for this interview session, which is organized to collect the data needed for the study entitled ‘distributed leadership practices of principals in government secondary schools of East Shewa Zone.’

With this, I ask for your cooperation to allow me to record the interview through electronic medium for it facilitates the data analysis. And I assure you that the information obtained through the interview will be used only for the purpose of the research and your responses will be kept confidential.

I. Personal Data Related Questions

- ❖ Name of your woreda _____
- ❖ Age _____
- ❖ Highest education level attained _____
- ❖ Field of study _____
- ❖ Current position _____
- ❖ Years of service:
 - a. At the current position _____
 - b. At other positions _____

II. Distributed Leadership Related Questions

1. How do you understand leadership?
2. What about distributed leadership?
3. Do you think the current secondary school organizational structure permits distribution of leadership? If so, how?
4. Do you think leadership/distributed leadership has to do with school effectiveness?
5. Currently, is there criterion in place to be used to select and assign secondary school principals?
 - If so, would you mention them?
6. Do you think on-the-job training is needed for secondary school principals? Why?
7. Does your office have experience in offering on-the-job training for secondary school principals?
8. Currently, is there accountability structure (internal and external) for the secondary schools?
9. What do you think are the major challenges that negatively affecting distributed leadership practices?
10. What solutions do you recommend to combat the challenges?

Date of interview _____

The interview started at _____ *and ended at* _____

Thank you for your cooperation

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Interview Guide for Officials working at REB and the Ministry**

Introductory Remark

First of all I would like to extend my thanks to you for accepting and availing yourself for this interview session, which is organized to collect the data needed for the study entitled ‘distributed leadership practices of principals in government secondary schools of East Shewa Zone.’

With this, I ask for your cooperation to allow me to record the interview through electronic medium for it facilitates the data analysis. And I assure you that the information obtained through the interview will be used only for the purpose of the research and your responses will be kept confidential.

II. Personal Data Related Questions

- ❖ Age _____
- ❖ Highest education level attained _____
- ❖ Field of study _____
- ❖ Current position _____
- ❖ Years of service:
 - i. At the current position _____
 - ii. At other positions _____

II. Distributed Leadership Related Questions

1. How do you understand leadership?
2. How do you understand distributed leadership?
3. Do you think the current secondary school organizational structure permits distribution of leadership? If so, how?
4. Does the current secondary school system have a mechanism by which teachers who provide coaching to their colleagues are supported?
 - If so, how?
5. Is there formal structure that provides teachers with the opportunity to play leadership roles?
6. Do you think leadership has to do with school effectiveness? If so, how?
7. What does the current experience of secondary schools look like in practicing leadership?
8. What do you think are the major challenges that negatively affecting secondary school leadership?
9. What solutions do you recommend for the challenges?
 - i. *Date of interview* _____
 - ii. *The interview started at* _____ *and ended at* _____

Thank you for your cooperation