



**PRACTICES AND CHALLENGES OF LEADERSHIP IN PRIVATE
KINDERGARTENS IN BOLE SUBCITY**

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List of Acronyms and Abbreviation

ADEA - Association for the Development of Education in Africa

ECCE - Early Childhood Care and Education

ECE -Early Childhood Education

ELEYS - Effective Leadership in the Early Years Sector

KGs -Kindergarten(s)

MoE -Ministry of Education

NAEYC -National Association for the Education of Young Children

REPEY- Researching Effective Pedagogy in the Early Years

UNESCO -United Nation Educational, Scientific and Cultural Organization

UNEICEF - United Nations Children’s Emergency Fund

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ABSTRACT

This study aimed at assessing the Practices and Challenges of Leadership in the Private Kindergartens of Bole Sub City, in Addis Ababa. The research problem examined how kindergarten principals enact and experience their leadership, the leadership styles employed, the way they held their position, the challenges they encounter and the assistance they get from education offices. To this end, a descriptive survey design was used and the research employed various data collection tools and processed primary and secondary data sources using qualitative and quantitative data analysis techniques. Nine kindergartens were randomly selected using multi stage sampling technique and all the teachers (one hundred twenty), principals (nine principals) responded to the questionnaires. In depth semi structured interview were conducted with kindergarten principals, 4 cluster supervisors and 1 early childhood expert at the Woreda and Sub city level respectively. The key findings were: kindergarten principals' used facilitative leadership style though unintentionally. They were not adequately trained in the area of leadership and early childhood education. Most principals' held their position by promotion from the teaching profession. Thus, they feel incompetent and lack confidence. The principals have faced many challenges related with insufficient school resources, diverse early childhood staff combinations, lack of training in their context and leadership and miscommunication between management teams. The cluster supervisors and early childhood experts were not trained in early childhood education or leadership; they were also tightly scheduled to supervise first and foremost primary and secondary schools. The research concluded, kindergarten principals were not independent leaders. They have no power in decision making. Their leadership skill was found to be very poor. It can be said below the international standards. Consequently, the following recommendations were forwarded. Kindergartens principals' personal effort and enthusiasm for leadership should be accompanied with strong encouragement and continuous support primarily by their own school management. Sufficient in-service training or workshops should be provided by the city administration offices for principals, head of schools, cluster supervisors and early childhood experts. The education offices need to assign early childhood education and managements trained supervisors. The Ministry of Education should open early childhood education and management field of study and short term training programs at the universities and colleges.

Key Words- early childhood education, preschool, kindergartens, early years

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Hiwot Degefu, entitled Practices and Challenges of Leadership in Private Kindergartens in Bole Subcity, Addis Ababa and submitted to the Department of Educational Planning and Management with the regulations of the University and meets the accepted standards with respect to originality and quality.

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1. INTRODUCTION

1.1 Background of the Study

Schools at all levels have huge responsibility and accountability for the education of students through the effective leadership practices of head of the school and administrative staff. According to Donaldson(2006) school leadership goal is to ensure to the highest degree possible that every child in every school learns to her or his optimum level. And this cannot be achieved with the school principals' effort alone it needs cultivating good relationship with teachers who involves in teaching so that every child's learning and growth are optimized. Donald and his associates (1984) support the need for collaborative effort. Thus, principals may be highly committed to improving pupil's learning; however it is equally important to recognize that they cannot succeed without the assistance of teachers, students and parents who must also share the commitment and strive for high achievement (Donald, et., al.,1984). Thus, leadership practice in schools at all levels is the collective hard work and effort of teachers, students, parents and principals in a respectful working environment. It is obvious that good leaders are critical to achieve success in schools.

Different level of schools need different style of leadership and since the structure, the nature and maturity level of staff and the working environment is different. According to the researchers' many years of work experience most principals and teachers and other support professionals named babysitters (caregivers) of preschools are women with different educational background. Accordingly, principals' in preschools are challenged by the staff mix and sensitivity of young children and communication with their parents.

On the other hand, early childhood education is seen as the foundation stage where lifelong learning is planted. As a community, we must place children at the center of our attention. We must value their uniqueness and worth as individuals and citizens. For many parents the beginning of KG, is a time of great expectations and hopes because preschool education is the

first step on a path that, if guided successfully, can lead to life time of learning and success. Hence, Kindergartens and their curriculum should be established on the basis of understanding early child hood development and concern for each young child uniqueness NAEYC(2003).

In Ethiopian education system early childhood education was not an issue for a long time. When we look back to the concern and attention given to early childhood education and care there has been little work done. The 1994 Education and Training policy of decentralizing the education sector furnish a great opportunity for the private Kindergarten schools to appear and flourish. The policy put forward the need for holistic approach in early age as “kindergarten will focus on all round development of the child in preparation for formal schooling” TGE (1994:14). Ministry of Education has taken the accountability for regulating and monitoring, curriculum development, setting standards for play and learning and teachers’ qualification and accreditation of early childhood education. According to the program the expected outcome are promotion of child centered teaching, the child’s holistic learning and assign of qualified teachers required for the level MoE; ESDP IV(2010:17).

Compared to the previous governments, the current government demonstrate more interest as a result early childhood education and care are given more attention. Thus, in the last twenty years the number of Kindergarten schools and students enrollment has been increasing. The Education Statistics Annual Abstract 2003 E.C reported that the total numbers of kindergarten schools found in country to be 3418 and of which 987 are in Addis Ababa. The current data from Addis Ababa city Administration (2005) confirm the number of private kindergarten school in the city has increased to 1015. This data also shows that there is a growing demand and interest of human community towards early Child hood education.

Early childhood education being the foundation for children’s overall development and successful future: understanding and knowledge about early childhood development is crucial for the principals, teachers and other professionals working in early childhood settings. In the same way, competent leaders, qualified teachers, and other professionals are critical to build the children foundation stage of cognitive, physical, emotional and social development. Researches

about effective leadership practice revealed that success relies on principals' dedication and passion about early childhood care and education.

In most of the effective preschools better leadership is characterized by a clear vision, especially with regard to pedagogy and curriculum, which was shared by everyone working within the setting. All the most successful leaders, in terms of child outcomes, demonstrated a strong educational focus, valued adult child interaction and supported their staff in developing better ways of engaging children. This was done through ongoing professional development (Blatchard and Laura,2006). The challenges connected with developing leadership in preschools identified were lack of trained principals and teachers related to the profession and absence of relevant continuous training. In addition to these, low status and pay of principals, teachers and other professionals were identified as particular challenges connected with developing leadership in Kindergartens. According to the researcher knowledge, a thorough study was not carried out so far in the area of leadership at KGs level and for this reason, there is a need for an in-depth understanding of how they practice their leadership, what challenges principals' encountered? How does kindergarten principals assigned for the position? Hence, the finding of this research will help as a base line for concerned bodies to focus on the importance of leadership skill for preschools and improve early childhood education.

1.2 Statement of the problem

Early years are time of growth, experimentation, and a budding understanding of the world and their place within it. Kindergartens are a place for young children to develop the skills, attitudes and personalities that are needed in their life time. They must be ready for children so that their learning is unrestricted and they can try out new skills without fear of mistakes. Thus, knowledge and skills of how young children learn should be a main concern for all educators who are

working with young children. Building the first blocks of early childhood education is predominantly the responsibility of preschool principals, teachers, parents and the society at large. The role of the teacher in children development is seen as the highest order and one to be taken very seriously. This is because children view adults as a role model. Thus teachers are responsible to getting to know each child's abilities, needs and preferences and then plan appropriately to support the child. However, teachers' qualification is key problem in Kindergartens. The findings of local research Tirusew, et, al. (2007) reported that though early childhood teachers in Addis Ababa love to teach and stay with young children, most of them have different training from teaching. Moreover there is high turnover of staffs in most preschools. Consequently, the principal leadership skill and commitment are desirable while providing on-going professional development to maximize teacher's professional competency. REPEY study found out that staff members in the effective preschool setting were encouraged to attend staff development sessions which help them to be confident and improve professionally.

Preschool staff combination is another big challenge for the principals. There are teachers, teaching assistants, babysitters (care takers), play ground supervisors and cleaners with different educational backgrounds, training and expectations. But each one of them is very important that they share a part in the day to day operation of school system. Hence, principals' should demonstrate excellent communication skill and personality that respect every individual and cultivate good relationship and trust so that everyone feels contributed

and valued. In this case, the principal situational leadership is required to lead according to the task and maturity level of staff members.

Preschool principals as a leader need to be able to manage the parents' different perspective and build up collaborative relationship where parents and schools stand and work together as stakeholders for the benefit of the children they are sharing. Researchers reported that when parents are actively involved in their child's school and classroom the child learns that he or she is very important.

However, principals' are challenged by a mismatch between parents' expectation and kindergartens' performances. Thus, developing awareness and guide parents to the appropriate direction so that they can understand the kindergartens mission and vision and contribute in their child's learning is one of the principal challenges.

Kindergarten principals' leadership knowledge, qualification, and training in the field of early childhood education and care is very critical for the effectiveness of the schools. All the challenges of preschools settings can be tackled with the skilful leadership of the principals. Therefore, focusing on the child learning, curriculum, school structure, ensuring effective communication among staff and parents are all results of the excellent leadership ability of the principal while inspiring the whole staff effort and commitment. A research on effectiveness of preschools leadership revealed that the higher the qualification of the principals, the higher the quality of the curriculum experiences, the better the school structure and relationship with and between staff and parents Sylvae et.al, (2004).

However, Tirussew et.al (2007); Getnet(2013); and Ermias(2013) reported that kindergartens in Ethiopia exhibit various problems. Regarding the curriculum of preschools there is a huge variability among them. Most private preschools use curriculum borrowed from other countries such as India, England and America.

It seems that the government curriculum is simply serving as instruments during accreditation and supervision. Tirussew, also reported that statistical profile of preschool teachers show that about 19.7% of the teachers in Addis Ababa alone were not trained for preschool education. One can imagine the seriousness of the problems in other regions of Ethiopia. Coming to the professional background of preschool principals' one can hardly expects them to have obtained training in preschool education and management since the field itself is non- existent in the country Tirussew et.al, (2007).

At this point, we feel the gap of leadership competency and the importance of professional development program for principals and teachers in the early year's settings. It is clear that preschool principals and teachers need relevant continuous professional trainings to fill the gap and develop potential leaders and proficient teachers in their area.

According to Bloom (2000), early childhood leaders require competent knowledge such as group dynamics, child development & skill like technical and human. They should also demonstrate characteristics such as being goal oriented; have a good relationship with staff and being responsive to teachers and parents. To be such a leader, early childhood principals should be well trained or should get intensive need based training that focus on the unique needs of early years.

The researcher reviewed the local researches conducted until now and found out that limited research was carried out in the area of status of early childhood education and problems related to understanding the kindergarten curriculum and its implementation. However, the leadership aspects of the kindergartens were not investigated at all.

To this end, , conducting a research exploring how kindergarten principals' in the selected kindergarten of Bole sub city enact their leadership, assessing their performance and challenges is essential to enhance the professional experience of the principals' in particular and for improvement of early childhood education in general.

The main research purpose is therefore, to find out the leadership practices and challenges of principals' in selected kindergartens in Bole Sub City. To meet the objective, the following basic questions were outlined.

1.3 Basic Questions

1. What is the leadership style practiced by principals 'in Kindergarten schools?
2. What is the criteria adopted to select principals for kindergarten schools?
3. What are the major challenges of Kindergarten school principals?
4. What kind of support is given for the principals from the government education offices?

1.4 Objectives of the Study

General objective

The main objective of the study was to assess the leadership practices and challenges of Kindergarten principals' in selected schools of Bole Sub city.

Specific Objectives

The specific objectives of the study were to:

- identify the leadership style practiced in private kindergartens
- identify the major challenges of kindergarten principals while practicing leadership.
- evaluate the selection criteria used for the principal position.
- examine the qualifications and competency of preschool principals and teachers.
- assess the strategies used to develop the leadership skills and knowledge of the principals

1.5 Significance of the study

Early childhood education is believed to address problems that are faced by the students at later stages of their education. So it is given due importance internationally and nationally. Therefore, assessment of the leadership practices and challenges will help in improving the quality of the program. Besides, Kindergarten school principals', teachers', educational experts' would benefit in maximizing their leadership competency. Based on the researcher

experiences, most principals in preschools were not familiar with the leadership knowledge, and theories that the current society demands. As a result the research may support and motivate them to reflect on their leadership quality. It also serves as a source for further research for those interested in the area. In general, the findings of this study would grant the following contributions:

- provide valuable information about how leadership is practiced in private Kindergartens.
- enhance understanding of principals, teachers, and parents about the contribution of leadership practices and its outcome.

- provide insights as to the challenges in practicing effective leadership.
- provide some suggestion on how to improve the leadership practices.
- can serve as a spring board for those who want to conduct further study in the area.

1.6 Delimitation of the Study

The study would have produced better result, if parents involve in the research and teachers were made to be part of the focused group. In addition, if the study included enough number of private kindergartens in different setting of the country. However, to make the study more manageable and accomplishable within the given time frame, it is restricted to selected private kindergarten of Bole sub city in Addis Ababa. Moreover, for the same reason only leadership aspects of the early child hood program was studied.

1.7 Limitations of the study

One of the main limitations in the study was the mistrust and lack of awareness regarding the purpose of the research and its implication from two of the KGs. Though, the purpose and ethical consideration were stated on the questionnaire and additional explanation through detail discussion was provided it was impossible to get their cooperation. Collecting information from parents' were also too difficult for the researcher since most private school parents were very busy and it's really hard for the school to contact them. Consequently, the total number of kindergartens involve with the study became only 9 and children's parents did not involve at all. Moreover, securing audience with identified interviewees was not easy. This was because the cluster supervisors' in the Woreda were busy with meetings, field works or trainings. Arranging place and time that match the teachers' interest in the focused group and even to get their willingness. These challenges had taken considerable time and created information gap to accomplish the research successfully.

1.8 Organization of the study

This thesis contains five chapters. Chapter 1, the introduction, attempted to put the research problem in to perspective. This chapter presented the background of the study, statement of the problem, objective of the study, significance of the study, delimitation and limitation of the study. Chapter 2, was devoted to review of related literatures to the different aspects of early childhood education and leadership concepts and theories in-depth. Chapter 3,

discussed the research design and method, the population and sample, the data needed to answer the research questions, the source of the data and the procedures followed in gathering and analyzing the data. In Chapter 4 data presentation analysis and interpretations discussed thematically to present the research outcome. Data presentation tools such as mean standard deviation and tables, were used. The main body of the thesis comes to an end in chapter 5, which summarized the entire research proceedings, presented conclusions drawn and forwarded recommendations.

1.9 Operational Definition of Terms

Baby-sitters (Care takers): professionals who provide care and supervise the children during indoor and outdoor play time in kindergartens.

Kindergarten or Preschool educations: refers to the educational program provided for children between ages of 3-6 prior to their entry to primary school.

Preprimary school: the structure and the level of educational program including children age 3 to six.

Preschool Teachers: teachers who are qualified to teach young children.

Principals: educational leaders who leads the kindergartens.

Stake holders: the essential bodies involving in the education program.

Teaching Assistants: qualified teachers who assist the main teacher and substitute in the teacher's absence.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Early childhood is a critical time that requires due attention and great deal of investment since what is invested on children at this stage pays back later through their productive contribution in nation building and development(Tirussew et al.,2007). It means early attention and intervention is very vital in providing early child hood education among the children. The need for effective leadership is fundamental to build and shape the children's bright future.

2.1 Meaning and Nature of Early Childhood Education

The definition of early child hood care and education varies among child hood educators. Different countries use different terms and phrases to explain the services and education given to

young children. Some of these terms include preschool education, early childhood education, early childhood education and care, pre-primary education, kindergarten, etc. For most people early childhood education (ECE) refers to education provided during the period from birth to the age of starting primary or formal school. But there are different age limits set by different scholars and organizations to the year that comprises of early childhood education. For Chowdhury, and Choudhury (2002), early childhood begins when the 'relative dependency of babyhood' is over and it covers the age from of 2-6 years.

In Australia early childhood education involves a program serving children birth to 8 years to promote children's intellectual, social, emotional, language and physical development and learning NAEYC(2005). The term ECCE has been used by UNESCO to refer to services for children from birth until the child enters primary education Rao and Sun, (2010). In Ethiopia context early childhood care and education refers to comprehensive approach to policies and programs for children prenatal to seven years of age MoE(2010). For this study ECCE is taken as educational programmes given in kindergartens, which mainly serve as a preparation age before entering the formal school, mostly children between the age of 3 and 7.

2.2 Importance of Early Childhood Education

Early childhood is a remarkable time for a child to develop physically and mentally. It sets the foundation for, behaviour, health and lifelong learning. Early childhood education and care programme also paramount in a child's over all development. To this end, the role of the teacher (adult) and care givers in children development is seen as a role of the highest order and one to be taken seriously. This is because, children view teachers as a role model and take prompt from the ways that teachers behave and interact around and with them (Zigler& Stevenson, 1987). Many educators identified early childhood education as very fundamental time for any child. For instance, one third of children school attainment potential has been determined by the time he/ she enters preschool (Bloom, 1964).

His studies also support that first four or five years of a child is the period of greatest sensitivity to environmental influences. Nurturing and healthy environment can have far greater effects in improving the child's overall development. Unfavourable environments on the contrary have

negative and retarding influence on the child over all development. Bloom(1964) said that early childhood education helps the child to develop good physique, motor skills, personal adjustments, appreciation of the self and others and understanding the environment.

This means early experience whether home or school in child's early life has grand contribution on part of his/ her development now and in the future. In relation to this, Boren and Pickett(1954) cited that many of the failures in adult life, the poor adjustments made by individuals to their environments are accepted as being derived partly from "faulty training" or lack of opportunity for self development in the early years. Besides, pre-school seeks to develop social interaction and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life Boren and Pickett(1954). Early childhood education has lifelong effect in life.

Further studies on pre-school programs reveals that children who attended pre-school programs achieved markedly greater success in school and in their personal lives than comparable children who did not receive early childhood education. Pre-school intervention has also economic benefit for a society. It can reduce overall costs to schools, an expenditure on welfare and social services (Ziegler& Stevenson, 1987).

2.2.1 Curriculum of Early Childhood Education

Learning begins before a child walks through the classroom door UNESCO, (2007:6). The concept of "holistic learning" is based on the accepted principle that learning should be integrated in all areas of human growth and development. It is only for the purpose of studying one area or another in depth that such categories are created. The different subjects based educations witnessed in our KGs are the product of these categories. The aim of early childhood curriculum is to help children acquire the skills and behaviours that will promote their optimal growth physically, socially, emotionally and intellectually. In fact, principals and teachers should

consider a number of factors in developing a curriculum to provide maximum learning opportunities (Gordon and Browne,2011).

In early childhood setting in its wider sense curriculum is the planned and unplanned and include all of the activities as well as the subject matter, the interactions with people (adult – child interaction), and all experiences of the child’s day (Diribssa,2004:6).Similarly Bredekamp and Rosegrant(1995) provide an inclusive definition: curriculum is an organized framework that delineates the content that children are to learn, the process through which children achieve the identified curricular goals, what teachers do to help children achieve the goals, and the context in which teaching and learning occur (Ann and Kathryn,2011). However, as the curriculum is transmitted in the classroom it will be expressed or enacted through the teacher, hence, it is called expressed or enacted curriculum Dribssa (2004). The principals’ role in developing and improving the curriculum is used in this study related to both in the wider sense and the enacted curriculum.

Preschools should incorporate, inclusive curriculum that reflects an awareness and sensitivity to diversity in all areas of a child’s life: cultural, social, language, religion, gender, and capabilities and the inclusion of children with any and all varieties of disabilities and those who reflect various cultural backgrounds (Gorden and Browne, 2011: 331). Students with special needs and their family need education and services that will help them succeed (George, 2004). Children with special educational needs include the more able, children from diverse linguistic backgrounds, those with disabilities and children from different ethnic and cultural group. Each of these groups of children will need to be offered planned opportunities that build on and extend their existing knowledge (Curtis and Hagan, 2003:141).

Play needs to be understood in terms of the relationships between co-players; their actions, interactions and the meanings they co-construct; and the contexts in which the play occurs. Play is the first and important mode of instruction and teachers facilitate children’s development and

learning through it. Through play children acquire vocabulary, concepts, self- confidence, motivation, and an awareness of the personalities and needs of others (Marilou ,2004:6).

According to Curriculum Framework for Ethiopian Education(KG-Grade 12), the following are specific approaches to kindergarten education MoE, (2010a:15): learning should be conducted through free and facilitated play- such as sports, dance, music, visual arts and role play. The mother tongue is recommended to be used as a medium of instruction and for storytelling. Students learn better using hands on activity with a focus on the process rather than the end product. The curriculum should be integrated addressing all areas of development. For our children to live meaningful lives in the twenty first century we need to have an education system that stimulates students to acquire and practise new skills so that they are able to build new knowledge beyond what we already have. And this could be achieved through knowledgeable Principals (leaders) with outstanding leadership skill who are capable of developing competent teachers.

2.2.2 Kindergarten Teachers' Competencies

Teachers' competencies are defined as set of values, skills, and knowledge that would equip teachers to teach effectively in their classroom (Gupta, 2006:113). Teachers plan, observe, listen, help, learn, play, console, discipline, confer, comfort, and teach the children and adults who make up their world of early childhood (Gorden and Browne,2011:59). Teaching quality is one of the central components of an early learning system that children experience directly. Indeed, it is through caring, committed, and competent early childhood professionals that young children and their families experience the excellent curriculum, the appropriate teaching strategies, the supportive services, and the effective public policies (Howes and Richie ,2002:4). Teachers' relationship with students and their knowledge and skills are among the most critical factors in determining how much a young child learns; teachers and principals who are trained in early care and education are more responsive to the needs of children and better equipped to help children succeed (Tarlov and Debbink, 2008:88). Knowledge of child development, rather than just personal opinion and experience, is a critical foundation for teachers working with young children, their families and other professionals (Krogh, 2001:4-5).

The field of ECE is entering a new era, and it requires professionals who are up to date and willing to adapt so that all children will learn and succeed in school and life. Educators and researchers are concerned about teacher classroom performance and are always looking for ways to improve it. Teachers need to have an intellectual basis for their performance (Saracho, 1997). However, to create such a high- quality early learning teaching force it require substantial support including a system of continues professional development and innovative educational program. Professional development is central to high- quality teaching. Such a system establishes a minimum levels of pre-service and in-service education and coordinates course and degree offerings across institutions of higher education and other providers of continuing education Talov and Debbink(2008). Another very persistent pattern in the work of teachers, in early childhood education, has been a mismatch between theory and practice, between what teachers were taught in their programs of preparation and what they actually do in their classrooms.

While this has been a fact long observed, it has only recently been studied (Gupita, 2006). As in the case in developing countries early childhood education and care staff typically have minimal education and pre-service training, and are often poorly remunerated UNESCO (2006). This is shared by early childhood principals and coordinators in Ethiopia. These facts challenge the leadership practices of kindergarten principals while evaluating teachers and try to fill the gap. Besides, organizing relevant continuous staff training to maximize teachers capacity is primarily the principals' challenging responsibilities.

2.2.3 Parent Kindergarten Relationship

Families are the first and most powerful influence on children's early learning and development. Paul (1994), point out family as a primary factor for the successful development of children. He further stress that there is no substitute for the support and love that a family provides to a child. Actually, parents are young children's first and most important caregivers, teachers, and advocates. As such, the quality and effectiveness of programs for young children are contingent upon the degree to which families' needs are met and to the degree to which families understand, demand, and are engaged in high quality early care and education in both the child's own home and in early learning settings (Paul, 1994). Hence, to have healthy, enthusiastic, and engaged children, it is important to have healthy, enthusiastic, and engaged families. Children recognize when their family is fully engaged

(Tarlov and Debbink, 2008). However, working with families can be one of the principals' most satisfying responsibilities, or it can be one of the most frustrating, or both. Working on the common goal: nurturing the child; it is obvious, each of them has skill, knowledge, and sense of caring to bring the relationship. Because, each has a need for other. Thus, when principals' create partnership with parents it should begin with such a need. So, families and kindergartens become partners in a joint effort to help the child develop fully(Gorden and Browne,2011). Researches show that school, family, and community interaction makes a difference in student's learning experience. According Epstein and her colleagues (1996), principals should work and encourage parents' involvement in the form of communicating, volunteering and decision making.

However, individual kindergartens practices in involving parents might vary in designed area and level of involvement. In conclusion, it can be said that, child development and learning cannot be separated from the individual circumstances of the child's family.

2.2.4 Collaboration with government educational offices

Children need a special set of rights which take account of their vulnerability and ensure that adults take responsibility for their protection and development. One of the most significant right children are entitled is the right for education. Although countries still face many difficulties in expanding and improving their ECCE programs, a more favourable policy environment is emerging. Governments can help shape this environment by ensuring strong educational policies, fostering coordination among sectors and stake holders, regulating and monitoring quality, and making a concerted effort to reach disadvantaged children and others with limited access to ECCE (UNESCO, 2007). A review of major policy documents (UNESCO,2006) reveals that, although all education plans give some attention to early childhood, most do not take the holistic approach to ECCE promoted by the Dakar Framework for Action. UNESCO, UNICEF, the Association for the Development of Education in Africa (ADEA) and various early childhood networks have encouraged countries to develop holistic ECCE policies that address every aspects of care, education, health and nutrition for all children under 8 UNESCO(2007:167).

Educational reform begins with a change in educational policies. A policy is defined as “a series of interrelated choices aimed at achieving agreed-upon goals (Stephen and Mick, ,2000:62). Building state based systems benefits parents, early learning programs, and policy makers (Alvin and Michelle, 2008). It is part of a growing movement to regulate, and go hand in hand with policy statements that support to have children’s best interests in mind (Yelland, 2010). Standards organize the functions of the kindergartens and guide their practice. Moreover, a common set of quality standards should guide the practice (Tarlov and Debbink, 2008).

Once quality standards have been established, steps must be taken to ensure that programs and practitioners receive the assistance they need to meet and maintain the standards. This includes initiatives to help programs meet quality standards such as on site evaluation and technical assistance. It also includes support for principals, teachers and practitioners like on-job training, mentoring opportunities and career counselling to help them to grow professionally (Tarlov and Debbink, 2008). Without courageous leadership from within, the destiny of what is now a wide array of a child care and early education services will be in the hands of leadership from other service and industry sectors(Goffin and Washington ,2007).

Governments offer relatively low priority to pre-primary education in their spending. Well-enforced national quality standards covering public and the private sector, an important early childhood education stakeholder in many regions is critical. (UNESCO,2007:5).ECE in Ethiopia is so limited. The service being delivered is unable to meet the demand (Dereje, 1994). This is generally true for Sub- Saharan countries according to(Zeray, 2011). The early childhood care and education enrolment rate in 2007/2008 was about 3.9% nationally, a negligible figure (MoE2010b:5). The government of Ethiopia has recognized the fundamental importance of Early Childhood Care and Education in accelerating attainment of EFA and the MDGs. The Government of Ethiopia is aware of the value of ECCE (MoE, ,2010b).

Therefore, it is time to focus on how to provide guidance and support so that to maximize the quality of early childhood education.

2.2.5 Early childhood Education in Ethiopia

The history of early education in Ethiopia goes back to early medieval period. During that period, male children began attending church services at around age 4. At these services,

children began the first stage of priest school education. The curriculum for children of this age considered primarily of drill and practice of the alphabet (Negash,1996, as cited in Tirussewet. al., 2007: p.14). Later in the 20th century Emperor Menelik II recognized greatly, improved education would be a major requirement for modern Ethiopia.

In line with his aspirations, in 1908 he established the first public school called Menelik Primary and Secondary School. Similarly, eight years later to this first public school, the first modern preschool (kindergarten) was established in Dire Dawa, for the children of French consultant who were helping to build the first railroad in Ethiopia (Tirussew et. al., 2007).

Even though the emergence of modern kindergarten in Ethiopia aged nearly a century, many children of Ethiopia did not get the chance to attend pre-schools. Though early childhood education is recognized as important part of child's development, it is not the very priority by the government as it is stated in the Education and Training Policy and Its Implementation as "the opening of kindergarten involving massive expenditure cannot be a top priority, as regular universal primary education has not yet been achieved (MoE 2002:76).

Thus, the investment of kindergarten is an area that has been left for private investors and religious organizations, and for parents who can afford to pay the fees. As a result Ethiopia did not meet the educational standard of other African countries UNICEF (1995) and Pankhurst et.al, (1991) as cited in Gezahegn (2005). According to MoE (2010c) in 2010/11 out of the estimated 7.31 million children of the appropriate age group (age 4-6) only about 382, 741 children have been reported to have access to pre-primary education in 3418 kindergartens all over the country. Though, the enrolment is small when compared to the appropriate age group; it is higher than the previous year by 8.3%. The GER for kindergarten in the same year is 5.2% which is higher than the previous year by 0.4%. Despite the fact that there is an increase in number of kindergartens, there are only insignificant achievements in the program when compared with the magnitude of preschool age children that seek the opportunity.

Besides, local researches Tirussew et.al, (2007); Getnet(2013); Ermias(2013) reported that kindergartens in Ethiopia exhibit various problems. Regarding the curriculum of preschool there is a huge variability among different preschools.

Most private preschools use curriculum borrowed from other countries such as India, England and America. It seems that the government curriculum is simply serving as instruments during accreditation and supervision. Tirussew, et.al, also reported that statistical profile of teachers of preschools show that about 19.7% of the teachers in Addis Ababa alone were not trained for preschool education. Coming to the professional background of preschool principals' one can hardly expects them to have obtained training in preschool education and management since the field itself is non- existent in the country. English as a medium of instruction and communication is also favoured by most parents and preschools owners. Though important to learn English as a subject, using English as a medium of instruction and children communication tool as a school rule in Ethiopian soil neither benefits the children nor the nation at all (Tirussew et al,2007).

With these kinds of unfavourable circumstances in the kindergartens, conducting a research to investigate how kindergarten principals' in the selected kindergarten of Bole sub city enact their leadership, how do they exercise their leadership role? Assessing their performance and their challenges is essential to enhance the professional experience of the principals' and improve the quality of early childhood education. The following section will provide in depth understanding about the concept, the nature, and definition, different theories of leadership and style of leadership.

2.3 Nature of Leadership

Leadership has existed for as long as people have interacted. And it is present in all cultures and society whatever the economic and social status is. Several educators, scholars, social workers and political orators have used the word leadership. It has been a topic of interest to historian and philosophers. There is however, not much universal consensus regarding its meaning (Adane et.al ,2003).

Similarly Daft (1999) reported defining leadership has been complex and mysterious problem and it's one of the most observed and least understood phenomena on earth. In recent years however, much progress has been made in understanding the essential nature of leadership as a real and powerful influence in organizations and societies. As a result,

organizations require dynamic and effective leadership James and Collins (2008). Thus, there is a high demand for leaders in organization to contribute not only in terms of knowledge but also in making the right decisions and respond to the continues changes.

2.4 Definition of Leadership

In general leadership is about vision and influence. It can be described as a process by which one person sets definite goals and expectations and influences the actions of others to behave in what is considered to be a desirable direction. Taylor(2005) argue that a leader's words, actions, decisions, interactions and styles affect the beliefs, values, feelings and behaviours of people they work with and are critical in determining how others respond in team. For Taylor (2005) leaders are people who can influence the behaviour of others for the purpose of achieving a goal. They can encourage changing their behaviour, taking a new approach to work and build new mind set. Thus, leadership involves influence, it occurs among people, those people intentionally desire significant changes, and the changes reflect purposes shared by leaders and followers.

Organization today is faced with many challenges, especially with the rapid changes in technology, economic, social and political. For Daft (1999) the world is transforming from cherishing stability to valuing change, from control to empowerment, from competition to collaboration, from things to relationship and from uniformity to diversity. This means, today's best leaders are learning to go with the flow, to accept the inevitability of constant change, with understanding the need to share power, create team work and collaboration between staff members, looking at organization as a living system or web of interaction, and bringing diversity. Leadership can also be defined as a complex social process, rooted in knowledge, skills, values as well as ways of thinking of both leaders and followers. Thus, it is all about the continues process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow(Harsey and Blanchard ,1984).

In the same way, leadership is defined as a process of influencing the activities of individuals or a group in efforts toward goal achievement in a given situation. For Keith (1975) leadership is the ability to persuade others to seek the defined objective

enthusiastically. It is a human factor which binds a group together and motivates towards goals. Despite the minor differences among the definitions, the features that are common to all these definitions are process and practices enacted by leaders in formulating long term goals, in designing and implementing activities to achieve the goals and motivating and aligning group members to accept the goals and to implement the mutually agreed activities.

Looking at through the vast collection of literature related to leadership in education and other fields, it is clear that many concepts and ideas are in fact applicable to leadership in early childhood setting. Therefore, leadership is conceived as a set of behaviours on the part of the person holding designated leadership position, namely kindergarten principals in Bole sub city, for inducing long term changes perceived to be better or more adaptive for the group. It includes formulating long term goals, bringing acceptance of the goals by members of the Kindergarten, motivate and create interest among staff and designing and implementing activities to involve teachers and staff members towards achieving goals.

However, there is a continuing controversy about the difference between leadership and management. Some writers contend that leadership and management are qualitatively different and mutually exclusive. For instance, Law and Glover (2000) pointed out, although there has been much debate over the differences between leadership and management it is important to understand they are inherently linked and interwoven. The next sub section will provide clear picture about the relationships between leadership and management in general and in the early childhood settings in particular.

2.5 Leadership and management

Leadership is related to but distinct from management in key aspects Fidler (1997); Kotter, (1996). Leadership seeks to produce organizational change by developing a vision of the future and strategies for making necessary changes, communicating and explaining the vision, and motivating and inspiring people to attain the vision. On the other hand, management seeks to produce predictability and order by setting operational goals, establishing action plans with timetables, and allocating resources ,organizing and staffing, and controlling and monitoring results and solving problem.

According to Kotter, management and leadership both involve deciding what needs to be done, creating networks of relationships to do it, and trying to ensure it happens (Fiddler 1997; Kotter, 1996). Most managers are engaged in planning, budgeting, organizing, staffing and problem solving Kotter(1996). Thus, leadership practices establish a direction focused on the bigger picture of how different elements of the organization are related and where the organization is heading, work on people's values and involve a longer time frame. In contrast management focuses on details, maintaining the daily operation, and relatively shorter time frame. Similarly, according to Fiddler (1997), leadership refers to the formative and proactive aspects of the direction of an organization's affairs, where as management refers to activities for maintaining the current steady state. Most scholars seem to agree that success as a manager or administrator in modern organizations necessarily involves leading.

To this end, effective leaders in early childhood settings need to be aware that their leadership role is more than routine management, which focuses on the present and dominated by issues of continuity and stability. Waniganayake et. al. (2000) argues that management and leadership are different dimensions of the work of early childhood setting of principals and managers. For him leadership originated out of vision that is based in philosophy, values, and beliefs, which in turn guides policy, day to day operation and innovations. Solly(2003)suggests that management is related more to upholding tasks, concerned with carrying on, keeping up, maintaining and sustaining nevertheless leadership is associated more with taking risks to improve quality.

Leadership and management support one another. Thus, a leader needs to know both management and leadership skills. AS, Solly (2003) further explains, a person with highly developed management skills is likely to have structured the administration of the program to give adequate time to devote to key leadership functions. A person with poorly developed management skills is unlikely to be sufficiently organized to focus upon leadership issues. In any case for management skills are necessary but not sufficient for effective leadership(Solly ,2003).Although, a school principal is usually expected to lead as well as manage the school to provide education for children (Fidler,1997; Sharp and Walter,1994), this study focuses more on the leadership practices and challenges of kindergarten principals in Bole sub city.

Leadership of kindergarten principals who are charged with the designated responsibility of leading, is paramount important for kindergartens in their roles of devising long term goals of

where their kindergarten might and could be heading, and aligning staff to develop concerted and sustained efforts to achieve the goal set. In addition, as leadership gives form and directions to management, leadership takes precedence over management. Thus, the next subsection discusses the major theories of leadership.

2.6 Leadership theories and Approach

Over the past decades, a number of theories have been proposed to shed light on the nature and meaning of leadership. The first type refers to early theories of leadership which proposed that individuals become leaders because they have specific personality traits or Charisma(Stogdill,1950). This theory involved studying biographies and other records of military, political, and industrial leaders, based on the view that by examining the personal qualities of people who were considered great, it would be possible to identify any universal personal qualities possessed by leaders but not by followers.

However, this approach soon became absolute in light of studies which showed that individuals people behave differently when they are in different situations, suggesting that variables apart from personal qualities such as intention and situational limitation, mediated between personality and leadership practices Levine &Moreland(1990). Another weakness of this theory is that they focus on personal attributes of leaders instead of on what they do. As a result, they do not justify what leaders actually do to enable them to lead effectively. Despite, such shortcomings, the theory highlights the possible importance of personal attributes of leaders and how such personal attributes may influence what leaders do.

The second type of theory focused on situational factors, especially aspects of the leader-subordinate relationship, which leaders need to consider in order to determine how to lead. Fiedler's (1967) contingency theory proposes that consideration of the three factors of position power, leader- member relations and task structure influences whether the leader adopts a task oriented or a relation oriented style of leading. The combination of the three

factors in nine possible scenarios, in which for some relation oriented style is needed whereas for others, a task oriented style is appropriate. For instance, when the leader perceives that he or she has strong position power, has good relations with staff and the structure of the task on which the staff is working well defined, then the leader would need to work much on developing good relations with staff. On the contrary, if a leader concentrates mainly on the task in question, it requires a task- oriented style. Hersey and Blanchard's (1982) situational theory, propose a more refined understanding of the role of the subordinates of an organization in influencing the way the leaders lead. These researchers used the task and relationship behaviour that Fiedler identified and then combined these two sets behaviour in to four leadership styles of telling(high task-low relationship), selling(high task- high relationship), participating(low task- high relationship), and delegating(low task- low relationship). Accordingly, for Harsey and Blanchard(1982) successful leaders consider the level of maturity of their subordinates as defined by their willingness and ability to perform the tasks concerned, and then employ an appropriate style of leadership. For example, when subordinates are perceived to be unable and unwilling to perform the task concerned, successful leaders tend to adopt the 'telling' or a controlling style.

A theory that pays attention to a more attribute of subordinates and more facets of the situation is House's path- goal theory (1971).In view of that, there are several styles of leadership a leader can employ, intentionally or unintentionally. It includes a directive style, supportive style, participative style and an achievement oriented style. Style of leadership can exert its impact on performance and satisfaction of subordinates, but its effect can be moderated by situational factors (task structure, formal authority system, working group) and personal factors associated with subordinates (experience, personal ability). For instance, directive leadership results greater job satisfaction in subordinates when the task structure is well defined. House (1971) also proposes that leaders can utilize the different styles flexibility, in the sense that a leader can display any or all of the styles, depending on the nature of particular situation.

2.6.1 Transactional and Transformational Leadership Theories

While attention was paid to understanding the interaction among the factors related to the leaders, situations and followers, there was also renewed interest that focused on specific forms of relationship between the leaders and their followers. The theory of transformational and

transactional leadership is one of the most comprehensive leadership theories of organizational change.

2.6.1.1 Transactional leadership

Hollander's (1985) transactional theory views the leader-subordinate relationship as a process of exchange where in leaders gain support, compliance and work effort of subordinates by offering them tangible rewards and assistance, and by fulfilling their psychological needs. Similarly, transactional business leaders offer financial rewards for productivity or deny rewards for lack of productivity. In the same way Burns (1978) explains politicians lead by exchanging one thing for another. Transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower's performance.

According to Bass and Riggio (2006), transactional leadership depends on **Contingent Reward (CR)** this constructive transaction has been found to be reasonably effective in motivating others to achieve higher levels of development and performance, although not as much as any of the transformational components. Contingent reward leadership involves the leader assigning or obtaining follower agreement on what needs to be done with promised or actual rewards offered in exchange for carrying out the assignment adequately. Contingent reward is transactional when the reward is a material one, such as bonus. Contingent reward can be transformational however, when the reward is psychological, such as praise Bass and Riggio(2006). Effective leadership thus rests on the leaders' willingness and abilities to reward subordinates for their contribution and to correct those who do not contribute to accomplish the group goal.

2.6.1.2 Transformational Leadership

Burns (1978) theory of transformational leadership views leaders as engaging with other in such a way that the leader and followers raise one another to a higher level of motivation and morality, so that in such a relationship, purposes are shared, power bases are linked, leadership becomes moral, and followers are untied to achieve higher goals. Bass (1985) suggest similar ideas suggesting that transformational leaders make inspirational interests in followers and raise their need and aspiration levels.

Bass and Riggio (2006), transformational leadership is typified as being consisted of interrelated behavioural components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration

Idealized influence (II) transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them. Leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. The implementation of transformation is facilitated when a leader shows individualized consideration where he/she provides support, coaching and guidance to the employees. Coaching and guiding behaviors are important in organizational transformation process. A leader is a good facilitator by promoting the creation of a culture that encourages group decision-making and behavioral control. Individualized consideration plays a role in neutralizing the resistance that may arise during transformation.

Inspirational Motivation (IM) transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Leaders get followers involved in envisioning attractive future states, they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision.

Intellectual Stimulation (IS) transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Particularly during the time of organizational transformation, transformational leaders must develop a vision that considers the underlying needs and values of the stakeholders in order to attract followers to the change initiatives.

Individualized Consideration(IC) transformation's behavior demonstrates acceptance of individual differences. Followers and colleagues are developed to successively higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences. A two-way exchange in communication is encouraged, and management by walking around work spaces is practiced. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress;

ideally, followers do not feel they are being checked on Bennis&Nanus (1985) also proposed that transformational leaders shape and elevate followers' motives and goals to achieve significant changes through shared interests and collective efforts. Common to all conception of transformational leadership is the notion empowerment referring to the leaders' active and creative exchange of power with followers so that the shared vision and goals can be achieved through elevated and combined efforts. There are however different views of 'empowerment' Konezak, Stelly and Trusty(2000), reviewed a number of studies and highlighted the ways leaders can empower their staff, which included sharing of power with subordinates, emphasizing accountability of outcomes, encouraging independent decision making, sharing information and knowledge, and encouraging risk taking and providing positive feedback. These forms of empowering teachers are taken as principals roles in practicing leadership in this study. A number of researchers have also discussed the role and ways of empowering teachers in the area of instructional leadership(Lofthouse,1995). One important factor associated with empowerment is the idea that the leaders should create proper structure and processes in their schools by which empowerment of their staff can be achieved and realised.

2.6.1.3 Instructional Leadership

Fire stone and Wilson (1985) focused on the theory of instructional leadership. Their theory proposed that a comprehensive area of what leaders can do to promote instructional effectiveness. It includes developing effective interpersonal connection between leader and the staff in relation to instructional matters. Similarly(Smith and Andrew (1989) theory of instructional leadership proposed that effective instructional leaders are those who provide relevant instructional support, resources, communicate the importance of instruction to their staff, and maintain a visible presence on instructional matters. Likewise Krug (1992) views instructional leadership as comprising the five components. These are defining a mission for teaching, managing curriculum and instruction, supervising teaching, monitoring students' progress, and promoting an instructional climate. In the present study, the key concepts of major theories and the components of instructional leadership were used in analyzing and interpreting the data gathered from the participant principals. For example, the role of principals in relation to

curriculum development, monitoring instruction and the like were reflected based on theory of instructional leadership.

2.7 Styles of Leadership

Leadership style refers to the fundamental need structure of the leader that motivates behaviour in different interpersonal situations. Most writers in the field deals with three styles of leadership: Authoritarian or directive, democratic or participative and laissez-fair or non-directive (Adane et.al, 2003 and Goel, 2009).

2.7.1. Authoritarian Style of Leadership

The leader relies much more on exercising power and punishment. The leader makes almost all decisions regarding the activities of a group. In this style of leadership, the Subordinates, do what they are told to do. This style is based on the assumption that the leader derives power from the position they occupy and that the people are naturally lazy and unreliable. Members of the group or the system are treated as if they are machines, with no considerations for their basic human problems and needs. Thus, leaders try to influence their subordinates through negative motivation by criticizing them and imposing penalty so as to hide their incompetency. The followers in this leadership style feel insecure and are usually afraid of the power position of their leader. Consequently, by the fear of different sanctions that range from scold to dismissal followers become silent when they face decision from above which they consider unfair and unwise. Studies found out that autocracy can create much hostility and aggression (Adane et. al., 2003 and Goel, 2009).

2.7.2 Democratic Leadership Style

This style of leadership **argues** that the group is greater than the sum of its parts. The leader takes note of the need of the group in decision- making process. The decisions functions within the group are decentralized and delegated. The leader assumes the roles of a coordinator and organizer of several components of the system. In this style of leadership, everybody in the system is kept actively involved in the administrative process and allowed to function and interact. This leader also creates a work environment which promotes the desire in each member of the group to perform to the best of his or her ability, to cooperate with others and to develop his/ her own skills and abilities.

The subordinates are encouraged to use their creativity and initiative in handling their assigned tasks. Followers can be basically self directed and creative at the work if they are properly motivated and policies remain open to group discussion and decision. Moreover, subordinates are considered socially equals and are respected for their deep knowledge and ideas. Thus, they are consulted and taken into account before taking decisions. Although this style is admired yet it is not free from certain limitations like the complex nature of an organization requires a comprehensive understanding of problems which the lower level employees may not have. In a such situation their participation becomes meaningless. However, unlike others a democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to take responsibilities and asking for a vote to get a consensus or a majority decisions (Adane et. al., 2003 and Goel, 2009)

2.7.3 Laize-faire style of leadership

A non directive leader avoids exercising monopolistic power by delegating it to his subordinates. The leader refuses to make decision for other, uses silence until someone in the group speak put and gradually fades out of the group when others in the group show

an ability and willingness to take over. Such a leader hates crisis situations. Hence, the leader tries to satisfy everybody in the system. In this type of leadership style the leader prefers to solve problems by him/her in rather than allowing the group to participate. The leader gives very little or no direction and allows his subordinates a great deal of freedom. It's obvious that, this style cannot be useful in most of cases (Goel, 2009)

2.8 Facilitative Leadership

When a leader is able to use each of the three leadership styles appropriately, we call that effective facilitative leadership. In this case, a facilitative leader may direct, use democratic leadership or intentionally let the group provide its own leadership. The style used varies according to the leader's formal role within the group, the size of the group, skills and experience of the group members, motivation and goal of the group members (Adane,2003). To this end , facilitative leaders should adopt their strategies to the individual variations to boost teachers performance and students learning.

The main strategies used by facilitative leaders in schools are overcoming, building teams; providing feedback, coordination, conflict management and creating communication networks. Facilitative leaders use their authority to support professional give and take system. Hence, teaching requires autonomy and discretion, not standardized formulas. Teachers cannot succeed just by imposing heavy workloads or penalties on them rather they perform best if their needs and problems are considered. Today with work becoming more

knowledge and skill based, leadership process should be more active and responsive to matching human resources with the jobs.

In this study, based on the major characteristics of the three leadership styles, data is obtained from the participant principals and teachers and the result is analyzed and interpreted to explore either the particular leadership or facilitative styles is used in the selected Bole sub city kindergartens. The following section will focus on the distinctive characteristic of school leadership, why school leadership is important and the experiences of effective school leadership based on the world outlook. It helps to shed light on the leadership styles of kindergartens since primary and high schools have common interest: educating the young children in their premises.

2.9 School Leadership

Similar to any organization, School leadership is important to prepare students to achieve their future accomplishments. It has been shown that principals have significant impacts upon the success of schools Gurret et. al.(2005) and Raihani (2008). Therefore, leadership has been mirrored by increased policy reform activity in schools Mertkan(2011). Similarly recent Wallace's research (2013), suggests that the dramatic changes in what public education needs brings shift for school principals.

Thus, schools principals can no longer function simply as building managers, tasked with adhering rules, carrying out regulations and avoiding mistakes. Instead, they have to become leaders of learning who can develop a team delivering effective instruction (Wallace ,2013).

A school reform is an effort to realize effective school leadership. The transformation which is based on school leadership has been and will continue to be an important corner stone of government's economic growth plans. School leadership depends largely on principals' capacity to adopt a collaborative leadership styles .For instance, involving teachers and parents in decision making (Barnnet and Williams, 2008). As a result, educational leaders of new kind are needed to build a school system structured for student's success (Darling –Hammond ,2007).

The author suggests several elements of effective school leadership in response to what principals actually do when they perform their leadership. They are:

- A. Shaping a vision of academic success for all students by developing a consensus around vision, goals, and direction.
- B. Help individual teachers, through support, modelling, and supervision, and develop collective teacher capacity, through collaborative planning and professional training that creates shared purpose.
- C. Reform the organization to enable the learning and collaboration among staff that means support for students, as well as to engage families and communities.
- D. Managing the people, allocating resources and foster school improvement Darling-Hammond (2007; P: 4).

The emphasis of research on principals in the 1980's in Western society like Britain , Australia, and U.S.A was on instructional leadership, demonstrating a change of role from previous managerial system Leith wood(1996). The principal's was seen as the primary source of knowledge for the development of the educational program for the school. Principals were expected to be knowledgeable about curriculum and instruction, proficient to design and coordinate classroom instruction and involve directly and guide the teachers to make instructional improvements (Leithwood&Hallinger,2002). In addition to these, they were also expected to be able to communicate high expectations of achievement to teachers and students, and to closely monitor student progress (Krug ,1992). Training programs for the principals were set up to assist them to develop the necessary skills and knowledge for implementing instructional leadership at their school (Leith wood,1996).

In the 1990s, the organisational discourse in many western societies was restructuring schools, where principals' were expected to act as transformational leaders, engaging with others in such a way that the leader and the followers raised one another to higher levels of motivation and

morality(Blasé,1999). Under such circumstances, the commitment, expertise, creativity and extra efforts of teachers and other staff were important, so that goals that the schools could realistically achieve and strategies to accomplish the goals could be developed. In this regard, more efforts were made to theorize and assess the leadership behaviours that were involved in transformational leadership for instance; Leith wood (1994) proposed a comprehensive scheme for conceptualizing the nature and consequences of transformational leadership for schools. Accordingly, transformational leadership comprised six domains of behaviour. These were identifying and articulating a vision, fostering the acceptance of group goals, conveying high-performance expectations, providing individualized support (Leith wood, 1994).

The next sub sections examine leadership practices in preschools in Western societies, the meaning of leadership in the early childhood setting, effective preschool leadership practices and the challenges of developing leadership in preschools.

2.10 Leadership Practices in preschools of Western Societies

Though much research has been undertaken on the aspects of ECE in many western societies, such as teacher training Flear and Waniganayake, (2000) and Taylor (1992), parental involvement Ferguson and Prentice(2000) and financing (Flear and Waniganayake, ,1994), less attention has been paid to school leadership in early childhood education. This is probably related to the way such education has historically been structured and operated. In many countries a wide variety services are involved in providing early childhood education and care for young children, such as family day care, day care centers and kindergartens (Hujola and Puroila,1998).

Despite differences from country to country; the key function of ECE is the provision of care and education for children and this is emphasized more than the teaching of academic oriented subjects Hujola and Puroila (1998). The administrator and staff in such settings are predominantly females who work together closely in teams offering care and education to children. Generally, the provision of care for children, the small number of staff and the long

tradition of cooperation among the staff have made the notion of leadership of kindergarten less significant (Ebbeck and Waniganayake, 2003). In 1990s, the number of children attending ECE continued to grow. As a result, many of these settings developed more refined hierarchy of staff, with kindergarten principals being given greater responsibility to oversee and administer the operation of kindergartens (Hyden ,1996).

Thus, the leadership capacities of KGs principals initiate to receive greater attention for the school achievement. Jorde-Bloom(1992), advanced the view that the leadership of kindergarten principals played a significant role in ensuring the quality of childcare programs for children. Waniganayake, (1998) explains the literature of principal's leadership at primary and secondary schools with its common practice to the kindergarten principal's leadership.

Relevant to the leadership of kindergartens principals were responsibilities of developing long term goals, decision making, recruiting, motivating, evaluating staff and promoting their development (Hyden, 1996, Rodd, 1994). Given the important impact of leadership of principals on student and teacher out comes at primary and secondary level, effective enactment of such duties and responsibilities by preschool leaders will likely enhance the quality of education at preschool level. So far only limited research has been conducted on the leadership of kindergarten principals (Ebbeck and Waniganayake,2003; Hyden,1996 and Rodd,1994).

It has been shown that kindergarten principals as formal leader of the setting they displayed collaborative style of leadership. For instance, Henderson and Pamphilon(2000) conducted in-depth interviews with principals to explore the type of leadership that they enacted. The style of leadership that emerged was based on relationship with each other, empowerment, reciprocity, collaboration and understanding of children and families.

A recent publication on leadership of early childhood education proposed that leadership of kindergarten principals should include not just leading their staff to achieve the goals and objectives set, but should go beyond the setting to create linkages between research and practice Culkin(2000) and to promote the advancement of ECE Kagan and Neuman(2003). Another latest publication also reveals insufficient empirical attention is paid to leadership of kindergarten principals (Ebbeck and Waniganayake,2003).

In addition as many kindergarten principals are KG teachers who have been promoted to leadership position, they have undertaken teacher training but have not received training in leadership skills (Hyden, 1996).Given such conditions, they may not be sufficiently prepared to lead effectively. Coupled with the difficulties they may encounter in balancing their work with family concerns. Such leaders may also encounter a host of other difficulties in enacting their leadership. Thus, investigating about the leadership of kindergarten principals would allow not only just understanding of how such principals enact their leadership, but also facilitate the design of in-service programs for enhancing the professional competency of individuals.

2.11 Leadership in Preschools Settings

In the search for increasing quality provision of education and care for young children and families many early childhood experts consider leadership as a key element. Thus dynamic and visionary leadership continues to be regarded as an important issue for early childhood principals around the world in the twenty-first century (Waniganayake, 2003). Leadership in the early childhood is characterized by: the experiences and environment provided for the children; the relationships between teachers, teachers and administration and between adults and children; working collaboratively crossing existing artificial boundaries to meet the needs of all concerned with the care and education of young children (Pugh, 2001:1).

Leadership is very important as early childhood principals' have many responsibilities to many different people: different staff, parents and children. Thus, leaders in early years settings are

charged with managing the related areas of care , health and family support integrating these with education; they will also need to continue effectively manage, organize and develop staff with different professional perspective as well as varying level of experience and exposure to professional trainings.

The other aspect that is unique to early childhood context is that the work force is almost exclusively female. Even though much of the literature and research on leadership and management based upon men's experience and approach, Shakeshaft (1987/89) in her groundbreaking research identified the five main features of female world in school administration. The first three related to their tendency to focus upon the 1) centrality of

relationship with other 2) teaching and learning 3) importance of building a learning community. She found out that women communicated more, motivated more, and spent more time with teachers and students.

Shakshaft (1987/89) research also suggests that women leadership style tends to be more democratic and participatory, encouraging inclusiveness and a broader view of curriculum. In general, leadership in the early child hood is defined as demonstrating contextual literacy that is a capacity to speak fluently about context (including staff, children, and families) as well as the capacity to reflect upon the past and present when considering the future. Leaders in the early childhood should balance the concern for work, task, quality and productivity with the concern for people, relationship, satisfaction and morale. They do this by using personal qualities which command respect and promote feelings of trust and security.

Leaders in the early childhood settings are also responsible for setting and clarifying goals, roles and responsibilities, collecting information and planning, making decisions and involving members of the group by communicating, encouraging and acknowledging commitment and contribution Rodd(1998:2). What is effective leadership in the early childhood settings? The following section discusses the effective leadership practices identified in the successful early childhood settings based on research findings.

2.11.1 Effective Leadership Practices in preschools

To provide effective leadership in preschool settings, the leader has to articulate a clear vision of the future and general plan of action for getting there Waninganayake (2000). The author explains, leaders need to be capable of a balance between getting the job done and meeting people's needs. Getting the job done involves providing vision by clarifying goals, objectives, roles and responsibilities; gathering relevant information from staffs and parents; integrating and developing ideas as a way of building a philosophy to guide a group in achieving its goals: and monitoring the group's progress towards the goals through constant evaluation.

Meeting people's needs involves clarifying the group goals to help people understand the purpose of the group and to help gain commitment; providing guidelines to support people know what is expected of them in group interaction; provide sense of inclusion and acceptance in order to draw on the full resources of the group; keeping means of communication open; and creating a warm and friendly atmosphere in the setting where group members are valued through encouragement and recognition (Waniganayake ,2000). Bringing it all together (Morgan ,1999), emphasizes the uniqueness of early childhood setting and its difficulty to specify and define leadership exclusively.

However, it become visible that supporting the development of relationship between the members of early childhood communities and team work appears to be out most important in shaping effective leadership. Thus, early years sector (ELEYS) case study recognizes that a key area of leadership practice in the early years involves the identification and building of shared objectives by children, parents and staff. It also involves inspiring others with vision of better future. It relies the leaders' level of dedication and passion about early childhood care and education, and also upon the capacity to reflect upon and engage with changing contexts; and a willingness to embrace evidence based practice(Blachford and Manni,2006).The researchers consider that the provision of direction is promoted by the leader's capacity to identify and articulate an ambitious collective vision; to ensure consistency among staff (shared

understanding of setting practices and processes); being a reflective leader and encouraging reflective practice in others. Accordingly, the following leadership qualities were practiced in most effective early childhood settings (Blatchford and Manni,2006).

A. Identifying and articulating a collective vision

In most of the effective early childhood settings better leadership was characterized by a clear vision, particularly with regard to pedagogy and curriculum, which was shared by everyone working within the setting. It is strongly educational and social. The idea that the staff should develop or promote shared aims and objectives was consistently seen as crucial point. All the most successful principals in terms of child outcomes demonstrated a strong educational focus. They valued adult-child interaction and they supported their staff in developing better ways of engaging children. This was facilitated by the leader's commitment to the on-going professional development of all the staff in the setting (Blatchford and Manni, 2006).

B. Ensuring Shared Understanding, learning and Goals

The second key capacity of a leader, next to vision or direction setting Leithwood and Levin (2005), is the capacity to influence others into action. In order to ensure the achievement of the set targets and desired outcomes, a clear vision must exist. Otherwise, those in the organization will often be working towards different and at times conflicting goals. In the effective setting, clear and shared visions emerge as a result of encouragement to attend staff development sessions although the nature varied greatly. As Leithwood and Riehl(2003) argue that providing direction is one of the overarching functions of leadership. The leader of an organization is assigned overall responsibility for determining, developing, and articulating the vision, in addition to playing an active role in making the vision reality.

C. Effective Communication

Effective communication according (Blatchford and Manni, ,2006) is multi directional. It involves speaking, encouraging, listening, interpreting, consulting, debating, understanding, acknowledging and verifying. The researchers' identified the pre-requisite to communicate effectively as an educational leader. Thus a leader must have knowledge about early childhood

development and education as well as, specific knowledge of the context within which she /he works.

Examples of features of related outcomes with effective communication include: leaders providing transparency in regard to expectations, the presence of dialogue instead of monologue, consultation and reflection.

Consequently, leaders who delivered and encouraged effective communication among staff were found to be capable of ensuring that the vision of the setting in regards to practice, policy and processes infiltrated the whole ethos of a center; promoting consistency between staff working with children and families.(Blatchford and Manni, 2006).

D. Encouraging Reflection

Based on the importance of building teams, Bennet et al. (2003) highlight the importance of individual members of team, sharing a common understanding of the early childhood setting, and possessing a common understanding of its aims and ways of working. An equivalent concept linked with the development of a team culture is the development of “community of learners”. These are teams with a common purpose to reflect critical practice and professional development. Thus, the research showed that the leaders of the effective settings were both reflective in their own practice and encouraged reflection in their staff Blatchford and Manni (2006). Similarly, Sergiovani(1998) as cited in Blatchford and Manni(2006), refers to pedagogical leadership as a role that involves developing human capital by schools become caring, focused and inquiring communities. Within which teachers work together as a member of a community of practice. In general a community of learner is one which continually endeavours for reflective and critical practice and ongoing professional development.

E. Monitoring and Assessing Practice

Reflective practice can be within an early years setting as a routine and consistent system of monitoring and assessment and collaborative conversation. In most effective early childhood settings monitoring and assessment of staff was regarded as an important and critical feature of the operation of the setting. The first and most important goal for the leaders of these effective

settings was to support and improve the children learning and development and their primary focus was therefore upon teaching and learning.

It was recognized that the day to day practical interaction of adults with the children has a direct effect upon child development. For this reason, it was considered important that this practice was monitored and assessed to continue to improve standards (Blatchford and Manni , 2006).

F. Commitment to on-going Professional Development

It is found that the principals' of effective settings provide intellectual stimulation for their staff along with respectful individualized support. For instance, Kindergartens providing an excellent commitment to the on-going training is where all staff members go through training which focuses on the care and safety of children, child-adult interaction and child development. Most of the principals in the study area Blatchford and Manni(2006), reported that they conducted on-going, informal observation or discussions in an effort to maintain a grasp on the day to day happenings in their settings and to maintain contact with the children and parents. But then, supplement these observations with a more formal approach to identify strengths and limitations of the staff. In addition, the ongoing training is provided according to the needs identified through a regular appraisal system that takes place for each individual member of staff every six to twelve months and other regular reviews by senior staff. Also a procedure is in place to ensure that members of staff who attend courses or workshops are given time and opportunity to report back during staff meetings for the benefit of other staff. They also have access to an extensive library of professional books.

G. Encouraging and facilitating Parent and community Partnership

Research evidence demonstrated that home educational provisions and consistency across home and preschool settings promotes achievement for young children (Sylva et al. ,2004). Many other studied highlighted family and parent involvement in children's learning as having an influence on their happiness, achievement and learning in preschools. Sylva et al. (2004) research also revealed that work with parents as first educators of their children is an effective strategy. Besides, working with parents in the early childhood settings has powerful effects on language, cognition and self-esteem of the child.

Parent involvement has been interpreted in a number of ways such as: parents in school, teachers at home and parents as governors (Wolfendale, 1992). In the same way(Blatchford and Brooker,1998) describes parents partnership as quality and a division of power which inevitably draws parents into decision making and policy issues, not simply helping and information sharing. Thus, for Blatchford, parents' involvement should go beyond supporting their children and providing information instead parents needs to involve in decision making and policy issues which has great contribution for the preschools improvement. It means moving towards empowerment of parents (Ball, 1994). By and far, highlighting the idea of developing effective leadership is the issue to be raised in the next subsection.

2.12 Developing Leadership in the Early Childhood

It is becoming increasingly evident that the future survival and growth of the learning and services provided by kindergartens depends on dynamic, visionary leadership emerging from within the profession. More and more sophisticated understanding is growing among members of early childhood field about what is involved in leadership, particularly the idea that there are many ways to approach leadership and different levels at which it can be exercised (Alvarado et al.,1999).

Many researchers in the area of early years agree that it is not necessary to begin at the top with developing the highly sophisticated leadership skills of policy development and critical decision making in all staff members. It is more important to loosen what leadership is and to identify the roles and responsibilities within the Kindergarten profession, thus permitting leadership to be exercised at a more grass root level. This will facilitate to the development of leaders who are able to grasp the complexities of the work that may perform and the opportunities for leadership that arise in their daily working environment.

Blatchford and Manni(2006), explain, as individual staff members gain confidence in their leadership capability at the setting level, some will become interested in extending their leadership abilities to wider arenas such as active contribution in professional organization,

action research within the setting, writing for the profession and perhaps active agent on behalf of the field. Thus, a breadth of experience is likely to benefit the development and communication of vision by a leader. Visionary and inspirational leadership is associated with more experience.

On the other hand, Boardman (2003) suggests that early childhood teachers face challenges arising from significant, diverse and complex educational changes, organizational dilemmas, difficulties associated with knowledge and relationships. Therefore, those early childhood principals who bring wide experience and a depth of knowledge will have greater resources to draw on for creating a vision which will inspire the support of the staff (Boardman, 2003). Thus, today leadership training is becoming hot issue. Professional training center and educational institution are opening leadership as a field of study. The growing of such programs reflects not only an awareness of the current need of good leadership but also a new hope for the future. Rather than waiting for heroes to arrive and lead organizations, leaders are being cultivated and nurtured throughout the world. As Daft (1999) explains studying leadership can successfully lead to the discovery of abilities we never knew we had.

According to the author acquiring personal leadership competence typically involves progress through four steps which most people start with step one: unconscious incompetence. It means a person doesn't have any competence with leadership, and they are unaware that they lack competence, probably because they have never tried to be a leader. Through time they will discover their incompetence and recognize they need help to move ahead. By reading books, or taking training or attend school they become conscious of what is required to do well.

The person can learn about leadership, vision or building team. According to Daft (1999) this is stage two where the person becomes conscious of what is required to do well, but are still personally incompetent. With practice, one's conscious awareness of the correct thing to do will gradually transform into leadership competence where a person can learn to visualize a desired future, influence others to engage in that future, and have the courage to take on real change. Stage three is where leadership becomes real pleasure. The leader receives positive feedback from the skill and practice of leadership displaying which set up the transition into stage four. At this stage, the skills become part of the leader that occur naturally. The leader no longer has to consciously think about creating a vision; it emerges intuitively (Daft, 1999). Thus, most leaders

have to go through the first three stages; struggle to awareness of what leadership is about and then becomes competent through practice and experience. Reading books written on leadership, attending leadership training and developing our cognitive understanding of what leaders can help a leader to build competence by applying the concepts into working environment.

2.12.1 The Challenges of Developing Leadership in Preschools

Providing a good working environment, tackling excessive workload, providing well targeted staff development opportunities and introducing change with compassion are major tasks early childhood leaders face (Ofsted, ,2003). Particular challenges identified through research that are connected with developing leadership in preschool settings are outlined in the following section.

Training (qualifications) of Principals (Leaders)

One of the key findings from the **EPPE** which is particularly relevant to the present study is the evidence that demonstrate that having a qualified principal or trained teacher as a leader and a good proportion of trained teachers on staff are key indicators of quality. However, in Ethiopian context in most preschool settings, most principals are incompetent since they do not have prior training in early childhood education and management or sometimes with no background as a teacher. Teachers are teaching without obtaining preschool training certificate. As a result many problems are observed on the general status of early child hood education and care, and its curriculum (Tirussew el al., 2007; Getnet,2013, and Ermias ,2013).

Types of Training

Rodd (1997) found out that although 91.7% of her sample of 76 early childhood professionals reported having taken some form of training to support their leadership roles, the majority of them attended general in-service or short courses. In a minority of cases, there was evidence that principals and teachers were pursuing more long term courses (diploma course in management studies, degree courses in early childhood education) (Blatchford and Manni ,2006). In some instances, respondents referred back to their original early years courses when asked either about

their involvement in professional development or the training they are relying on to support them their current work.

Coming to the local context, to the researcher experience preschool leaders are not given in-service or short term trainings to improve their leadership role either by the school owners or education offices. Besides Tirussew et al.(2007) supported this fact by reporting as; expecting early childhood principals as professional is difficult since the field early childhood education is not existent in the country.

Reluctance to Accept the Leadership Role

Rodd (1998) argue that the route to leadership in early childhood settings is not difficult. Several of early childhood teachers who apply for leadership positions do so reluctantly or unconsciously. The Author call it ‘ill prepared’. There also appears a misconception that one’s success as a preschool teacher will naturally translate into a successful leader. Sadik(2004) for example argue that preschool teachers have many of the skills that a leader require: notably experience supporting and supervising other adults(e.g. Parents, student placement). However, Waniganayake et al. (2000) reported, many of those in positions of leadership identify the role of working with and managing adults is difficult. Those teachers making the transition need to consider how they are prepared to make the change from ‘managing’ children to ‘managing’ adults and to handle all of the other administrative tasks that accompany the role. These leaders also have feeling of a sense of incompetence, which may be magnified by the lack of training offered in such tasks as budgeting and the management of adults.

National Training Center for Early Childhood Leaders

Current and aspiring early childhood principals (leaders) around the world are getting opportunities through the national college of school leadership in their country(Blatchford and

Manni ,2006). Though, there are still a majority of early years leader represented in around 30, 000 preschool settings, whose specific training needs are not currently met. Many of those leadership and management courses that are offered to early childhood leaders tends to be geared to the primary and secondary schools management. Therefore, in Ethiopian context establishment of national college for early childhood principal is a critical issue which can be started by opening the field of study in governmental universities and colleges.

Status and pay of Early Childhood Leaders

The research findings of Blatchford and Manni(2006) found out that there is low salary rate for early childhood principals. As a result, it is difficult to see, how more qualified early years principals' will be remunerated for their continued training or how retention can be improved in some sectors without pay. Referring to the reforms involved in remodelling the workforce in the school sector, Webb (2005) has highlighted the need for incentives to teachers so as to enhance their status to become an advanced teacher and principals' promoting to senior management or for participation in higher degree programme. For the reason that, each involves money, something that early year's settings simply do not have access. According to my experience meeting many early childhood principals in our case, they are not satisfied with their salary rather uninspired. In addition, the senior managements and the owners are not supporting and encouraging principals by sponsoring or even encouraging further study in the related areas.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design and methodology, sources of the data, sample and sampling techniques, data gathering instruments and procedures, and method of data analysis.

3.1 Research Design

The main purpose of this study was to assess the leadership practice and challenges of kindergarten principals in Bole sub city. Research design is a plan or an outline how one intends to conduct the research. The research design and methodology is selected on the appropriateness to achieve the objective of the study. Thus, the research design used in this study was descriptive survey design, which is a common characteristic shared by qualitative and quantitative research (Cohen et.al.2007). The purpose of descriptive survey research is to describe some aspects of phenomenon, i.e. the status of a given phenomenon. Particularly, descriptive survey research design gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which conditions can be compared, or determining the relationships that exists between specific events (Abiy, et.al.2009). Hence, descriptive survey design was employed since it helps to describe the leadership practice of

Kindergarten principals'. It is also appropriate to answer the basic questions stated and judge the strength and weaknesses of the principals' in practicing leadership. In this research, a mixed research approach that involves a mixture of quantitative and qualitative methods was employed to gather data from both primary and secondary sources (Cohen et.al.2007). The study benefited from both qualitative and quantitative data collection techniques employing multiple forms such as, questionnaires, oral interviews, and document reviews. The data were also analyzed using both qualitative and quantitative analysis methods.

3.2 Sources of Data

Primary sources of data were principals and teachers of nine kindergartens. Additional data were gathered from early child hood experts as well as Woreda cluster supervisors. The secondary data were also gathered from different documents such as education policy, early childhood standards, and guidelines and principals' quarterly reports.

3.3 Samples and Sampling Technique

According to the data obtained from Bole Sub city education office, there were 14 Woredas. Under these Woredas there were 116 private KGs in the year 2012/13 academic year. The total number of teachers was 946. Bole sub city was selected since it is the nearest sub city for the researcher residence and work place. Thus, it was convenient to access transport and to meet respondents' for data collection as much as possible.

A survey research aims to collect data representative of a population. The total population size of the KGs is too big to study. Thus, to obtain unbiased and manageable sample size the study employed multi-sampling procedures to select the sample which can be operationally feasible. At the first stage out of fourteen Woredas, four Woredas' (33.3%) were selected randomly by lottery method. Accordingly, Woreda 2, 4, 5, and 14 were taken. Next, the sample preschools were selected based on year of establishment using criterion sampling. Thus, all the selected kindergartens were having more than five years of experiences. Finally, from total preschools in each Woreda, 50% sample was taken. The total number of private kindergarten and the sample taken in percentage are shown in the table below.

Table1. Total number of private Kindergarten in the selected Woredas’and Sample Preschools’ taken

| Sample Woredas | private preschools in the Woredas | Sample preschools Taken | Sample preschool In% |
|----------------|-----------------------------------|-------------------------|----------------------|
| 2 | 5 | 2 | 50 |
| 4 | 4 | 2 | 50 |
| 5 | 6 | 3 | 50 |
| 14 | 8 | 4 | 50 |
| Total | 23 | 11 | |

As shown in the table, the total numbers of private kindergarten in the selected woredas were 23. The sample KGs taken for the study was 11. Hence, 11 kindergartens were selected with above 5 years of experience of course, some of them of have above 10 years work experiences.

All the main teachers, and principals in these nine kindergartens, which numbered 120 and 9 respectively, were selected by purposive sampling technique. This is because kindergartens’ teaching staff is usually small in number. Thus, taking them all was advisable to make the sample population larger. The early childhood expert at the Bole sub city and supervisors at the Woreda level, 4 in number were included in the interview by purposive sampling techniques.

3.4 Data Gathering Instruments and Procedures

The necessary data for the study was gathered through self-developed questionnaires for principals and teachers. There was an in-depth interview with principals, education office early childhood education expert and supervisors at the sub city and Woreda levels respectively. These multi- method approaches minimize the chance of inconsistent findings that are attributable to similarities of methods (Lewin and Janet, 1991).

3.4.1 Questionnaire

Questionnaire is appropriate instrument to collect large scale quantitative data from large numbers of people (Hult,1986). It was used to gather data from 9 principals and 120 teachers. The questionnaires which were prepared by the researcher, contained mostly closed ended and few open ones. All of the closed ended questionnaires were constructed in the form of likert scale. Part one contained the background information of respondents. Part two questions were about the style of leadership which is composed of nine items. Part three contained questions regarding the leadership quality aspects of the principal with ten items. Part four was concerning the involvement of kindergarten principals in instructional leadership activities which had seven items with four sub questions each. Part five was about factors that influence effective leadership composed of 16 items. Part six deals with principals training adequacy and assistance given from the education offices. The open –ended question was left for respondents if they want to add information on the leadership issues.

3.4.2 Interview

Interviews enable participants, to discuss their understanding of the world in which they live in, and to express how they look upon situations from their own point of view (Cohen et.al. ,2007). Interview questions were prepared and semi structured in- depth interview was made with the nine principals and Woreda level cluster supervisors and 1 sub city level educational expert. The information gathered helped the researcher to enrich and triangulate the data gathered through questionnaires.

3.4.3 Document Analysis

Documents being qualitative sources, to secure facts and figures about the practices and challenges of KGs leadership, the education policy ,early child hood education and care manuals, strategic plans , guidelines and principals quarterly report were consulted to secure more data.

3.5 Data Collection Procedures

After a thorough review of the related literature, questionnaires and interview questions were developed by the researcher. Then, in order to establish validity the proposed questionnaires were tried out on pilot Kindergarten Andinet International School which was outside the sample kindergartens. After the try out, each items and instruments were carefully examined, improved

and restructured and was made ready for final data collection. The interview questions were translated into Amharic to create open discussion with principals and Woreda and sub city level cluster supervisors. First of all permission was asked from the head of the schools in some cases further discussions was needed to explain the purpose and convince the top managements(owners) of the kindergartens. Then, participants (teachers and principals) were informed about the objective of the research and its ethical considerations to respond to the questionnaires. Subsequently, the improved questionnaires were distributed and filled on the spot which helped the researcher to elaborate questions and discuss some issues with teachers and principals. The interview with the school principals were made after filling the questionnaires. Afterward, the interview with the Wereda educational expert was administered. Finally, analysis and interpretation was made based on the data gathered.

3.6 Method of Data Analysis

All the teachers(120) and principals(9) returned the questionnaires after responding all the items included .The raw data collected from questionnaires were inserted in 2020 SPSS statistical data processor software. The responses of the respondents for the questionnaires, which were designed into five points rated scales were arranged and organized in the form of tables. Mean and standard deviation were used to summarize and present the data in the tables. Then, the results in the tables were discussed, along with the results from the interviews and document analysis data. Finally, in the discussion part, the findings were discussed based on the findings in the related literature.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter provides the analysis and discussion of data gathered using questionnaires and interview questions of the respondents in the research. The data collection, analysis and presentation are arranged thematically. The data collected was examined, compiled and analyzed in order to address the research questions. 2020SPSS was used to analyze the quantitative data. Specifically, percentage and mean were used to compare the responses of the respondents. Where the mean values were categorized as : greater than 4(strongly agree), **3.5- 3.89**(agree), **3- 3.4**(undecided), less than **3**(disagree) and less than **2**(strongly disagree).Standard deviation was displayed to show only dispersion of the responses. If the value of standard deviation is **1** or **round to 1** there is dispersion of responses, less than **1** show less dispersion.

The data's were presented using tables. The tables were thematically arranged in the order of background in formation of teachers and principals (table 4.1), style of leadership (table 4.2) and leadership qualities (table4.3). The principals involvement in instructional leadership has four sub section: role of principals:“in assessing and improving the curriculum(table 4.4.1)”, “ in administering staff development”(table 4.4.2), “in monitoring the learning process”(4.4.3), “in research development”(table4.4.4), “in decision making”(table 4.4.5) and “ in goal setting”(table

4.4.6). In the next section factors that influence effective leadership is presented in four subsections. These are: "school resource related factors" (4.5.1), factors related with training adequacy and competency" (table 4.5.2), "teachers and parents related factors" (4.5.3), and "management related factors" (table 4.5.4). The last table (4.6) presents the principals training adequacy and the kind of assistance they get from the education offices. For, complete reference purposes, the survey questionnaires and interview questions are attached as appendices.

Table 4.1 Background information of Teachers and Principals

| No | Items | Principals' Responses | | Teachers' Responses | |
|----------|----------------------------------|-----------------------|------------|---------------------|------------|
| | | No. | % | No. | % |
| 1 | Sex | | | | |
| | Male | - | - | - | - |
| | Female | 9 | 100 | 120 | 100 |
| 2 | Age | | | | |
| | 20-25 | - | - | 39 | 32.5 |
| | 26-30 | 2 | 22.2 | 39 | 32.5 |
| | 31-35 | 1 | 11.1 | 22 | 18.3 |
| | 36-40 | 5 | 55.6 | 13 | 10.8 |
| | Above 40 | 1 | 11.1 | 7 | 5.8 |
| | Total | 9 | 100 | 120 | 100 |
| 3 | Teaching Experience | | | | |
| | 1-3 years | 2 | 22.2 | 21 | 17.5 |
| | 4-6 years | 4 | 44.4 | 34 | 28.3 |
| | 7-10 years | 3 | 33.3 | 44 | 36.7 |
| | >10 years | - | - | 21 | 17.5 |
| | Total | 9 | 100 | 120 | 100 |
| 4 | Experience as a principal | | | | |
| | 1-3 years | 2 | 22.2 | | |
| | 4-6 years | 6 | 66.7 | | |
| | 7-10 years | 1 | 11.1 | | |
| | >10 years | - | - | | |
| | Total | 9 | 100 | | |
| 5 | Educational Level | | | | |
| | Certificate and diploma | | - | 7 | 5.8 |
| | Diploma | 2 | 22.2 | 44 | 36.7 |

| | | | | | |
|----------|------------------------------------|----------|------------|------------|------------|
| | B.A.E | 4 | 44.4 | 26 | 21.7 |
| | B.A in other fields | 2 | 22.2 | 43 | 35.8 |
| | M.A | 1 | 11.1 | - | - |
| | Others | - | - | - | - |
| | Total | 9 | 100 | 120 | 100 |
| 6 | Principals get the position | | | | |
| | By recommendation | | - | 26 | 21.7 |
| | By competition/vacancy | 2 | 22.2 | 10 | 8.3 |
| | Promotion from teaching | 7 | 77.8 | 84 | 70.0 |
| | Any other criteria | - | - | - | - |
| | Total | 9 | 100 | 120 | 100 |
| 7 | Current position | | | | |
| | Principal | 2 | 22.2 | | |
| | Coordinator | 7 | 78.8 | | |

All teachers and principals in the KGs under research were females. As Chowdhury and Chaudhry(2002), priority should be given to females to be trained as teachers in the kindergarten because they are naturally endowed with the motherly care which is very important for the children at that level(Chowdhury and Chaudhury 2002: 145). As to the age of the teachers and principals the age range from 20 to 30 comprised 65% of the teachers however, most principals were in the age range of 36 to 40(55.6%) as shown in table 2. The age of the teachers lies in the very active and productive age which is required for the task that is needed in the early childhood education. This is because the amount playtime and physical activity is much greater than the higher level. The teachers' as well as the principals' age were found matured to understand the purpose of the study and respond appropriately. The majority of the principals age is in 36to 40 since they came from teaching experience. As it is shown in the table from the 9 principals 4 (44.4%) of them have 4-6 years and 3(33.3) 7-10 years of teaching experience. Hence, the principals held the position after experiencing teaching and reach the principal position in their matured age. The teachers as well as the principals age were found matured to understand the purpose of the study and respond appropriately.

Large number of principals get their position 7(77.8%) by promotion from the teaching position. This means they spend their early, active and young age in teaching and with their excellent performance they will be promoted to principal position. Coming from within the profession is one thing nevertheless leading the kindergarten is another thing. Different educators in the ECE field have different perspective. For example, Rodd (1988), oppose the idea of early child hood teachers being a principal without adequate training. He said it is not appropriate to assign teachers before they adjust themselves and feel confident to be on leadership position. He described the teachers who are directly promoted to the

principal position as 'ill prepared'. Rodd disagree with the misconception that one's successes as a preschool teacher naturally translate in to successful leader since teaching and leading are different skills. Conversely, Sadik(2004), argue that preschool teachers have many of the skills that a leader require such as experience of supporting children and adults(parents). Waniganayake.et.al (2000), reported that many of kindergarten principals' identify the role of working with as well as managing adults is difficult. This is because those people promoting the teachers need to understand and consider how to prepare teachers to make the change from managing children to managing adults.

Waniganayake (2000) also stated that direct promotion from teaching make principals feel a sense of incompetence which is magnified by the lack of training. The principals with the interview session also reported that managing children and dealing with adults who were once colleagues is really difficult and call for leadership and communication skills. They feel incompetent and lack confidence to lead the mixed staff. Dealing with parents is also a difficult task in administration position. Thus, they all needed naturally a time of adjustment and years of experience to become better principals. Of course, the feeling of incompetence is always with them. Concerning the teachers and principal qualifications, 44(36%) of teachers have diploma in education and 43(35.8%) of the them have B.A in other fields. Only 7(5.8%) have certificate in early childhood education. This implies that larger percentage of the teachers was not trained in KG education training. Teachers who are trained in early care and education are more responsive to the needs of children and better equipped to help the children succeed academically and socially (Tarlov and Debbink, 2008). Therefore, there might be a gap in understanding early childhood development and education.

As it is set in standard (AAEB, 2001) the minimum requirement for kindergarten principals is diploma in the field of kindergarten education. However, the majority of the private principals 4(44.4%) of them have B.A degree in education while 2(22.2%) hold B.A in other fields and 2(22.2%) diploma. There is also M.A in education holder 1(11.1%). Though, the principals were not qualified in leadership having a B.A or M.A degree in education can be taken

as a strong side of the principals, since the presence of qualified principals as leaders is seen as a key indicator of quality.

Still, most of the principals didn't have training in the area of leadership and early child hood education. For this reason, their involvement in the kindergarten as instructional leaders might be very difficult. Finally, 7(77.8%) of the principals have coordinators title and only 2(22.2%) of them have principal position . It describes the nature of kindergarten setting where coordinating and creating collaborative working environment is vital. On the other hand it shows the significance of the leadership role and outcome is underestimated in the KGs setting.

Table4.2 Style of Leadership

| Items | Respondents | F | SA | A | U | D | SD |
|--|-------------|---|------|------|------|------|------|
| | | | 5 | 4 | 3 | 2 | 1 |
| 1. Principals rely much more on punishment | Teachers | F | 5 | 19 | 12 | 54 | 30 |
| | | % | 4.2 | 15.8 | 10.0 | 45.0 | 25.0 |
| | principals | F | 0 | 0 | 1 | 5 | 3 |
| | | % | 0 | 0 | 11.1 | 55.6 | 33.3 |
| 2 Principals give orders and directions frequently | Teachers | F | 2 | 32 | 19 | 47 | 20 |
| | | % | 1.7 | 26.7 | 15.8 | 39.2 | 16.7 |
| | Principals | F | 0 | 5 | 4 | 0 | 0 |
| | | % | 0 | 55.6 | 44.4 | 0 | 0 |
| 3 Principals make all decision by themselves | Teachers | F | 14 | 54 | 11 | 31 | 10 |
| | | % | 11.7 | 45.0 | 9.2 | 25.8 | 8.3 |
| | Principals | F | 0 | 2 | 2 | 5 | 0 |
| | | % | 0 | 22.2 | 22.2 | 55.6 | 0 |
| 4 Principals' create motivation and desire among the teaching staffs | Teachers | F | 23 | 57 | 17 | 18 | 5 |
| | | % | 19.2 | 47.5 | 14.2 | 15 | 4.2 |
| | Principals | F | 1 | 3 | 5 | 0 | 0 |
| | | % | 11.1 | 33.3 | 55.6 | 0 | 0 |
| 5 Principals give emphasis to group decision making | Teachers | F | 16 | 55 | 28 | 20 | 1 |
| | | % | 13.3 | 45.8 | 23.3 | 16.8 | .8 |
| | Principals | F | 0 | 4 | 5 | 0 | 0 |
| | | % | 0 | 44.4 | 55.6 | 0 | 0 |
| 6 Principals consult staff and take their ideas in to consideration | Teachers | F | 18 | 56 | 24 | 18 | 4 |
| | | % | 15 | 46.7 | 20 | 15 | 3.3 |
| | Principals | F | 1 | 2 | 3 | 3 | 0 |
| | | % | 11.1 | 22.2 | 33.3 | 33.3 | 0 |
| 7 Principals give complete freedom to the staff | Teachers | F | 13 | 43 | 12 | 35 | 17 |
| | | % | 10.8 | 35.8 | 10 | 29.2 | 14.2 |
| | | F | 0 | 1 | 4 | 4 | 0 |
| | | % | 0 | 1 | 4 | 4 | 0 |

| | | | | | | | | |
|---|---|------------|---|------|------|------|------|-----|
| 8 | Principals try to satisfy everybody in the school | principals | % | 0 | 11.1 | 44.4 | 44.4 | 0 |
| | | Teachers | F | 13 | 44 | 19 | 33 | 11 |
| | | | % | 10.8 | 36.7 | 15.8 | 27.5 | 9.2 |
| | | Principals | F | 3 | 3 | 2 | 1 | 0 |
| 9 | Principals solve problems by themselves | | % | 33.3 | 33.3 | 22.2 | 11.1 | 0 |
| | | Teachers | F | 5 | 48 | 26 | 32 | 9 |
| | | | % | 4.2 | 40 | 21.7 | 26.7 | 7.5 |
| | | Principals | F | 2 | 5 | 2 | 0 | 0 |
| | | | % | 22.2 | 55.6 | 22.2 | 0 | 0 |

Note SA= strongly agree A= agree U= undecided D= disagree SD= strongly disagree

F= Frequency

In table 4.2 above, three items were organized by selecting major characteristics from three leadership styles namely authoritarian, democratic and laize-faire. Thus, the first three (1-3) items is related with the characteristics of authoritarian leadership, item 4-6 are from democratic leadership and the last three (7-9) items are composed of laize-faire leadership styles.

As shown above the first item, 54(45%) of the teachers disagree that the majority of principals rely on punishment. In the same way 8(88.9%) of the principals disagreed to practice punishment as major style of leadership. Frequent punishment is not an issue in the early childhood settings. As Shakshaft (1987/89) identified the female world school administration focused more on communication, relationship and motivating of teachers. However, few of the teachers 24(20%) response indicated that principals rely on punishment. This might reflect the rare and reasonable cases that might need principals use punishment.

Principals providing frequent orders and directions (item 2) the teachers' response revealed that there were times principals gave orders. 32(26.7%) of the teachers agree that principals provided orders and directions frequently but 67(55.9%) of them disagree. As to the principals 5(55.6%) of them respond that they give orders and directions frequently and the rest 4(44.4%) of their response is undecided. The result shows there are group of staff (care takers, cleaners...etc) who needs consistent order and direction to accomplish their task .

Concerning making decision with the teachers involvement or only by principals 69(56.7%) of the teachers and only 2(22.2%) of the principals agreed principals made decisions by themselves.

However, 41(34.1%) of the teachers and 5 (55.6%) of the principals disagreed on the same item. This might justify there are times where principals involve teachers in decision making or not. With relation to item six, large number of the teachers 74(61.7%) agree on the principals' do consult issues for the staff and take their ideas in to considerations. 3(33.3%) of the principals do respond the same. On the opposite, 22(18.3%) of the teachers and 3(33.3%) of the principals respond negatively. The majority of the teachers' and principals' positive answers confirm women leadership style tends to be more democratic and participatory (Shakshaft1987/89).

As Blachford and Manni(2006) reflected early childhood leaders need to exercise effective communication in the form of dialogue rather than monologue, consultation and reflection. In regard to principals' giving complete freedom (Item- seven) 56(46.6%) of the teachers answered positively. And 52(43.4%) respond negatively. On the same item only 1(11.1%) of the principal agree but the majority of them disagree. This might be an evidence of the situational factor principals' give freedom for teachers who are well experienced and more responsible one.

The negative responses also can be a sign of there are times where principals do not give complete freedom to the staff. This subject was discussed in depth where principals like to give complete freedom for those teachers and other staff with consistent excellent performance, responsibility and have strong passion for teaching children. In other words for those who are dependable. Once principals believe in the teachers or other staff they would like to give them complete freedom. Considerable number of teacher 58(47.5%)s and principals6(66.6%) agreed on the issue of principals' try satisfying everyone staff. This is idea was strengthen by the interviewees' in the sense of kindergarten setting needs to care and respect every professional so that they feel supported and valued. Shakshaft (1987/89), have the same opinion that leadership in the kindergartens' should emphasize on teachers satisfaction and morale. Leaders do this by using their personal qualities which command respect and promote feeling of trust. Concerning principals solving problems by their own: significant number of teachers 53(44.2%) agree but 41(34.2%) respond negatively. In the same way 7(77.7%) the principals respond positively and 2(22.2%) disagree on the same item. It means there are times principals prefer solve problems by their own because they may lack freedom /confidence to share matters(early childhood development)in which they are not expert at it the culture of solving problems in teams did not developed well among the principals and staff.

Furthermore, kindergarten principals were asked and responded that kindergarten heterogeneous staff combinations requires providing order and direction consistently. As there are baby sitters, teaching assistants, play ground supervisors and cleaners who need frequent orders and guidance. But as teachers are matured and professionals they rarely need guidance and frequent orders. However, principals gave frequent orders and direction for new teachers who need continuous follow-ups until they get along well with the system and the setting. This indicates that principals treated teachers with less autocratic style; however, they exercised autocratic style on others. Hence, they were situational leaders. Concerning the challenges the principals identified their challenges as lack of freedom to exercise full power in decision making on administrative issues. This might result a misconception among teachers that principals are not making decision by themselves. Many of the principals gave response on item six as “we consult teachers; take their ideas into considerations on important issues related with the teaching learning (instructional) process. These are subjects like teaching materials, class management, disciplinary problems and the like which are directly connected with teacher –child interactions. Yet again, administrative issues will not be discussed and consulted with the teachers and other support staff at all. Rather, it is the top level school management’s affair. As a result, it creates dissatisfactions and mistrust between teachers and school management.

Looking upon the three types of leadership styles responses of teachers and principals, Kindergarten principals are not practicing one specific leadership styles. House’s Path-goal theory they are employing several leadership style intentionally or unintentionally. It includes directive style, supportive style, participative style and an achievement oriented style depending on performance and satisfaction of staff and factors related to personal factors such as experience and personal ability of teachers and other staff members House (1971). It is also familiar with the idea of using facilitative leadership. As Adane (2003) pointed out facilitative leaders may direct, use democratic style or intentionally let the group provide its own leadership according the leaders formal role within the group, the size of the group, skill, experience motivation and goal of the group members.

Table 4.3 Kindergarten principals' leadership qualities

| NO. | Item | Teachers' Responses | | Principals' Responses | |
|-----|---|---------------------|-------|-----------------------|-------|
| | | M | SD | M | SD |
| 1 | Principals articulate a collective vision | 2.85 | 1.018 | 2.85 | 0.828 |
| 2 | Principals demonstrate strong educational focus | 2.45 | 1.128 | 2.89 | .782 |
| 3 | Principals value adult –child interaction | 2.67 | 1.073 | 2.89 | .601 |
| 4 | Principals support teachers and other staff in professional training | 2.25 | 1.110 | 2.33 | .5 |
| 5 | Principals practice & encourage open communication | 2.78 | 1.013 | 2.65 | .707 |
| 6 | Principals are competent and knowledgeable leaders | 2.49 | 1.1 | 3.22 | .667 |
| 7 | Principals encourage team work among teachers | 3.40 | .999 | 3.56 | .527 |
| 8 | Principals create school environment where everyone feels supported &valued | 2.72 | 1.089 | 2.87 | .866 |
| 9 | Principals are knowledgeable about early childhood development and learning | 2.50 | 1.077 | 2.89 | .782 |
| 10 | Principals encourage reflection between teachers | 2.80 | 1.001 | 3.11 | .928 |

Note M=mean SD=Standard Deviation

As can be seen in table 4.3, above the majority of both groups of respondents disagreed to the statements “principals articulate collective vision, they demonstrate strong educational focus and value adult- child interaction. This is because, the mean value of the responses were less than 3 which is equivalent to “disagree. The responses of teachers’ and principals’ justified the kindergarten principals’ were not performing effective leadership in their settings. However,

Waniganayake (2000) found out that most effective early childhood settings better leadership was characterized by a leader articulating a clear vision of the future and general plan of action for getting there. The provision of direction is promoted by the leaders' capacity to identify and articulate ambitious collective vision; by being reflective leaders. Principals did not demonstrate strong educational focus.

As Blatchford and Manni(2006) pointed out those the most successful kindergartens demonstrated strong educational focus in terms of child outcomes. Teachers' disagreement on the value that principals should give for adult-child interaction in their setting might be reflection of principals' inattention on the area of focusing assessing adult- child interaction. As kindergarten teachers and caretaker's interaction with the children are the first, structured and educational communication, principal's center of attention and guidance should be consistent.

In the same way, both teachers and principals disagreed to the statements "principals support teachers and other staff in professional development item4), are competent and knowledgeable leaders (item 6), create a school environment where everyone feels valued and supported (item 8), are knowledgeable about early childhood development (item 9), and encourage reflection between teachers (item 9). This means that kindergarten principals' leadership practice was poor. However, with the mean score of 3.5 both groups of respondents agreed to the statement that says "principals encourage and facilitate team work" (item7). It means that team work is vital and it's encouraged by kindergarten principals. The idea of team work was also supported by many researchers'. In cultivating relationship between the member of ECE and team work appears to be out most important in shaping the process of leading to create shared understanding. It inquires working collaboratively and sharing experiences (reflection among teachers) to meet the needs of all concerned with care and education of children (Blatchford and Manni, 2006; Morgan, 1999 and Pugh, 2000).

Both teachers and principals responded negatively regarding principals' support to teachers' in professional development. It means that kindergarten principals' educational background and qualification were very poor. However, research found out that the effective settings offer

intellectual stimulation for their staff along with respectful individualized support. The response of teachers on the “principals practicing open communication with teachers and other staff indicated mean value of less than 3 which is equivalent to disagree.

It can be said there is lack of open communication or transparency between teachers and principals. On the same issue, Waniganayake (2000) stated that open communication is keeping means of communication open and creating warm and friendly atmosphere in the kindergarten setting where group members are valued through encouragement and support.

Concerning principals’ knowledge and competency on their position (Item six) and knowledge of early childhood education (item nine) both teachers and principals disagreed which means principals were lacking expertise knowledge in their areas. In reality, kindergarten principals should be competent and knowledgeable in leadership and early childhood education. Blatchford and Manni(2006) identified kindergarten leaders must have knowledge about early child hood education as well as specific knowledge of context within which she/he works. Kagan and Neuman(2003) also reported that early childhood leaders must have knowledge about ECE to promote the advancement of ECE. Principals trained in early childhood care and education is more receptive to the needs of children and is better equipped to help children succeed.

4.4 Principals’ Involvement in Instructional Leadership

Table 4.4.1. The Role of the principal in Assessing and Improving the Curriculum (syllabus, teaching material)

| NO | Item | Teachers’ Responses | | Principals’ Responses | |
|----|---|---------------------|-------|-----------------------|-------|
| | | M | SD | M | SD |
| 1 | Principles has effort in assessing the teaching materials | 2.72 | 1.03 | 3.24 | 1.424 |
| 2 | Principals assist teachers in revising and improving teaching materials | 2.94 | 1.125 | 3.26 | .726 |
| 3 | Principals assess the adult- child interaction | 2.9 | 1.08 | 3.11 | 1.069 |
| 4 | Principals assess all the activities and the subject matter | 2.91 | 1.069 | 3.11 | .782 |

Note M= mean SD= standard deviation

As demonstrated in table 4.4.1, above teachers’ responses showed disagreement and principals’ undecided because the mean value their responses is less than 3 and 3 which is equivalent to “disagree” and “undecided” respectively.

Two of the principals believed that they could not involve in instructional activities because they were expected to focus more on the safety of the children. Thus, inspecting the children safety and security were their priority.

The other two principals though they had strong desire to assess the materials and assist teachers; most of the time the teaching materials were developed in one department by the school owners. Thus, the principals' responsibility was distributing the readymade materials for teachers. There was no way to evaluate, comment or amend the teaching materials as professionals. Three of the principals' reported that they involved in checking the daily lesson plan, preparing supportive materials, checking and correcting the worksheets (class work, homework), exam contents and grammar. In general, evaluating and confirm every single material, even letter to parents was the principals' daily challenging responsibility. These principals' also underlined their responsibility was very challenging since the newly graduate teachers were incompetent the burden laid on their shoulder.

Regarding, the principals role in assessing the adult child interaction and all the activities both teachers and principals responded undecided. This might reflect the uncertainty of the principals' focusing on adult -child interaction. As for Blatchford and Manni(2006) principals should give emphasis to the adult- child interaction and the whole activity which support the teachers develop better ways of engaging children through the on-going professional development.

Table 4.4.2. Principals Role in Practicing Staff Development

| NO | Item | Teachers' Responses | | Principals' Responses | |
|----|---|---------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | Principles develop mechanism of experience sharing among teachers | 2.17 | .911 | 3.22 | .667 |
| 2 | Principals work on building learning community | 2.03 | .804 | 2.56 | .527 |
| 3 | Principals provide consistent need based training for teachers | 1.84 | .756 | 2.22 | .441 |
| 4 | Principals allocate budget for staff development | 1.94 | .759 | 2.00 | .000 |

Note M= mean SD= standard deviation

As it is illustrated in table 4.4.2 , above both teachers and principals responded for all the items related to the principals role in staff development disagree and strongly disagree because the

average mean value of the responses is equal to 2 and less than 2 respectively.. The responses identified kindergarten principals’ were not encouraging reflection among teachers so that they can learn from one another and become a learning community. Cultivating and developing a culture of experience sharing; change the teachers into a community of learners. However teachers in (items 6.1 & 6.2) reveals principals do not practice this essential component of developing staff in their setting.

Both Principals and teachers disagreed to the statements “the role of the principal in allocating budget and provide consistent need based training. This implies the principals’ lack competency in preparing and organizing training and knowledge of early childhood education.

During the interview majority of the principals reported that they were not confident and competent to prepare staff development because of their background and the inadequate knowledge about they acquire about early childhood education. Others explain the top managements (school owners), have no clue about the importance of consistent staff development in the kindergarten. As a result, they do not schedule time or allocate budget for staff development. One of the principals had strong desire and effort to organize staff training by external professionals. However, the school budget discouraged and restricted her to make it practical. In general terms all principals’ admitted that little attention was given to the importance staff development since the top level managements were not aware of it.

Table 4.4.3. The principals’ Role in Monitoring the learning Process

| NO | Item | Teachers’ responses | | Principals’ responses | |
|----|---|---------------------|-------|-----------------------|-------|
| | | M | SD | M | SD |
| 1 | Principles evaluate the teaching learning process using class observation | 3.79 | .787 | 3.67 | .601 |
| 2 | Principals ensure frequent informal visits | 3.17 | 1.014 | 3.63 | .757 |
| 3 | Principals provide feedback to teachers | 3.63 | .757 | 3.3 | 1.118 |
| 4 | Principals help teachers to improve professionally | 2.94 | .964 | 3.67 | 1.000 |

Note M= mean SD= standard deviation

As depicted in table 7.2 above, regarding principals role in monitoring the learning process both teachers and principals agreed on the following items: Principals “evaluate the teaching learning process” (item one), “ensure frequent informal and formal visits”(item two), and “provide feedback to teachers”(item three). This is because the mean values of the respondents were greater than 3.5. The responses revealed that kindergarten principals’ make use of class observation, ensured frequent visits, and provided feedbacks to the teachers. According to Blatchford and Manni(2006) monitoring the learning process means supporting and improving

the children learning by monitoring the day today practical interaction of adults with the children. This is because the interaction has a direct effect upon child development.

Concerning the principals' role to help teachers to improve professionally the teachers' responses were disagreement with the mean vale less than 3 but principals agree with the mean value greater than 3.5. The principals' and teachers' responses contradicted which showed principals did not encourage and support their teachers to grow professionally.

Table 4.4.4 The Role of principals in Practicing Supervision

| NO | Item | Teachers' responses | | Principals' responses | |
|----|---|---------------------|-------|-----------------------|-------|
| | | M | SD | M | SD |
| 1 | Principles visit the classroom often | 3.17 | 1.007 | 3.42 | .333 |
| 2 | Principals observe teachers while teaching frequently | 3.42 | .913 | 3.41 | 1.000 |
| 3 | Principals provide feedback to teachers | 3.78 | .976 | 3.84 | .726 |
| 4 | Principals follow the progress closely | 2.79 | 1.091 | 2.78 | .441 |

Note M= mean SD= standard deviation

Table 4.4.4, above the responses of both teachers and principals responded undecided for the first two items:” principals visit classrooms so often” (item 1) and “principals observe teachers while teaching”(item 2). It implies principals' less formal class observation schedules to employ frequent visits to the classrooms. However, principals provide feedbacks to teachers because teachers and principals agreed on the same questions. The last item, the process of principals' applying continues follow –ups to fill the gaps observed on the teacher showed a mean value of less than 3 which is equivalent to “disagree”. This means, principals' role to follow and assist teachers continuously and fill the observed gaps was not practiced.**Table 4.4.5. Principals' Role in Research Development**

| NO. | Item | Teachers' responses | | Principals' responses | |
|-----|---|---------------------|-------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | Principles identify problem areas in the teaching learning activities | 2.15 | 1.034 | 2.67 | .707 |
| 2 | Principals are skilled to conduct a research | 1.98 | .692 | 3.00 | .707 |
| 3 | Principals encourage and support teachers to conduct research | 1.98 | .719 | 2.67 | .707 |
| 4 | Principals ensure the research outcome is practiced | 1.88 | .681 | 2.00 | .500 |

Note M= mean SD= standard deviation

According to table 4.4.5 above , teachers’ and principals’ responses for principals’ role in research development has mean value less than 1 and less than 3 which were equivalent to strongly disagree and disagree respectively. The respondents’ disagreement discloses that, the principals’ poor performances in the area of conducting research. Of course, the responses show complete disagreement. This might

be evidence for kindergarten principals less competitiveness or poor performance in the area of research development.

In the interview session, most of the principals’ did not feel confident enough to conduct a research. Their major problem was they were not qualified/expertise on the area of early childhood education as well as leadership. Besides, though the principals have strong ambition to grow professionally they have financial and time constraint to continue their education in extension program. Besides, when they manage to continue their study what discouraged them was absence of early child hood education departments in the universities. According the researcher’s experience, the educational leadership and management field which is opened recently in Addis Ababa University, the courses are geared to primary and secondary school management.

Table 4.4.6 Principal’s Role in Decision making

| NO | Item | Teachers’ responses | | Principals’ responses | |
|----|--|---------------------|-------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | Principles involve teachers in decision making | 2.75 | 1.071 | 1.78 | .441 |
| 2 | Principals make decisions openly | 2.95 | 1.091 | 3.22 | .441 |
| 3 | Principals involve parents in decision making | 2.46 | 1.194 | 2.12 | .000 |
| 4 | Principals always Stick on t he written policy and rules | 3.26 | 1.156 | 2.11 | .601 |

Note M= mean SD= standard deviation

The table 4.4.6, above depicted that teachers’ and principals’ responses for all items related to the role of principals in decision making were mostly disagreement. It can be interpreted that principals’ were not involving either teachers or parents in the process of decision making. Besides the principals’ were not making decision openly. The last item about the principals flexibility the responses of the teachers was in agreement that principals always stick to school

rules , regulations and policies. However, the principals’ responses disclose disagreement. It implied that principals were somewhat flexible.

The opposing responses of the respondents can be a sign of principals’ lack of flexibility. During the interview, majority of the principals reported they have very limited decision making power. Most of administrative issues decisions were made at senior management level. Besides, the school management’s team did not have enthusiasm to develop parent’s active involvement and partnership. In addition, private school parents were extremely busy who are preoccupied with private investments.

Table 4.4.7 .Principal’s roles in Goal setting

| NO | Item | Teachers’ Responses | | Principals’ Responses | |
|----|---|---------------------|-------|-----------------------|------|
| | | M | SD | M | S.D |
| 1 | Principles are skilled in developing school goals | 2.36 | .951 | 2.79 | .601 |
| 2 | Principals make clear the school goals to the staff and parents | 2.38 | .936 | 2.56 | .726 |
| 3 | Principals set direction to achieve expected goals | 2.38 | .962 | 2.78 | .441 |
| 4 | Principals encourage the staff to achieve the expected goals | 2.53 | 1.045 | 2.78 | .441 |

Note M= mean SD= standard deviation

As it can be observed from the above table, the teachers’ and principals’ disagreed for all the items because the mean values of the responses were less than 3 and greater than 2. The majority of teachers and principals reveal that kindergarten principals do not focus in developing school goals. They also lack making the goals clear, setting direction and motivating to achieve the expected goals. As Leithwood and Levin (2005) reported the key capacity of leaders is goal setting and influencing others into action. In order to accomplish the desired outcome school leaders are responsible to determine, develop and articulate the goals and make it reality. In all the steps, leaders should work with teachers, other staff members and parents.

Table 4.5 .Factors that Influence Effective Leadership

Table 4.5.1 School Resource Related Factors

| NO. | Item | Teachers' responses | | Principals' responses | |
|-----|--|---------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | The absence of guidelines and clear expectations | 4.03 | .772 | 4.78 | .441 |
| 2 | The insufficient school budget | 4.05 | .696 | 4.56 | .527 |
| 3 | Shortage of resources and facilities | 4.08 | .795 | 4.67 | .500 |
| 4 | Teachers turn over | 4.28 | .594 | 4.78 | .441 |

Note M= mean SD= standard deviation

As it is demonstrated in table 4.5.1, above both teachers and strongly agreed on each of the four items because the mean value of their responses were greater than 4 this is equivalent to “strongly agree”. The value of the standard deviation was also less than 1 which means there was no dispersion among respondents. It can be interpreted that the four items that affect leadership activity absence of guidance and clear expectations from the kindergartens, insufficient budget, and shortage of facilities and resources and teachers turn over were all confirmed by both teachers and principals as factors that influence principals’ leadership. The majority of the respondents strongly agreed that these factors really affect leadership. In reality, KG principals’ need guidelines and clear expectations to refer to at the beginning of their new position.

While interviewing the principals, all of them agreed that leading in the kindergartens dealing with children, teachers, other staff and parents need leadership knowledge, skill and experience. However moving from the teaching profession and starting leading from the scratch is really difficult. Nobody seems to understand the need for preparation, guidelines and short term training for us. Waningayake(2000) also advised, when most principals are promoted from the teaching position; the management decision for promoting teachers should include, considering how the principals make the transition to change themselves from managing children to managing adults.

The insufficient school budget also highly connected with the quality of facilities and the availability of appropriate and enough resources. The poor facilities create frequent accident on the children which affects the school and parents relationships. Managing these kind of problems, dealing with parents and convincing the management for budget were serious challenges for the principals. Concerning, teachers turn over particularly in the middle of the year; the principals' considered it as a big disaster. First and foremost, kindergarten children are emotionally strongly attached with their teachers. They cannot understand / reason out why the teacher left them. In addition to this, children need time to adjust, love and trust the new teacher. Above all, it is really difficult to find best teacher for the children. In addition to these, substituting the class until a teacher is hired in some cases was the principals' responsibility. Hence, the principals will be tightly scheduled to balance both administrative, leadership, and teaching responsibilities.

Other than these resource related problems; principals raised the challenges of accommodating children with different learning disabilities. Private kindergartens accept these children unintentionally; however there were no appropriate facilities and experts to support them learn accordingly. Thus, principals stuck in between two controversial ideas. The desire to identify their problems and support appropriately in one side and feel helpless and distress to see the children suffering from misunderstanding and faulty learning on the other hand.

Table 4.5.2 Training Adequacy and Leadership Competency Related Factors

| NO. | Item | Teachers' responses | | Principals responses' | |
|-----|--|---------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | The absence of on-job need based training for principals | 4.43 | .589 | 4.67 | .500 |
| 2 | Principals' knowledge and competency in leadership | 4.39 | .612 | 4.89 | .333 |
| 3 | Absence of consistent ongoing professional training for teachers | 4.44 | .580 | 4.89 | .333 |

Note M= mean SD= standard deviation

As depicted in table 4.5.2, teachers and principals believe that all the factors related to principals training adequacy and leadership competency affect leadership. They responded with the mean value of greater than 4 which is equivalent to "strongly agree".

KG Principals' on their interview explained that "KGs owners or top level managements should be aware that training for principals' is very essential. We need training in the area of leadership and early childhood development. When we say this, it does not mean teachers are getting appropriate continuous professional development. The absence of training for teachers also indirectly affects the leadership since teachers professional gap should be filled by staff development. If not the problem lies on the principal's shoulder. Principals' and teachers' incompetency will be always there affecting the whole teaching learning process. Unless the principals' personal effort is added, these entire realities construct incompetency, less confidence, interest and enthusiasm in the principals' mind set.

Table 4.5.3 Factors Related to Teachers, Other staff and Parents

| NO. | Item | Teachers' Responses | | Principals' Responses | |
|-----|--|---------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | Teachers and other staff readiness to assume responsibility | 4.26 | .655 | 4.56 | .500 |
| 2 | Staff being different in educational background and expectations | 4.20 | .696 | 4.67 | .500 |
| 3 | Accommodating teachers interest, behavior and understanding | 4.33 | 4.33 | 4.67 | .500 |
| 4 | Mismatch between parents' expectations and school performance | 4.77 | .642 | 4.89 | .333 |

Note M= mean SD= standard deviation

As illustrated in table 4.5.3, above, all groups of respondents strongly agreed on the factors related to:” teachers readiness to assume responsibility”(item 1), “staff being different in educational background and expectations”(item2), “accommodating teachers interest and behavior”(item 3) and “the mismatch between parents expectation and school performance”(item 4). It implies managing the diverse interest of teachers and other staff and parents is a challenging task for kindergarten principals.

This is because, managing and leading in kindergarten setting is characterized by: the experience and environment provided for the children; the relationship between teaching staff and non teaching staff, teachers and administration and between adults and children Waniganayake (2003). Moreover, Pugh (2001) reported that leadership is very important and challenging as principals' have many responsibilities to many different people (teachers, teaching assistants, babysitters, children supervisors and cleaners).

During the interview, the principals' strengthen this fact leading in the KGs is a challenging task, it needs to have an excellent communication skill to work with diversified early childhood staff combination whom they need equal respect and value. Accommodating all differences and to bring them together and inspire the whole staff for common purpose is not a simple task. Principals also believed that the mismatch between parents' expectations and school performance is one of the biggest challenges that affect effective leadership.

The fact that parents are the key factor for the child’s overall development enforced principals create good partnership with them for the sake of the child they both share. However, this is not always possible. Principals in their interview session revealed that parents’ coming from different home and educational background, interest, and understandings, brings about different expectations and needs. The principals explained parents have different perspectives and interest. For example, some of them they need their child to have more fun, with more play and others require more of academics. Besides, the majority of the KG parents’ have great desire for their child to speak English than the academic achievements. Principals’ also mentioned the challenge to communicate with parents of private school because they have busy schedules and display little interest and effort to work with kindergartens. Most parents believe only schools are fully responsible for the child’s overall performances.

Table 4.5.4 Factors Related to Communication among Managements

| NO | Item | Teachers’ responses | | Principals responses’ | |
|----|---|---------------------|------|-----------------------|------|
| | | M | SD | M | SD |
| 1 | Interference of senior management | 4.38 | .568 | 4.67 | .500 |
| 2 | Lack of open communication between staff and management | 4.20 | .751 | 4.56 | .726 |
| 3 | Absence of positive and active interaction between management | 4.30 | .751 | 4.67 | .707 |
| 4 | Lack of encouragement and trust from the senior management | 4.34 | .680 | 4.89 | .333 |
| 5 | Absence of freedom to exercise full power in decision making | 4.37 | .634 | 4.89 | .333 |

Note M= mean SD= standard deviation

It can be observed in the table 4.5.4, above, teachers and principals confirm that factors related to miscommunication between managements highly affect leadership because the mean values of the responses were above four which is equivalent to “strongly agree”.

All the teachers and principals responses showed that the internal factors such as interference of senior management, lack of encouragement and trust from senior managements, and absence of freedom to exercise professional power are all strong factors that affect successful leadership.

In the interview session principals 'revealed that senior managements are usually experienced managers and aged people who are not flexible. They are "I know" type who is trained with strong belief of "controlling" managing system. Others are owners of the school (investors) whose focus is mostly on returns of the school. Where as in the 21st century, school leadership requires the managements stand together, speak the same language, and exercise equal freedom of decision with respectful and trustworthy environment so as to lead the teachers and help each children to have a successful life.

Other than these challenges, principals' identified teachers and baby sitters long time absentees because of maternal leave, looking for substitutes' was a great challenge for them. Moreover, the motherly responsibility "the scarcity of caretakers" at home made the teachers and baby sitters to be absent frequently from their work. Hence, it affects the teaching learning process in general and the leadership the leadership in particular.

Table 4.6 Principals Training Adequacy and Support from the Education Offices

| NO. | Item | Teachers' responses | | Principals responses' | |
|-----|--|---------------------|------|-----------------------|------|
| | | M | S.D | M | S.D |
| 1 | Initial training for school management or administration | 1.29 | .474 | 1.33 | .500 |
| 2 | On –job training provided on leadership skills for KG Principals (by the school). | 1.04 | .201 | 1.33 | .500 |
| 3 | The education offices provide in- service training for KG principals' | 1.20 | .402 | 1.21 | .400 |
| 4 | Participation in workshops on early childhood development, policy framework and its implementation | 1.51 | .502 | 1.33 | .500 |
| 5 | onal effort to maximize competency on ership skills | 1.54 | .548 | 1.33 | .500 |

Note M= mean SD= standard deviation

In the table 4.6, above, the teachers and principals responses regarding principals training adequacy is very poor “Initial training for school management or administration” (item 1), “on – job training provided on leadership skills for KG Principals by the school” (item2), and “Personal effort to maximize competency on leadership skills”(item 5) had a mean value less than 2 which is equivalent to not taken at all.

This was a serious challenge the principals' raised during the interview. First, the head of school (senior managements) have no awareness sometimes interest about staff development for teachers or principals. They might believe teachers need some kind of training yet they are not committed to make it practical. The budget problem together with the less value given for early childhood leadership in general is the main issues principals stressed.

Teachers and principals justified there has not been any external assistance given for early childhood principals in the area of leadership from the education offices or at sub city and Woreda level. According to the principals' discussion during the interview, the education offices at sub city level visit their kindergartens once or twice in a year.

Their focus is to check on the school facilities and safety. Few of them might see the lesson plan. Otherwise, supervisors do not involve in the instructional activities because they are not professionals. There was also a time principals and teachers called upon on training and meeting at sub city level. However, principals did not find it interesting and valuable for the issues were irrelevant and the presenters were not qualified. They said “the presenters were not better than us”.

Thus, the appropriate communication bridge and the collaborative working environment between private kindergartens and education offices at all levels are not well built by both sides. The cluster supervisors at the Woreda level (3) and the early childhood expert at Bole sub city during their interview explained their part in private kindergartens. They have similar attitude towards private kindergartens. The government offices at all levels control and provide support from the establishment of kindergarten. They provide guidance to help the individual meet the standard on the area of the physical environment being suitable for children. These are facilities like playground equipments, toilets, taps, and size of the classrooms.

Moreover, qualification of the teachers (Early childhood certificate or diploma) will be checked. If they meet 75% of the standard set by the government, they can start the work right away. Then after, the regular visit should be once in a month to see the progress, consult and provide support as needed. However, it was impossible for the supervisors to visit and support consistently according the schedule since the cluster supervisors were tightly scheduled with governmental and private primary and secondary schools supervision. As a result, they perform the KGs supervision once or twice in a year.

The office is aware of early child hood principals’ insufficient knowledge and skills in leadership. Primarily, there is an expectation that the primary and secondary principals’ work with and support early childhood principals. The supervisors believed that the top people will guide and control them. Secondly, the education offices at all levels revealed that there is no allocated budget for this purpose.

All of them admitted that the government did not provide proper attention and appropriate support for early childhood education in general and private kindergartens in particular.

The education offices at all levels also have serious problem of skilled man power (experts) in the area of early childhood education. The cluster supervisors themselves admitted that they have no adequate knowledge regarding early childhood education and development. They strongly believed that KGs cluster supervisors' needs to be trained in early childhood education and management before assignment. Even, when supportive material is prepared, there are no ECE experts to evaluate, give feedbacks and improve the content.

In addition to these ,the cluster supervisors at the Woreda level or early childhood expert title position people are those with degree in education(biology, chemistry...etc) with teaching experience in the primary or high school, who held their current position politically. Thus, entangled with such problems and with their busy schedules, they were only able to supervise the physical environment and the materials available in KGs once in the blue moon. Principals' participation on workshops concerning early childhood education policy, majority of the teachers and principals respond negatively. These, strengthen the fact that considerable attention has not been given to the private kindergartens on the government side. In the same way, the principals' personal effort to maximize their leadership skill is found to be very low.

Realistically, the governmental education offices should provide appropriate support to maximize the performances of kindergartens. Tarlov and Debbink(2008)explained governmental education offices support for kindergartens' include initiatives to help early childhood programs meet quality standards such as on site evaluation ,and technical assistance. Besides, they should provide support for principals, teachers and practitioners like on job training, mentoring opportunities and career counseling to help them grow professionally (Tarlov and Debbink, 2008).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to assess principals' leadership practices and challenges in the selected private Kindergartens' of Bole sub city. In attempting this, the study raised the following research questions.

1. What is the leadership style practiced by principals in private kindergarten schools?
2. What are the selection criteria for private kindergarten principal position?
3. What are the major challenges of private KGs principals?
4. What kind of support is given for the principals from the government educational offices?

To find out answers for the above research questions descriptive survey design was employed and a variety of data from the purposefully selected Bole sub city administration of which four Woredas were selected randomly and 9 kindergartens were selected by criterion sampling of above five years experience.

The subject of the study were all the teachers(one hundred twenty in number) ,principals(nine in number) four cluster supervisors and one early childhood expert at sub city level were used as a major source of data. Questionnaire for teachers and principals, interview for principals, cluster supervisors and early childhood expert were used as a means of data collection instruments. Finally, based on the data analysis the following major findings were reached. All teachers and principals under the study were females. As to age of teachers the largest groups (65%) were found in the age range of 20 to 30.

The age of teachers lies in the very active and productive age which is required for the task that is needed in the early childhood settings. The majority of the principals were in the age range of 36-40 since they came from the teaching profession and reached at the principal position in their matured age.

The responses of teachers' and principals' revealed that private kindergarten principals' held their position by promotion from the teaching position. It means they spend their active and

young age in teaching and with their excellent performance; they will be promoted to principal position. The fact that principals appear from teaching profession has positive and negative sides. For example Rodd (1998), oppose raise the need for adequate training before assigning teachers to principal position. He argued that it is not appropriate to assign them before they adjust themselves and feel confident to be on the position. For, Rod (1998) it is a misconception to think one's success as a preschool teacher leads to successful leader. Because leading and teaching are different skills. Thus, it is good to consider how to prepare teachers to make the change from managing children to managing adults.

Leadership Style Practiced in Private KGs Setting

Most of the studies kindergartens were not using one major style of leadership. The diversity of early childhood staff and the children setting needs the leader to use sometimes authoritarian, other times democratic or laize-faire leadership styles. The responses of teachers and principals support the need for facilitative leadership style where the leader may direct, use democratic or intentionally let the group provide its own leadership according her/his formal role within the group, the skill, experience, motivation and goal of the group members.

Kindergarten Principals' Assignment and Qualification.

The minimum standard requirement for KGs principal position is certificate and diploma in the field of early childhood education. The principals under study held both degree, M.A in education and degree in other fields. This can be taken as one of strong side. Nevertheless, the principals are not qualified in leadership skill. In addition, they lack knowledge about early childhood education and development.

The majority of the principals came from the teaching profession by promotion. Of course, these teachers were selected with of their best performances as a teacher and they were trusted by their managements. Having excellent experiences of teaching children helped them to have a good communication skill with children. However, both teachers' and principals' confirmed principals' coming from teaching position will not be good leaders unless they are provided training and develop experiences.

Principals' Challenges in Performing their Leadership

There are different factors that affect their leadership practice. School related factors that strongly affected the principals' leadership were absence of guidelines and clear expectations, insufficient school budget which creates shortage of resources and facilities and teachers turnover. Absence of pre-training as well as on job training and lack of skill and knowledge in leadership were identified as a big challenge both by the principals and teachers.

Teachers and other staff readiness to assume responsibility, the diverse nature of kindergartens' staff mix, accommodating these different staff interest, behavior and understanding and mismatch between parents' expectations and the school performances were also the principals' challenges.

With regard to kindergartens' leadership activity the principals identified lack of open communication among the management teams. This can be expressed in the form of interference, less encouragement and mistrust of senior managements towards early

childhood principals. Besides, absence of freedom to exercise full power in decision making was very challenging internal factors. Principals and teaches low salary was also mentioned as one of the challenge which limits their effort to grow potentially. It is also a source of de-motivating factor both for teachers and principal

The Extent of Professional Support they get from the Educational Offices

In the area of leadership the Woreda or Sub city level supervisors and early child hood expert did not give any kind training to maximize the leadership capacity of kindergarten principals. This is primarily, because there had been no two way communication between the key role players (teachers. Principals, cluster supervisors and early childhood experts) regarding the provision of professional training for principals. Consequently, there was no budget allocated for private kindergarten.

Secondly, cluster supervisors and early childhood expert at the sub city level have inadequate knowledge and skill of leadership as well as early childhood education and child development. Thus, their responsibility was limited to giving license, controlling the physical environment of the setting and collecting quantitative data about students, staff and teachers.

Principals' Quality in Practicing Effective Leadership.

- Most kindergarten principals' were not found excellent in articulating a collective vision for their staff and parents.
- The principals' educational focus was moderate but gave value for adult child interaction.
- Both the teachers' and principals' revealed that KGs principals' have not been providing staff development for teachers.
- There is lack of open communication or transparency between teachers and principals.
- Principals' knowledge and competency in their position and in the area of early childhood development found to be very poor.

- Principals encourage and facilitate team work and reflection between teachers.

The Role of the Principals in practicing Instructional Leadership

- Most of the principals lack skill in assessing and improving the instructional materials. Few of them involve in developing ,supportive materials, correcting , deciding the content , editing the grammar and spelling of the class work, homework, communication book...etc.
- There has been less emphasis in assessing, the subject matter and all the activities in the setting.
- The principals lack knowledge and competency in preparing staff development for the teachers.
- Principals observe, and evaluate the teaching learning process and provide appropriate feedback for the teachers timely.
- The principals lack skill of identifying problems conducting research.

5.2 CONCLUSIONS

On the basis of findings the following conclusions are drawn:

Kindergarten principals were using facilitative leadership. However, they were not independent and confident leaders. Rather, they were seen as dependent on primary or high school managements. Thus, the principals need intensive training and support to become independent effective leaders. Principals' competency in the area of early childhood development and education is very essential. But most of the private kindergartens lack this quality. Almost all principals came by promotion from the teaching profession. As a result they feel incompetent and lack confidence in the area of leadership. Hence, private kindergartens were not found effective leaders. As to their challenges, the absence of on job training, guidelines and clear expectations and insufficient school budgets were the principals challenges related to their kindergartens. There is lack of encouragement and trust from the top managements. Kindergarten principals did not have full freedom and power in decision making. Hence, there is top down hierarchical structure. It means, the leadership was not distributed and principals were not fully empowered. Thus, the principals' needs full trust and empowerment from the senior management. There was no professional support provided in the area of leadership in the form of training or workshop by the education offices cluster supervisors or early childhood experts. The supervisors and early childhood expert themselves do not have skills and knowledge either in the area of leadership or early childhood education.

5.3 RECOMMENDATIONS

In light of the conclusions, the following recommendations were forwarded:

1. Kindergartens principals' personal effort and performance in practicing leadership is encouraging. However, the mistrust and less encouragement from their senior managements on the area of leadership and early childhood education has been a barrier for them to be effective leader. Therefore, kindergarten school managements should inspire and empower the principals so as to enrich the principals' competency and knowledge.
2. Teachers' promotion to the principal position should be accompanied by appropriate time of adjustment. Preparing guidance and clear expectations could be good starting point on the school side. Working on developing principals' leadership skill and early childhood education in the form of encouraging, facilitating and sponsoring principals to continue their study should also be a priority for school managements.
3. Sufficient in-service training should be provided by the city administration education offices for teachers, principals, cluster supervisors and early childhood experts.
4. The communication and feedback channels related to early childhood education and support and improvement mechanism should be established by the city administrations education bureau with school principals and among experts at all levels.
5. The city administration should provide appropriate attention to develop and improve the early childhood education and management. Hence, what is invested on children today's pays back tomorrow through their productive contribution in nation building and development. Therefore, qualified supervisors and early childhood experts should be assigned.
6. To build the capacity of kindergarten principals the Ministry of Education should encourage the existing Colleges of Education and Universities to start a department in Early Childhood Education and management. Preschool leadership should not be underestimated. We need to give big value since it is a place where children's foundation is well built.

Therefore, like any form of human resource development, ECCE demands appropriate levels of professional development in place. Thus, opening departments of Early Childhood Education with a structure of training approach at Diploma, Degree, and postgraduate level is vital. This could be done in step-by-step manner by the Ministry of Education. In the same way the Ministry of

Education needs to open short term training centers at the colleges and Universities in the area of early childhood leadership and education.

7. The early child hood leaders and work forces being women dominated the women oriented leadership should be studied in depth.

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APPENDIX 1

Addis Ababa University

College of Education and Behavioural Studies

School of Graduate Studies

Department of Educational Planning and Management

Questionnaire for Teachers

Dear teacher,

The main purpose of this questionnaire is to assess principal's leadership practices and challenges in selected private Kindergarten of Bole Sub city. To this end, the information that will be obtained from you is invaluable for the success of the study. In addition, your cooperation will help to improve the teaching learning environment and success of the kindergartens. Therefore, your genuine responses are very essential for the general improvement of early childhood education. Having this common purpose in mind, you are kindly requested to fill in the questionnaire honestly and responsibly. Your responses will be kept very confidential and used only for research purpose. You are not required to write your name.

Thank you for your time and cooperation.

I. Background Information

Put a '√' mark in the appropriate box that corresponds your choice

1. Name of school _____ 2. Woreda: _____

3. Sex: A) male B) Female

4. Age: A) 20-25 B) 26-30 C) 31-35 D) 36-40 E) 41-45 E) above 40

5. Teaching experience: A) 1-3 years B) 4-6years C) 7-10 years D) above 10 years

7. Educational Background: A) Kindergarten training certificate and Teachers training diploma

B) Teachers training diploma C) Bachelor of Education D) MA

F) If other, please indicate _____

PART – 1 Principal’s Style of leadership (1-9)

Instruction- the following items deal with the style of leadership principal’ practice in their daily activities. Please indicate your response by using the rating scales and mark ‘√’ in the appropriate box.

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-------------------------|--|----------------|-------|-----------|----------|-------------------|
| Your principals’ | | | | | | |
| 1. | Rely much more on punishment | | | | | |
| 2. | Make all decision by her/himself | | | | | |
| 3. | Gives orders and direction | | | | | |
| 4. | Create motivation and desire among teachers | | | | | |
| 5. | Give emphasis to group decision making | | | | | |
| 6. | Consult staff and take their ideas in to consideration | | | | | |
| 7. | Give complete freedom to the staff | | | | | |
| 8 | Try to satisfy everybody in the school | | | | | |
| 9. | Solve problems by her/himself | | | | | |

PART – 2 Leadership qualities of principals’ (1-11)

Instruction: please indicate if your principals’ demonstrate the following leadership qualities by using the rating scales and mark ‘√’ in the appropriate box.

| Your principals | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----------------|--------------------------------------|-------|-----------|----------|-------------------|
| 1 | Articulate a collective vision | | | | |
| 2 | Demonstrate strong educational focus | | | | |
| 3 | Value adult- child interaction | | | | |
| 4 | Support teachers and other staff | | | | |

| | |
|----|---|
| | members in professional training |
| 5 | Practice and encourage open communication |
| 6 | Are competent and knowledgeable |
| 7 | Encourage and facilitate team work and collaboration between teachers |
| 8 | Create school environment where everyone feels valued & supported |
| 9 | Are knowledgeable about Early childhood development and learning |
| 10 | Encourage and support reflection between teachers |
| 11 | Are Committed to on-going professional development |

PART- 3 Principals' Involvement in Instructional leadership

Instruction: the following items are related to the principal's roles as instructional leader. Indicate your response by using the rating scale and mark "√" in the appropriate box.

| Roles of the principals | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|-----------------------|--------------|------------------|-----------------|--------------------------|
| 1 Kindergarten principals' | | | | | |
| 1.1 Has effort in assessing the teaching materials | | | | | |
| 1.2 Assist teachers in revising and | | | | | |

| | |
|-----------|--|
| | improving teaching materials |
| 1.3 | Assess the adult- child interaction |
| 1.4 | Assess all the activities and the subject matter |
| 2 | Staff Development |
| | Develop mechanism of experience |
| 2.1 | sharing among teachers |
| 2.2 | Work on building learning community |
| | Provide consistent need based training |
| 2.3 | for teachers |
| 2.4 | Allocate budget for staff development |
| 3. | Monitoring the learning process |
| 3.1 | Evaluate the teaching learning process using class observation |
| 3.2 | Ensure frequent informal visits |
| 3.3 | Provide feedback to teachers |
| 3.4 | Help teachers to improve professionally |
| 4. | Class observation |
| 4.1 | Visit the classroom often |
| 4.2 | Observe teachers while teaching |
| | Provide feedback and support |
| 4.3 | following the classroom observation |
| 4.4 | Follow the progress closely |
| 5. | Items on -developing research work |
| | Identify problem areas in teaching |
| 5.1 | learning activities |
| 5.2 | Skilled to conduct a research |
| 5.3 | Encourage teachers to conduct research |
| 5.4 | Ensure the research outcome is practiced |
| 6. | Items on- making decision |
| 6.1 | School principals involve teachers in decision making |
| 6.2 | The principal makes decisions openly |
| 6.3 | Principals involve parents in decision making |
| 6.4 | Stick always on the written policy and rules |

| | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------|---|----------------|-------|-----------|----------|-------------------|
| 7 | goal clarification | | | | | |
| | Kindergarten principals' | | | | | |
| | Are skilled in developing school goals | | | | | |
| | Make clear the school goals to parents and the school community | | | | | |

Set direction to achieve expected goals
Encourage the staff to achieve the expected goals

PART- 4 Factors that influence effective Leadership

Instruction: the following items are related to the problems that influence principals' effectiveness in practicing leadership. Indicate your response by using the rating scales and mark '√' in the appropriate column.

| No. | Items on_ factors influence effective leadership | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The absence of guidelines and clear expectations | | | | | |
| 2 | The insufficient school budget | | | | | |
| 3 | Shortage of resources and facilities | | | | | |
| 4 | Teachers Turn Over | | | | | |
| 5 | The absence of on- job need based training | | | | | |
| 6 | Principals Knowledge and competency | | | | | |
| 7 | Absence of ongoing professional training for teachers | | | | | |
| 8 | Teachers and other staff readiness to assume responsibility | | | | | |
| 9 | Staff being diverse in educational background and expectations | | | | | |
| 10 | Accommodating teachers interest, behaviour and understanding | | | | | |
| 11 | Mismatch b/n parents expectations and school performances | | | | | |
| 12 | Interference of senior management | | | | | |
| 13 | Lack of open communication b/n staff and management | | | | | |
| 14 | Absence of active and positive interaction b/n Managements | | | | | |
| 15 | Lack of encouragement and trust from management | | | | | |
| 16 | Absence of freedom to exercise full power | | | | | |

PART_5 principal training adequacy and Assistance from the Education offices

Instruction: the following items deal with the training of KG principal and the assistance they get from education offices. Please indicate your response by putting '√' mark in the appropriate column.

| No. | Item on- training adequacy Your principal | Taken and | Taken and not adequate | Not taken |
|-----|---|-----------|------------------------|-----------|
| | | | | |

| | adequate | At all |
|----|---|--------|
| 1. | Initial training for school management or administration | |
| 2. | On –job training provided on leadership skills for KG Principal | |
| 3. | The offices from the woreda supervise the teaching learning process | |
| 4. | The offices provide in- service training for principals | |
| 5. | Participation in workshops on early childhood policy framework and its implementation | |
| 6. | Personal effort to maximize your competency on leadership | |

PART -6

General comments and suggestions

What other problems kindergarten principals might be facing?

APPENDIX 2

Addis Ababa University

College of Education and Behavioural Studies

School of Graduate Studies

Department of Educational Planning and Management

Questionnaire for Principals, assistant principals, coordinator or assistant coordinators

Working at Kindergarten

Dear Madam/Sir,

The main purpose of this questionnaire is to assess the leadership practices and challenges of principals in selected private Kindergarten of Bole Sub city. To this end, the information that will be obtained from you is invaluable for the success of the study. In addition, your cooperation will help to assess the leadership capacity of principals and its contribution to improve the teaching learning process and success of the kindergartens. Therefore, you are kindly requested to give your genuine responses for the sake of the general improvement of early childhood education. Your responses will be kept very confidential and used only for research purpose. You are not required to write your name.

Thank you for your time and cooperation.

Part -1 Background Information

Name of the school_____ Woreda_____

Your current position: principal_____ Assistant principal_____ Coordinator_____

Assistant coordinator_____

Put a '√' mark in the appropriate place that corresponds your choice

1. Sex: A) male _____ B) Female _____
2. Age: A) 20-25 _____ B) 26-30 _____ C) 31-35 _____
D) 36-40 _____ E) 41-45 _____ F) Above 45 _____
3. Work experience as a principal: A) 1-3 years _____ B) 4-6 years _____
C) 7-10 years _____ D) More than 10 years _____
4. Educational level: A) Certificate _____ B) Diploma _____ C) Degree _____
D) MA _____
E) Major area of study _____
F) If, other please specify _____
5. Experience in Teaching: A) 1-3 year _____ B) 4-6 years _____
C) 7-10years _____ D) More than 10 years _____
6. How do you get your current position?
A) By recommendation _____ B) By competition, through vacancy _____
C) By promotion from the teaching profession _____ D) if any other _____

PART- 2 Principals' Style of leadership (1-9)

Instruction- the following items deal with the style of leadership you practice in your daily activities. Please indicate your response by marking the rating scale“√”in the appropriate box.

| No. | Perceptions of principals' on their own of leadership styles | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------------------------|--|----------------|-------|-----------|----------|-------------------|
| As a principal, I | | | | | | |
| 1. | rely much more on punishment | | | | | |
| 2. | give orders and directions | | | | | |
| 3. | make all decision by myself | | | | | |
| 4. | create motivation and desire among teachers | | | | | |
| 5. | give emphasis to group decision making | | | | | |
| 6. | consult staff and take their ideas into considerations | | | | | |
| 7. | give complete freedom to the staff | | | | | |
| 8. | try to satisfy everybody in the school | | | | | |
| 9. | solve problems by myself | | | | | |

PART - 3. Item- on the leadership quality (1-11)

Instruction: please indicate if the you demonstrate the following leadership qualities by marking the rating scale‘√’ in the appropriate box.

| | As a principal I | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|-------|-----------|----------|-------------------|
| 1 | articulate a collective vision | | | | | |
| 2 | demonstrate strong educational focus | | | | | |
| 3 | value adult- child interaction | | | | | |
| 4 | support teachers and other staff members in professional training | | | | | |
| 5 | Practice and encourage open communication | | | | | |
| 6 | am competent and knowledgeable | | | | | |
| 7 | encourage and facilitate team work | | | | | |
| 8 | create school working environment where everyone feels valued & supported | | | | | |
| 9 | am knowledgeable about Early childhood development and learning | | | | | |
| 10 | encourage and support reflection between teachers | | | | | |
| 11 | am Committed to on-going professional development | | | | | |

PART 3 Instructional leadership

Instruction: the following items are related to the principals instructional leadership practices in your kindergarten indicate your response by putting "√" in the appropriate box.

| | Items on_ Curriculum, (syllabus, teaching material) development | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|--|----------------|-------|-----------|----------|-------------------|
| As a principal I | | | | | | |
| 1.1 | make effort in assessing the teaching materials | | | | | |
| 1.2 | work with teachers in revising and improving materials | | | | | |
| 1.3 | assess the adult-child interaction | | | | | |
| 1.4 | assess all the activities and subject matter | | | | | |
| 2 Items on _ Staff Development | | | | | | |
| As a principal I | | | | | | |
| 2.1 | develop mechanism of experience sharing among teachers | | | | | |
| 2.2 | work on building learning community | | | | | |
| 2.3 | Provide consistent need based training for teachers | | | | | |
| 2.4 | allocate budget for staff development | | | | | |
| 3. Items on _ Monitoring the learning process | | | | | | |
| As a principal I | | | | | | |
| 3.1 | evaluate the teaching learning process using class observation | | | | | |
| 3.2 | ensure frequent informal visits | | | | | |
| 3.3 | Provide feedback to teachers | | | | | |
| 3.4 | Check lesson plans consistently | | | | | |
| 4. Item on_ supervision | | | | | | |
| As a principal I | | | | | | |
| 4.1 | Visit the classroom frequently | | | | | |
| 4.2 | employ meaningful and frequent Observation | | | | | |
| 4.3 | Provide feedback and support following the classroom observation | | | | | |
| 4.4 | Follow up the progress closely | | | | | |
| 5. Item on_ research work | | | | | | |
| School principals: | | | | | | |
| 5.1 | Identify problem areas in the teaching learning process | | | | | |
| 5.2 | Have Skill to conduct research | | | | | |
| 5.3 | Encourage and support teachers to conduct research | | | | | |
| 5.4 | Ensure the research outcome is practiced | | | | | |

| | | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|------------|---|----------------|-------|-----------|----------|-------------------|
| 6. | Item on _ decision making | | | | | |
| | As a principal | | | | | |
| 6.1 | School principals involve teachers in decision making | | | | | |
| 6.2 | Make decisions openly | | | | | |
| 6.3 | Involve parents in decision making | | | | | |
| 6.4 | Respect individuals idea | | | | | |

| | Perception of principals on their own leadership performance | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|------------|---|----------------|-------|-----------|----------|-------------------|
| 7. | Items on_ goal Setting | | | | | |
| | Kindergarten principals' | | | | | |
| 7.1 | Are skilled in developing school goals | | | | | |
| 7.2 | Make clear the school goals to parents and the school community | | | | | |
| 7.3 | Set direction to achieve expected goals | | | | | |
| 7.4 | Encourage the staff to achieve the expected goals | | | | | |

PART 4. Factors that influence effective Leadership

Instruction: the following items are related to the factors that influence your effectiveness in practicing leadership. Indicate your response by putting “√” in the appropriate box.

| No. | Items on factors influence effective leadership | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The absence of guidelines and clear expectations | | | | | |
| 2 | The insufficient school budget | | | | | |
| 3 | Shortage of resources and facilities | | | | | |
| 4 | Teachers Turn Over | | | | | |
| 5 | The absence of on- job need based training | | | | | |
| 6 | Principals Knowledge and competency | | | | | |
| 7 | Absence of ongoing professional training for teachers | | | | | |
| 8 | Teachers and other staff readiness to assume responsibility | | | | | |
| 9 | Staff being diverse in educational background and expectations | | | | | |
| 10 | Accommodating teachers interest, behaviour and understanding | | | | | |
| 11 | Mismatch b/n parents expectations and school performances | | | | | |
| 12 | Interference of senior management | | | | | |
| 13 | Lack of open communication b/n staff and management | | | | | |
| 14 | Absence of active and positive interaction b/n Managements | | | | | |
| 15 | Lack of encouragement and trust from management | | | | | |
| 16 | Absence of freedom to exercise full power | | | | | |

APPENDIX 3

Addis Ababa University

College of Education and behavioural Studies

School of Graduate Studies

Department of Educational Planning and Management

Interview Questions for Principals

1. What is your role as a principal?
2. What are your challenges?
3. Do you feel competent and confident while you practice your leadership?
4. How do you develop your leadership skill?
5. How do you describe parents' communication with you?
6. To what extent the education offices support to develop your leadership skill?
7. Do you get any kind of support from the education offices
8. How do you describe your communication with teachers?

APPENDIX 4

Addis Ababa University

College of Education and behavioural Studies

School of Graduate Studies

Department of Educational Planning and Management

Interview Questions for Cluster Supervisors and early childhood Experts

- 1. What is the education office responsibility for private kindergarten?**
- 2. What is the standard qualification needed for early childhood Principal position?**
- 3. Are early childhood principals qualified and competent?**
- 4. What are the major challenges regarding kindergarten principals?**
- 5. How do you support the private Kindergartens?**
- 6. What mechanism the offices implement to maximize their leadership skill?**

APPENDIX 5

በአዲስ አበባ ዩንቨርሲቲ

የሰነት-ምህርትና የባህሪ ጥናት ኮሌጅ

የድህረ ምረቃ ት/ቤት

የትምህርት አቅድና አስተዳደር ክፍል

ለአፀደ ሕፃናት ርዕሳን መምህራን ለቃለ መጠይቅ የቀረቡ ጥያቄዎች፦

የዚህ ቃለ ምልልስ ዋና አላማ በቦሌ ክፍለ ከተማ የሚገኙ የተመረጡ አፀደ ሕፃናት ውስጥ የሚገኙ ርዕሳን መምህራን የአመራር ሁኔታና ተያያዥነት ያላቸውን ችግሮች ለማጥናት ነው። ሰለዚህ እርስዎ የሚሰጡት መረጃ ለጥናቱ ስኬታማነት ወሳኝ ስለሆነ፤ በቅንነት እና በታማኝነት ትክክለኛውን መረጃ በመስጠት ይተባበሩ። እርስዎ የሚሰጡት መረጃ ለጥናቱ አላማ ብቻ የሚውል መሆኑና በሚስጥርነት የመጠበቅ መሆኑን ለረጋግጥልዎ እወዳለሁ።

በቅድሚያ ስለ ትብብረዎ በጣም አመሰግናለሁ

1. የርዕሰ መምህርነት የስራ ድርሻዎ ምንድነው? እንደ ርዕሰ መምህር
2. በመሪነት ተግባር ላይ የሚያጋጥሙ ችግሮች ምንድናቸው?
3. ብቁ መሪ ነኝ ብለው ያምናሉ?
4. የመሪነት ብቃትዎን እንዴት የሳድጋሉ?
5. ወላጆች ከርዕሰ መምህራን ጋር ያላቸው የስራ ግንኙነት ምን ይመስላል?
6. የወረዳ ወይም የክፍለ ከተማው ትምህርት ቢሮ የግል አፀደ ሕፃናትን እንዴት ያግዛሉ?

APPENDIX 6

በአዲስ አበባ ዩንቨርሲቲ

የስነ-ምህጻንና የባህሪ ጥናት ኮሌጅ

የድህረ ምረቃ ት/ቤት

የትምህርት አቅድና አስተዳደር ክፍል

ለወረዳ የትምህርት ባለሙያዎች የቀረበ ቃለመጠይቅ:

የዚህ ቃለ ምልልስ ዋና አላማ በቦሌ ክፍለ ከተማ የሚገኙ የተመረጡ አጻደ ህጻናት ውስጥ የሚገኙ ርዕሳን መምህራን የአመራር ሁኔታና ተያያዥነት ያላቸውን ችግሮች ለማጥናት ነው። ስለዚህ እርስዎ የሚሰጡት መረጃ ለጥናቱ ስኬታማነት ወሳኝ ስለሆነ፣ በቅንነት እና በታማኝነት ትክክለኛውን መረጃ በመስጠት ይተባበሩ። እርስዎ የሚሰጡት መረጃ ለጥናቱ አላማ ብቻ የሚውል መሆኑና በሚስጥርነት የመጠበቅ መሆኑን ለረጋግጥልዎ እወዳለሁ።

በቅድሚያ ስለ ትብብረዎ በጣም አመሰግናለሁ

1. አጠቃላይ መረጃ

1. አድራሻ ክፍለከተማ----- ወረዳ -----

2. ጾታ ሴት

3. የትምህርት ደረጃ -----

4. ያጠኑት የትምህርት ዘርፍ -----

5. የስራ ልምድ -----

1. በወረዳዎ የሚገኙትን የግል አጻደ ህጻናት ምን ያህል ያውቃሉ?

2. የወረዳው ትምህርት ክፍል ለግል አጻደ ህጻናትን በተመለከተ ሀላፊነቱ ምንድነው?

3. ለአጻደ ህጻናት ርዕሳን መምህርነት የሚጠየቁ መስፈርቶች ምንድናቸው?

4. የአጻደ ህጻናት መምህራን አስተዳደራዊ ችግሮች ምንድን ናቸው?

5. ቢሮዎ የግል አጻደ ህጻናትን (ርዕሳን መምህራን) እንዴት ያግዛል?
የሚረዳበት መንገዶች ካሉ ይግለጹልኝ

7. በዕቅድ ደረጃ ምን የታሰበ ነገር አለ?

DECLARATION

I declare that 'Practices and Challenges of Leadership in Private Kindergartens in Bole Subcity, Addis Ababa' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Hiwot Degefu Tekeletsion

Date

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

Dr. Befekadu Zeleke

DEDICATION

TO:

***My late father Degefu T/Tsion and my two beloved sisters Etet and Nesti**

Your strong desire and commitment for education and everlasting love and spirit guided and inspired me to this end! I always love and respect you!