

**AN ASSESSMENT OF THE MANAGERIAL SKILL
EFFECTIVENESS OF NORTH GONDAR ZONE SECONDARY
SCHOOL PRINCIPALS**

**BY
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ABBREVIATIONS AND ACRONYMS

- ANRS - Amhara National Regional State
- AREB - Amhara Regional Education Bureau
- CRO - Classroom Observation
- MOE - Ministry of Education
- PTA - Parent Teacher Association
- UNESCO - United Nations Educational Scientific and Cultural Organization
- UNICEF - United Nations Children's Fund
- WEO - Wereda Education Office
- ZED - Zone Education Department

Abstract

The main purpose of this study was to assess the current status of managerial skills effectiveness of North Gondar zone secondary school principals and there by to point out the prevailing problems. To this end answers to basic questions pertaining to the principals managerial skill in planning, organizing, decision making, communication, motivating, delegating authority, resolving conflicts, schedule making, managing curriculum and conducting supervision were sought for. The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaires were prepared and administered to a sample of 150 respondents composed of 12 principals and 138 teachers. In addition to this, interview and document analysis, were made to collect the necessary information. The data were tabulated and analyzed by using frequency and percentage. The findings of the study showed that most principals were ineffective in performing their managerial functions. Since they lacked the required task relevant professional qualification in educational planning and management. According to the findings, the principals skill in preparing development oriented plan and to organize school activities which promote the schools teaching learning process as a group of interrelated part with a single purpose was low. Furthermore, the principals skill to manage the internal and external communication system of the school was low. Due to this, the principals were ineffective to maintain bilateral communication pattern with teachers and target group of the teaching - learning process. Moreover, their skill and knowledge in the techniques of staff motivation, authority delegation and conflict management was low. The findings also revealed that the role played by principals as consultant in instructional issues, coordinator in assessing the academic program of the year and accomplishing supervisory function at each classroom supervisory procedures was inadequate. Following the findings and conclusions drawn it is recommended that the REB in collaboration with Zone and District Education Offices need to revise the selection criteria used for selecting and appointing secondary school principals, the provision of in-service training in educational management for the principals and the need for frequent professional support by the educational managers at all levels were forwarded as major recommendations in the study.

CHAPTER ONE

INTRODUCTION

This chapter of the study dealt with background, statement of the problem, significance, delimitation and limitations of the study. It further explained the research methodology, procedure, organization and definition of key terms.

1.1 Background of the Study

The development of any society largely depends on the achievement of the plans designed to be accomplished in its various sectors. As is true with other areas of investment, society expects a reasonably quantitative and qualitative return from its educational system, where people are the subject of the potential investment. These cannot be achieved by mere wish; rather, they require knowledge of management and effective managerial skills (Hellriegel and Slocum, 1982: 19).

Apparently, schools, as social institutions, to achieve their goal of preparing the youth for citizenship and satisfy the pervasive prospect of the society for prosperity and improvement the practice of efficient and effective management in education appears to be mandatory. Thus, among the management staff in a school system, it is evident that this responsibility lies mainly on the principal (Adesina, 1990: 186). The principal is expected to be proficient in carrying out his/her duties so as to make the school effective.

The accomplishment proficiency is not confined to a single highly specialized area of work. It is rather a result of combined effort of various complex tasks. The commonly stated responsibilities of the principal include: curriculum development, supervision and evaluation, scheduling, budgeting, public relations, managing the office, keeping official records, guidance, discipline, dealing with correspondence, pupil personnel and staff development, organization of auxiliary services, preparing reports to the supervisors, and taking inventories of equipment and supplies (Deighton, 1971: 212).

The fulfillment of these duties responsibilities requires special managerial proficiency on the part of the principal. He/she should develop certain skills in order to manage the activities of the school effectively. The development of managerial skills is of paramount importance to making

the principal to accomplish his/her duties successfully. In this connection, Ayalew (1991: 3-4) states that, successful administration appears to rest on three basic skills, which we call technical, human, and conceptual" The principal of the school should acquire these three skills in order to be effective.

Conceptual skills are the abilities a manager require to view the organization from a broad perspective and to see the interrelations among its components. These conceptual skills consist of planning, organizing and decision making (Rue and Byars; 1991: 10). Likewise, the integration and coordination of the various activities depends upon the conceptual ability of the principal. Thus, the overall success of the school is dependent upon the conceptual skill of the principal (Mbamba, 1992: 120).

In connection to this, the principals' effective performance in carrying out instructional activities calls for technical skills (Krug, 1992: 431). Thus, the principal needs to be equipped with this skill to achieve the instructional objectives of the school. He/she assists teachers in instructional processes so as to meet the objectives since; teachers are the vehicles for the proper implementation of the instruction. Moreover, the principal, as competent in the technical skill, should also manage the curriculum, make schedule and supervise the teaching learning process (Krug, 1992: 431-443).

Human skills are also the cornerstones upon which all managerial activities that determine success are based. These skills refer to the abilities needed to delegate authority, resolve conflict, motivate staff and communicate effectively with other workers (Kinard, 1988: 18). The existence of positive work relationships between principals of secondary schools and teachers will enable them to exchange information freely. On the contrary failure to maintain effective human relation between teachers and principals at school also negatively affects the school which is crucial and serving as a training ground for the trained manpower that the society demands (Ayalew, 1991: 6).

It is generally agreed that the above managerial skills are important to perform essential management processes in all organizations, which involves the coordination of human and material resources towards goal achievement of an organization (Szilagyi, 1981: 34). By implication, discussions held so far with regard to principals diversified tasks and their managerial skills can not be viewed separately from this conception.

Diversity of task by principals, which requires the managerial skills proficiency, is one of the major issues on which several studies have been conducted. Accordingly, Martin and Willower (1981: 69-70) have pointed out in their study that principals are mostly found to be engrossed in routine administrative tasks rather than to the technical or instructional, most often heralded to be the pivotal role of the principals. Similarly, Teshome (1975: 12) in his study of principalship in Ethiopian secondary schools has found out that principals devote much of their time to routine clerical duties rather than to their all- rounded responsibilities in managing their school. In light of this, the educational programmes that take place at school level are more likely to be successful to the extent the principals possess the necessary managerial skills. To this end, our secondary school principals' performance ought to be assessed in view of identifying their strengths and weaknesses, and providing them with the necessary feedback about their level of performance is very crucial. With respect to this, Tekeste (1990: 40) has also pointed out that the education system of Ethiopia calls for urgent investigation of the problem in managing education in general and schools in particular. Based on the above mentioned general conceptual framework a close assessment of the managerial skills of our secondary school principals has an immense value, which contributes to better efficiency to the country's education system.

1.2 Statement of the Problem

The purpose of schools is to educate, train and equip the growing generation with skills, knowledge and desirable social behavior that will benefit the individual himself and the society at large. To bring this aim into effect the school needs to have not only well trained teachers, but also more professional principals. The reason for the assertion is that the school principal is on the key position where the goals of education, which are designed at higher level, are accomplished through appropriate directing, controlling and evaluating all activities of schools.

Based on the above ideas, to establish close links between education and the objective needs of Ethiopia, the presence of qualified persons within the bureaucracy machinery of the education system including school principalship is necessary. In this regard, to make education development oriented and to bring about the intended quantitative and qualitative outcomes the Education and training policy (MOE 1994: 30) says, "Educational managers will be democratic, professional, efficient and effective." From this perspective for successful implementation of the educational objectives of the policy at school level, principals have to be efficient in their management capacity. In this respect, it is to be noted that as the managerial skills effectiveness

of secondary school principals contributes to proper operation of schools, their weaknesses has equally significant effect.

In light of the above premises, the researcher based on his experience as a principal of different secondary schools and an expert at the Zone Education Office of North Gondar sensed that secondary school principals lacked professional know - how to manage school system. Furthermore, his exposure to various meetings and workshops clearly showed lack of the managerial skills of secondary school principals in managing schools. In addition to this, the researcher also had the chance to see the 1997 E.C reports of the Zonal Education Office which indicate that the major source for the conflicts and in general for the absence of the proper operation of work in the secondary schools is the ineffectiveness of the managerial skills of the principals.

Based on the above background, the managerial skills of secondary school principals of North Gondar Zone will be assessed in terms of the management process/ functions described earlier. Thus, the study attempts to answer the following basic research questions.

1. What level of conceptual skills do secondary school principals possess in planning, organizing and decision making to manage their schools effectively?
2. To what extent do secondary school principals possess the necessary human skills to effectively accomplish such tasks as motivating, communicating, delegating authority and resolving conflicts?
3. To what extent do secondary school principals have technical skills in schedule making, managing the curriculum and conducting supervisory activities?

1.3 Significance of the Study

As management is an essential ingredient of an organization, the demand for proper management of organizations has raised the concern of authorities to give due consideration to the uptodateness of the managerial skills. Concerning this issue Schemerhorn (1996: 11) states the following:

New managerial outlooks and managerial competencies appropriate to the new work place are requirements for the further success. New managers will succeed in turbulent times only through continuous improvement. Rapid environmental change means rapid obsolescence of ones skills and competencies, unless diligent efforts are made to update and maintain them.

Obsolescence exists when a person is no longer capable of performing to a level of expected standards or management's expectation. New skills and knowledge are necessary for changes in tasks and job descriptions that will take place.

Today due to knowledge explosion and the perpetual demand for change in education, secondary schools, as educational organizations ought to be managed according to the desired need of society.

For this reason, a considerable effort has to be made to assess the current status of the managerial skill effectiveness of secondary schools principals. This study is, therefore, significant for the following reasons:

1. It is expected to indicate the extent of secondary schools principals' managerial skills effectiveness of North Gondar Zone
2. It may also help educational managers especially school principals to be aware of the importance of the managerial skills in their attempt to accomplish educational objectives.
3. It provides suggestions to concerned authorities for improving the principals' managerial skills in managing schools.
4. Although the study does not claim to be extensive, the researcher believes that it would contribute to the literature on the study of school principals' managerial skills and can serve as a source of information for further and comprehensive nation-wide study.

1.4 Delimitation of the Study

Managerial skill effectiveness assessment can be held at various levels of the education system. However, this study attempts to assess principals' managerial skill effectiveness at secondary school level. This is due to the fact that schools are the basic units where the major objectives relay on the effective implementation of the whole school program. As mentioned above school principals, more than any body else, are directly responsible for the success of school objectives and this rests on their management skills effectiveness (Pigros and Mers, 1981: 36). Thus, this study concentrates on the assessment of the secondary school principals' effectiveness in utilizing the three basic management skills: technical, human relations, and conceptual.

Furthermore, the new education reform and policy of Ethiopia acknowledges that educational leadership shall be professional, democratic and efficient (MOE, 1994). However, in the study

area since 1992 E.C it has been observed that secondary school principals are being appointed by Woreda administrative councils without considering the required qualification. Despite this fact, the intention of this study is not to assess the position assignment condition on principals. Rather, the study is delimited to investigating North Gondar Zone secondary school principals' managerial practices and then giving some timely insight into the managerial skills effectiveness of secondary school principals.

The reason for the selection of the zone and the school level as a setting for the study is that the researcher was working as the zone education office expert and as a secondary school principal that helped him to sense the problem. Besides, out of the eleven zones in the Amhara region, the highest proportion of secondary schools, are found in North Gondar zone. Hence, assessing secondary school principals' managerial skills effectiveness of this zone will contribute to the region's education system improvement in general.

1.5 Limitations of the Study

The researcher faced lack of cooperation of some woreda education officials and reluctance of some principals and teachers to fill in and return the questionnaire. As a result, it was difficult to collect all the questionnaires by the timetable set at the beginning.

1.6 Methodology and Procedures of the Study

1.6.1 Methodology

The major purpose of this study was to assess the managerial skills effectiveness of North Gondar Zone Secondary School principals. To attain this purpose, a descriptive survey method was employed with the intention that it would help to gather a large variety of data related to the problem under study. Strengthening this assumption, Seyoum and Ayalew (1989: 17) express that, the descriptive survey method of research is more appropriate to gather several kinds of data of such a broad size.

1.6.2 Sources of Data

The data for the study were obtained from both primary and secondary sources. Primary information pertaining to the study was obtained from secondary school teachers, principals and wereda education office heads through questionnaires and interview. The selection of the

respondents as sources of data is purposely based on the expectation that they may have better information and experience regarding the extent of problem of inadequate managerial skills on the part of secondary school principals. In secondary source relevant books, journal documents of schools, and the 1997-1998 annual school plans were consulted to substantiate the data obtained through questionnaire.

1.6.3 Sample Size and Sampling Technique

During the 1998 E.C there were 25 secondary schools in North Gondar Zone. For the purpose of this study 12 (48%) of them were selected using simple random sampling. This was to give each school equal chance of being included in the sample. Simple random sampling gives each unit of the population equal opportunity of being selected (Seyoum and Ayalew, 1989: 59; Koul, 1996: 109).

The respondents in the study were teachers and principals of the sampled schools. There were a total of 12 principals and 446 teachers in the aforementioned 12 sampled schools. All principals were incorporated in the sample using availability sampling technique for the manageability of their number. The sample size of teachers was determined by using quota sampling technique. In such a way, 31% of teachers in each school were included in the study which makes up a total of 138 teachers. The quota sampling technique is used to include teachers from each school proportional to their presence in the population as a means of increasing representativeness of the study.

1.6.4 Data Gathering Instruments

To obtain descriptive information on the current managerial skill effectiveness of secondary school principals' questionnaire, unstructured interview and document analysis were used. Questionnaire was selected for its appropriateness to obtain data from many people at a time and for its inherent characteristics that it provides an opportunity for respondents to express their ideas and options confidentially and freely. Thus, 150 questionnaire were distributed to 12 principals and 138 teachers selected from the sampled schools. A total collection of completed usable questionnaires was 12 (100 percent) from the principals and 130 (94 percent) from the teachers.

Each questionnaire consists of 51 items that required the respondents to address the following topics: Respondents Biographical Information, Planning, Organizing Staff Development Activities, School Plant Management, School Budget Preparation, Decision-Making, Communication, Techniques of Motivation, Authority Delegation, Conflict Resolution Mechanisms, Schedule Making, Managing School Curriculum and Supervision.

In addition to the close - ended questionnaire, the information obtained through interview and document analysis were also described qualitatively in order to substantiate the data obtained through questionnaires.

1.6.5 Procedures of the Study

After having adequate reading on available literature on the principals' managerial skills and related issues, the investigator established the basic questions of the study of which the design of the questionnaire was based. The draft of the questionnaire was field - tested and then modified in accordance with relevant inputs obtained from the investigator's thesis advisor, professionals and practitioners in the field of educational planning and management.

Moreover, before the questionnaire was administered, the investigator approached the Woreda Education Offices of the sampled schools and principals in person, and presented to them a letter of cooperation written from the department of Educational Planning and Management (A.A.U). After securing their willingness to participate in the study and in administering the questionnaire, the questionnaire was distributed to principals and teachers selected from the respective sample schools. While the principals of most of the sample schools took the responsibility of distributing and collecting the questionnaire themselves, few others assigned cooperative assistant principals or unit leaders to do the job. In light of this, staff meeting minutes and the 1997 -1998 E.C annual school plans were consulted as documents to examine some activities related to the study area.

1.6.6 Methods of Data Analysis

During analysis, the data were checked and numbered first. Then the same data were arranged and organized in tables and in line with the purpose of the study. Accordingly, frequency and percentage were worked out in order to reveal the current status of the secondary school principals' managerial practices. Moreover, the data obtained from interviewees and document

analysis were also qualitatively described in order to substantiate the problem areas under consideration.

1.7 Definition of key terms

Principal - is a manager of a school in charge of its performance (the teaching learning process), essentially and organizer and implementer of the school's total program.

Professional: one who has acquired a learned skill and conforms to ethical standards of the profession in which he/ she practices the skill in activities directly affecting the growth of students.

Instruction: refers to teaching - learning process through which the curriculum is translated into practice (Good, 1973: 342).

Secondary school: is a kind of program that prepare students either for preparatory schools or vocational schools.

Effectiveness: is the extent to which the principal influences his followers to achieve group objectives.

Human Relation skill: ability and judgment in working with and through people, including an understanding of motivation and an application of effective leadership.

Conceptual skill: it is an ability to view the organization as a whole and see how the parts of the organization relate and depend on one another.

Managerial skill: basic skills that enable managers to accomplish their duty.

Technical Skill: the ability to use the processes, practices techniques and tools of the specialty area a manager supervises.

1.8 Organization of the Study

In view of the main objectives and coverage, this study is divided into four major chapters. The first chapter deals with the problem and its approach and research methods. The review of related literature is presented in chapter Two. The Third chapter deals with presentation and analysis of data. Chapter Four contains summary of major findings, conclusion and recommendations. Finally, a list of reading materials used in the study is attached followed by the appendices.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter, a brief historical background of principalship, major functions of the principal, the concept of the three basic skills in school management, the skills required of principals and some factors influencing managerial practices of principals are presented.

2.1. Historical Background of Principalship

In order to understand the historical development of principalship, it is primarily essential to give a clear and precise meaning to the term principal. As cited in the dictionaries of education, for Hawes and Hawes (1982: 174), a principal is “. . . the chief administrator of a public school . . .”; for Page and Thomas (1977: 272), the term refers to “head or senior executive of an educational establishment.” And for Good (1973: 436), the administrative head and professional leader of a high school, junior high school, or elementary school” is a principal.

The term principal is commonly used in the US. It was originally derived from the term principal teacher (Rebore, 1985: 250). A principal is synonymous with headmaster, or headmistress which is commonly used in the UK. In Ethiopia, there is the trend of replacing the term ‘school director’ by the term principal.

The development of principalship is firmly attached with the history of principal in the United States of America. In this regard, around the middle of the 18th century, the number of schools was not many in all the districts of America. Schools were organized around ungraded units, and they were run by a single superintendent (Murphy, 1995: 13). Gradually, however the growth of cities caused increase in school enrollments and size of schools. Since the grading and supervision of school became increasingly difficult to the superintendent, appointing a teacher from school staff members who would facilitate the school activities by giving direction having frequent contact with them was found to be imperative (Rebore, 1985: 250- 251).

In those days, for there was no person among teachers qualified trained or experienced to be elected as principal, the selection criteria were the best disciplinarian teacher among the staff, the best teachers in the school, and the most physically able member of the staff. The duties of these head teachers' were clerical works assigned by the superintendent as extra duties (Murphy, 1995:

13-15). Due to this, the important tasks of principalship such as supervisory responsibilities for instructions, stimulating the staff and coordinating the teaching learning process were neglected by head teachers.

In the long run, the increased need of the community for the betterment of the education of their children, the influx in number of pupils, schools and school facilities eventually lead to the necessity of freeing head teachers from teaching duties. The freeing of the principal from teaching was reputed to be a significant step for it delineated the principalship as a distinct career within the profession (Saxe, 1980: 194).

The origin and development of principalship in Ethiopia is similar in almost all cases to the historical development of principalship of other countries. According to, Ayalew (1982: 3) modern education in Ethiopia started in the beginning of the 20th century by Emperor Menelik II with the opening of Menelike school in 1908 and the emergence of principalship and various role in the country is directly related with the history of this school. Emperor Menelik II also established a school at Harar, and some times later at Dessie and Ankober which were headed by expatriates (Maaza, 1966: 57). On the eve of the Italian invasion of Ethiopia in 1935, many schools were established. The majority of the school principals and teachers during those days were foreigners for trained local personnel were scarce. As the expansion of schools with different levels constantly continued from time to time, the lack of teachers and principals inevitably increased too. The problem became more serious and was aggravated because the native intelligentsia were killed by the Facist Italians (Tekeste, 1990:3).

As a result of severe patriotic struggle independence was restored in the country in 1941. In this regard from the second half of 1940 until 1976, documents prove that Ethiopian principals were assigned in elementary schools without a contest; only by observing their knowledge and teaching experience. In 1961/2, a one year course in supervision and administration was started at Addis Ababa University. This continued until 1976. Still some periodical letters written before the year 1960 (MOE, 2002) reveal that Ethiopians who were graduated with B.A/BSC degree in any field were assigned as principals in secondary schools by senior officials of the MOE. The major selection requirements were educational standard, service years and work experience.

However, during the first few years of 1960's it was recognized that those graduated with B.A degree in Management and pedagogy were directly assigned in higher secondary schools. On the

other hand, scale promotion advertisements that had been issued from 1973-1976 show that secondary school principals were those who held their first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, dean or teacher. Then it is stated, in a job description of the MOE issued in 1989 that secondary schools principals should have a first degree in school administration and supervision including a sufficient work experience that shows an attention to consider principalship as a profession.

Practices over the last decade, particularly since 1993 until very recently, principals were to be assigned through direct election by teachers from among themselves. Latter on WEOs used to appoint teaches as principals. However, in all cases, there were no clear selection criteria.

In reviewing a literature regarding the delineation of principalship as a distinct career Adesina (1990: 192) states the importance of profession for principals by saying that where as experience in classroom teaching can facilitate school management, managers of school, as professionals require a separate training programme as success in the classroom does not automatically attract success in school management.

These times, a strong belief has excited, for the last few years, in Ethiopia that the source of principalship is teaching, this view has been reviewed and now principalship, seems to be recognized as a profession by it self. A research recently conducted in England, by Fidler (MOE, 2002: 38), Amharic version, indicates that the assumption that a strong teacher can be a strong leader is a by gone practice and can not be applied now because the position of teaching requires the teaching learning process where as principalship is another position requiring another profession.

2.2. Major Functions of the Principal

As mentioned in chapter one the responsibility for the overall management of every school rests with the school principal. The tasks of the principal partly include planning ways and means of achieving the purpose of the school, evaluate the activities of teachers and subordinates and maintain good school community relation. According to Deighton (1971: 212) supervision, curriculum development and evaluation, direction of staff, plan management, fund management and organization of school activities are some of the major tasks carried out by principals.

In stating the major elements of a principal' role, Morgan and others (1983: 15), label several sub-tasks under four major categories as follows:

1. Educational: Goal identification; Academic curriculum; Pastoral curriculum; Ethos; Resources.
2. Management conceptual and operational; planning, organization, coordination and control; staff deployment; evaluation and record keeping; buildings, grounds and plant.
3. Management-leadership and human relations: motivation; staff development; interpersonal, intra-group and inter-group conflict resolution; communication.
4. External accountability and community relations. Accountability to governors parents and the general community; employers and the external.

Szilagyi (1981:34) on the other hand state, that the role of a manager to perform his/her job has two important aspects, namely a set of managerial functions (planning, organizing and controlling) and a set of crucial management skills (technical, human and conceptual).

In general, though all the above differ in their approaches, it is indicated that they have, more or less, stated the tasks or functions that the school principal ought to carry on. The major thing that needs to be noted is that all functional areas, whichever terms used, are interrelated and interdependent.

2.3. The Concept of the Three Basic Skills in School Management

All managers/leaders at various levels of the education system have definite tasks to perform though they may use different skills because of the difference in the nature of the task, competence and skill they have. They can do their jobs effectively when they have the required managerial skills and competence (Ayalew 1991: 4).

Before proceeding to probe the managerial skills of the principal, it seems advisable to have an overview of the terms 'management' and 'leadership' which usually seem confusing. Due to variations in their approaches (traits, skills, and styles), different writers conceptualize leadership in different ways. This, certainly, makes it possible for the definition to vary accordingly. However, authorities, including Mbamba (1992: 143) and Chhabra (1988: 366) define leadership

as a process of directing; inspiring or 'influencing' the activities/behaviors of the group with an aim of accomplishing the desired goal.

On the other hand, Certo and Appelbaum (1986: 333) define management as the coordination of all resources (human and others) through the process of planning, organizing, directing and controlling to achieve the organizational goals. As the definitions given for both leadership and management reveal, it is quite apparent that they share the following three characteristics in common.

- i. They are processes, i.e., they deal with activities that have continuity.
- ii. They aim at reaching organizational goals and
- iii. They reach these goals by working with and through people.

Despite these common characteristics, the two terms are not identical. It is believed that managing is much broader than leading. It includes the task of leadership-influencing the behavior of followers, besides the non-behavioral affairs. The terms 'leader' and 'manager' therefore, not necessarily interchangeable, because leadership as a subset of management, focuses mainly on influencing or directing function (Certo and Appelbaum, 1986: 333).

In general, a manager is required to plan, organize and control. By the same token, it is incumbent upon the principal to carry on these functions to run the business of the school, and this bears the implications that the principal is a 'manager' and a 'leader' of the school.

School principals require to have plenty of managerial skills, because they work with youths and teachers who have different characteristics, needs and aspiration which are constantly changing and growing. They work in schools that are found in a community with different beliefs, norms and values. Senior secondary school principals are confronted daily with complex school problems requiring critical thinking and technical proficiency. They further propose that these principals need basic managerial skills to coordinate their school work (Adesina, 1990: 186).

Ayalew (1991: 3-4) and Certo and Appelbaum (1986: 17) explain that managerial skill implies an ability that can be used practically and manifested as a criterion of skillfulness in leadership. It relies on effective actions under different situations. According to these scholars, the three basic managerial skills are: Conceptual, Human relations and Technical.

As mentioned in chapter one technical skill refers to the ability to use tools, techniques or approaches in specialized manner. It implies an understanding of and proficiency in a specific kind of activity particularly on involving methods, processes, procedures or techniques. Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of the techniques of the specific discipline. For example in educational management technical skill assumes an understanding of and proficiency in the method the process, procedures, and techniques of the teaching-learning activity (Ayalew, 1991:3).

Human skill refers to the executive's ability to work effectively as a group member and to build cooperative effort within the teams the principal leads. This skill calls for the ability to motivate, work with, and lead school employees (the staff) either individually or in group. It is demonstrated in the way the individual perceives his superior, equals and subordinates, and in the way he behaves subsequently (Ayalew, 1991: 3).

Conceptual skill as, one of the most important executive ability, involves the capacity to integrate and coordinate the whole activities of the organization. It includes the recognition how the various functions of the organization depend on one another and how change in any one part of the organization/institution affects another. Conceptual skill visualizes the relationship of the institution with its environment the political, social, and economic etc forces as a whole. A school principal as an executor of his/her school task should recognize these relations and perceive significant elements in his/her school situation to be able to act in order to advance the overall welfare of his school (Rue and Byars, 1991: 10).

Hellrilgal and Slocum (1982:19) point out that managerial skills in practice are very closely interrelated and often difficult to tell where one begins and the other ends. The separation of these skills into technical, human relations and conceptual is for convenience of discussion. Hence, principals must perceive them as they are interrelated. The relative importance of these skills also depends mainly on managers' level in organizations. Technical skill is very essential for the first level managers, whereas human relation skill is needed by all managers (top, middle and the first level), but relatively being more important at lower levels (Stoner and Freeman, 1989: 15). In this regard, the important point that must be considered is that it is not only the matter of having the knowledge of these different types of skills that make the school principal to be effective.

However, it is equally important to have the skill of understanding the close relationship and interdependence of the different types of skills and implement them accordingly.

2.4. The Importance of Conceptual Skill in School Management

Several authorities in the field agree that conceptual skill is part and parcel of professional skills that should be possessed by successful principals. Conceptual skill, when seen in relation to other skills (technical and human), deals with coordinating and integrating all activities of the school. Among the three skills, conceptual skill is the most difficult to acquire, for it requires time and level of intellectual ability. This ability can be attained through: 1) education 2) experience and 3) a monitor relationship (joint work) with higher level managers. Accordingly, school principals can develop their conceptual skills by participating in formal education processes and by exposing themselves to a variety of leadership situations; such as by working as a Department head, Unit leader, vice principal, etc. in different schools for a longer period of time. Monitor relationship, in simple terms, is a situation where a prospective principal learns by working in different schools at different positions by observing and participating in decision making effectively before he/she assumes principalship position (Szilagy, 1981: 30).

Rue and Ruyars (1992: 10) remark that conceptual skill refers to the ability of a manager to take a broad and farsighted view of the organization and its future development trend. They stated that planning, organizing, and decision making are specific managerial activities that require conceptual skills of school principals. Then, it is worth while to have a discussion on these managerial skills of school principals.

2.4.1. Skills in Planning School Activities

There are various definitions of planning. According to Cunningham (1982: 5), planning is defined as “selecting and relating knowledge, facts, images and assumptions regarding the future for the purpose of visualization and formulation of desired outcomes to be achieved...”. From this definition one can generalize that planning is an anticipation of future activities, which help administrators to be better prepared to deal with both foreseen and unforeseen factors. Planning involves “choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when the tasks should be performed” (Certo and

Appelbaum, 1986:9). The latter definition seems to be more comprehensive than the former for it states not only what is to be accomplished, but also how and when the tasks to be performed.

Since planning can not be decided afresh everyday, the principal ought to have a great deal of forethought to the major as well as routine tasks so as to satisfactory run the school. Hence, the basic questions: Who is to plan? What and how to plan? demand well thought and careful responses. In order to secure a maximum result and achieve the desired goal of the school, the school principal needs to have knowledge and skill in planning.

In light of this, Donnelly and others (1992: 142) underline that the planning function requires knowledge about four fundamental elements from school managers. These are objectives, actions, resources and implementations. They have elaborated each as follows:

1. Objectives-specify future conditions that a manager hopes to achieve
2. Actions-are means, or specific activities planned to achieve the school objectives.
3. Resources- are constraints on the course of action. A plan should specify the kind and amount of resources it requires.
4. Implementation- finally, a plan must include ways and means to implement the intended actions. Implementation involves the assignment and direction of personnel to carry out the plan.

Webster (1985: 84) on his part suggests the following, points about effective planning process:

1. Individuals who must implement a plan should participate in its design
2. Goals should be modest, achievable, and flexible to allow for continued changes in the external environment over which the institution (school) will have little control.
3. Resources should be allocated for plans, particularly by releasing time for teachers to participate.

Emphasizing the importance of participative planning, Schemerhorn (1989: 123) says, participation can increase the creativity, and information available for planning, and increase the understanding, acceptance and commitment of people to final plans. Participation by workers in goal setting, task setting, etc. is one of the devices used in organization development programs by professionally skilled principals.

At the school level the principal is responsible to plan all activities to be implemented throughout the year. However, the principal should involve the school board and PTA members skillfully by convene meeting, holding discussions and arriving at the decision for implementation (MOE 1994:33). Like wise the more parents, teachers, students and others are consulted in planning and policy making, the more they move to implement. It is also the most rational way of using school's human resources, and the staff members feel that their importance is recognized. Therefore, principals should lay a fertile ground to take the lead to let the school community participate in the management of school (MOE, 2002: 46).

To achieve maximum efficiency in school operation, the principal should prepare long range, medium as well as day to day planning which includes preparing a yearly calendar, organizing a program of studies and making plans for school operation for the year (Stoner and Freeman, 1989: 144).

As to what is to be planned, Williams (1964: 61-64) has identified the major tasks that need to be performed at various times to effectively meet the general objectives of the school. According to him, the principal should analyze and plan in terms of the basic management categories. Since Williams presentation is found to be compendious, those pertaining to our school situation are summarized as follows.

i. Before the school opens:

- a. Instruction: revising student and teacher hand-books and making presentations essential to opening the library.
- b. Staff personnel: planning for the allocation of new teachers and staff orientation.
- c. Pupil personnel: registering students and making time table.
- d. Management of school facilities: checking equipment, supply, and text-book deliveries and their placement in order.
- e. Public relations: issuing news concerning the opening of school

ii. After the school opens;

- a. Instruction: conducting faculty and departmental meetings, adjusting class sizes and rescheduling students, scheduling programs of class visits, tests and examinations, in

service training, making teachers submit reports of recommendation on curriculum, compiling and keeping informed the concerned about school activities and progress.

- b. Staff personnel: forming faculty committees and assigning teachers to routine and special duties, making grade report conferences.
- c. Pupil personnel: organizing orientation assembly, co-curricular activities, student conferences, special classes' summer school program, tours, making final grade report, and issuing the procedures.
- d. Management of school facilities: checking the school plant for safety, making inventory of equipment, supplies and text-books, controlling school finance, scheduling for personnel and student check out procedures.
- e. Public relations: conducting school committee meeting, preparing ceremony for parents day, announcing scholastic honors, planning for school oriented community activities and other special programs.

The implementation or goal achievement largely depends on the skill of the planning used. In planning, whatever tasks to be performed, the principal needs to survey and analyze the resources of the community and the situation in general, and the school in particular.

The setting of goals and the means of achieving have overriding importance in planning. However, according to Adams (1987: 24) Verbosity and Woolly thinking are the two dangers. To leave planning simply in the form of words can often be too vague. Therefore, follow up techniques which make review of the progress possible need to be developed. In this regard, extending devices, such as flow and pie charts are properly used, it will be easier for the principal to follow up the implementation and to take prompt actions against the constraints.

Prioritizing has also a great effect in implementing plans. Concentrating on top priorities is widely believed to increase productivity and effectiveness. One has to be aware of the most important and the most urgent things. Once he/she is sure about his/her priorities, it is valuable to fix the times he/she is going to do things (Kemp and Nathan, 1989: 38).

In general, the aim of educational planning is to make ". . . education more effective and efficient in responding to the needs and goals of its students and society. . ." So school principals as

planners can contribute to the betterment of the school system when they have the mentioned skills and insights into educational planning (Combs, 1975: 14)

2.4.2. Principals' Skill in Organizing School Activities

The school system is a complex human institution filled with people of various talents and caliber. This nature of complexity necessitates an effective programme to run all the activities of the school. Hence, a school principal has the responsibility of organizing the total school programme. The effective accomplishment of the tasks relies on the principals managerial skills.

According to Mbamba (1992: 75) organizing is "a process of establishing the relationship between the activities to be performed in an organization, the personnel and the physical facilities needed". This definition of organizing reflects the need to create integration among the tasks, people and physical resources in the organization.

Good plans can do nothing unless activities are properly organized. The activities in an organization are interrelated. Educational programs of all types or levels can be carried out properly when things are organized properly. In an environment where there is proper organization, everybody would be great at all the jobs (Carr, 1995: 35). Therefore, education managers need to have organizing skills so that plans can be implemented and educational establishments can function properly.

The principal's skill in organizing and coordinating the efforts of teachers and other school community members ensures proper utilization of resources and successful achievement of instructional goals. They exercise their managerial proficiency through shaping the organization climate and resource of the school rather than by direct involvement in each activity (Fullan 1991: 62).

In light of this view, we shall discuss the principals' competence pertaining to staff development, school plant management and budget preparation.

2.4.2.1 Skills in Organizing Staff Development Activities

Success of school programmes depends on the management skill of principals. Organizing staff development activities through in service education, like all other school programmes needs skill in management. These managerial practices include all activities of school personnel, which

contribute to their continued professional growth and competence. "It is the provision of clear instruction on sequence of actions to be followed, the making of objectives clear monitoring and evaluation and the provision of necessary services (Lucio, 1978: 277).

Staff development is one of the primary tasks of the principal in organizing the school programme. School principals must play a decisive role in arranging conditions for staff development and encouraging them to get involved in the program. Regarding this Marland (1996: 75) writes the following:

Overall the education manager's main task for which skill is needed is to help his/her staff develop their skill. Helping staff development is of course, not a single discrete skill-rather it is bringing together of a whole range of skill.

Principals, therefore, are highly responsible for the skill development of teachers. It is expected from the principals to create climate in which teachers can grow. Teachers should use the opportunities available to increase their skills, knowledge, competence and confidence. Marland (1996: 76) further states that staff development should be seen not only in terms of provision of in service education and training, but it can also be of different forms such as seminars, workshops, orientation programs, decision meetings, interaction with colleague participatory decision making or problem solving, supervisor advice and so on.

Professionally skilled principals organize staff development activities by, preparing professional discussions or dialogue forums among teachers creating demonstration opportunities for skilled and interested teachers urging teachers to conduct research, etc. At such opportunities they also provide to competent teachers to demonstrate examples of good teaching methods and teaching aids, in order to improve the school instruction and to integrate the academic activities of the school with a single purpose (Jacobson and Others, 1973: 141).

Organizing staff development activities is the common professional duty of educational managers, which should be used as a means of improving the implementation of the curriculum. In organizing staff development activities concerned school principals and educational managers schedule activities in a way they suit teacher to teach, participate in activities and assist others (Lucio, 1979: 278).

2.4.2.2. Skills in School Plant Management

Most instructional programmes and students services in a secondary school need physical facilities which include school buildings, school grounds and equipment which are useful for instruction.

Management of school plant involves materials planning, organizing, staffing and motivating people, controlling and coordinating the operations for the achievement of corporate objectives. To realize educational objectives of the schools principals need to have to ensure the availability of the proper quantity and quality of educational supplies, equipment, and other facilities at the proper time. Otherwise, educational outcomes will be jeopardized. Ultimate responsibility for the type, quality, and quantity of materials to be bought must rest with those concerned personnel in the school management. In this regard, school principals and concerned staff members develop comprehensive and specific job descriptions for their purchasing personnel and/or purchasing department. The school principal must also strive to maintain service delivery system for maximum utilization of teaching materials equipment and other facilities and prevent the breakdown of the teaching learning process from the lack of necessary material supply (Shukla, 1983: 74).

Protecting equipment from being misused by the school community; students and teachers and other users, is largely a matter of proper instruction orientation and education. This orientation function is the role of the school members in general and the principal in particular. Skillful principals provide the school personnel as well as surrounding community with the necessary information about the conditions of school plants and the way of using different school facilities. It is believed that in developing countries because of shortage of finance, facilities, skilled manpower, principals are mostly challenged by problems that may arise due to inadequate facilities and educational materials. Even then, principals are expected to overcome these problems by coordinating the efforts of others (Candoil, et al, 1984: 220).

On the whole, the success of the teaching - learning process is practically dependent up on the principals skill and knowledge in school plant management as an integral part of the general educational management function (Fullan, 1991: 162).

2.4.2.3. Skills in School Budget Preparation

It is obvious that school programs require money. Yet, spending more money does not produce better results unless the budget is systematically prepared and planned by school principals. The school budget is a financial plan for producing an educational program in a school for a specified period. It describes the requested expenditures and anticipated revenues required to operate an educational organization for a specified budget year. It is one way of expressing a set of purposes translated into a plan of action for a stated period of time. It is through budgeting that the school allied its resources with its purposes.

The school budget is basically an instrument of educational planning and incidentally an instrument of control. It reflects the organizational pattern by breaking in down the elements of total plan into sectional and departmental components according to their priority (Mbamba, 1992: 172).

Thus, if finance is to serve the desired goal of the school, proper management skill of principals which results from proper advance budget making and implementing in accordance with a budgetary process is essential. The budgetary process has three major phases; determination of educational planning (educational plan), estimate of expenditure and estimate of revenues. The knowledge of the principals and functions of financial management protects principals from misusing funds and helps them spend a minimum amount of time on financial activities and be free to spend a minimum amount of time on other academic affairs (paisey, 1992: 81).

Preparing the budget in the school system is not the principal's private responsibility. It needs the participation of teachers and the PTA members (MOE 1994: 51). Educational budgets can not be truly meaningful unless prepared by the persons who are ultimately involved in carrying them out. Stressing the importance of staff participation in budget preparation, Mbamba (1992: 172) points out that, "Consulting the staff will not only assure the superintendent of the securing of much needed information, but also contribute to employee moral and status." Unless teachers and other school personnel contribute ideas to school budget, it will be a one man show.

Once budget allocation and appropriation is carefully worked out in consultation with all concerned, the principal is responsible for its management. Wise budget management entails a financial accounting system or a check-list. This helps the principal to know what amount is list

and what amount is remaining, according to appropriation items from time to time. In such experience, there will be no blind and slavish waste regardless of the school program (Landers and Myers, 1977: 324).

Procurement of funds utmost important without which budgeting is impossible, schools in developing countries, like Ethiopia are heavily subsidized by self-help schemes as opposed to countries like the US, UK, Canada, etc. whose local governments support the schools with funds. Thus, school principals self-financing or obtaining help from outside sources. Otherwise, their schools functioning will be very restricted indeed (Adams, 1987: 272). In connection to this, Bray and Lills (1988: 39-54) identifies three major ways of generating resources. The first way is 'resources from within the community'. This is a mechanism of generating income by launching ceremonies, imposing taxes on community, PTAS' collection through imposing levies on their members and organizing Alumni Associations, requesting grants from cooperatives and demanding the provision of services in different forms from the community.

The second way is 'resources from outside the community' which includes funds raised through the assistance of governments, particularly a multilateral aid from international organizations like UNESCO, UNICEF, etc.

The third way is school economic activities whereby school secure incomes on their own such as through gardening, carpentry, etc. by students.

In sum, depending up on the particular condition of the school, the principals have to be skillful to use some or all of the above methods of fund generation so that the teaching-learning process can be implemented efficiently and effectively.

2.4.3. Principal's Decision Making Skill in School System

Taylor Cited in Knezevich (1969: 59-60), in his publication entitled "Decision-making Problem-solving", suggests that problem solving, decision-making and creativity are essentially the same, each being the variety of thinking. Taylor elaborates indirectly that decision-making is the result of thorough thinking in saying, "Creativity is the type of thinking which results in the production of ideas; decision-making is the choice among alternative courses of action; problem solving is the solution to the problem."

In formal organizations such as a school two types of decision-making are common: programmed and non-programmed. Programmed decisions are those made in accordance with the set policies, rules and procedures. These decisions are generally repetitive, routine in nature and also easier for the skillful and experienced principals to make. They are taken in the context of day-to-day operation of organizations. They do not require much analysis and evaluation and can be made any time needed. The authority for taking these decisions is generally delegated to lower levels in the organization, for those decisions are taken within the broad context of already prescribed policies, rules and regulations in the blueprints of the organization (Tripathi and Reddy (1992: 68).

Dubrin (1989: 45), explain that non-programmed decision-making is ill-structured and unique in nature, having no standardized procedure. When such conditions prevail in schools, principals face problems to arrive at immediate solutions. Such conditions in schools obviously can skillful approach from school executors. Cognizant of the fact that involving workers in the organization's decisions, "effective managers often rely heavily on subordinates and a variety of staff specialists for information and insights needed in decision making" (Dubrin, 1989: 100). The principal is equally responsible in establishing a pleasant climate for teachers' participation in the formulation as well as decision of school matters. Most important of all, whether or not the principal involves the staff in decision making depends up on his conceptual skill from which decision emerge and remain integrated with it (Paisey, 1992: 84).

Secondary school principals, to seek solution for non- programmed decision problems must follow certain rational steps. A secondary school principal who possess task relevant training and experience attack unique or non-routine problems, by gathering adequate information from the internal and external sources either by committee or individually. Once the problem has been identified, the search for solution can start by developing alternative solution and by carefully evaluating the alternatives from different view points as stated earlier. Finally, the principal may implement the best solution chosen from the given alternatives (Gorton, 1987: 215). In light this, Nwankwo (1982: 81-82) lists the following general hints to ensure decision making:

1. Examine as many alternatives as possible. The more the alternatives are considered before making a decision, the more the likelihood that an appropriate decision would be made.
2. Make decisions at the right time through the most appropriate process.

3. As far as possible, at those to be directly affected by a particular decision should in one way or another be involved in the process of making the decision.
4. The most effective channel and media must be employed in communicating the decision to all those who have to execute it.
5. Adequate control and directions must be provided to ensure that the decision is conclusively executed.

Therefore, successful implementation requires the principal ability of understanding the needs and interests of each participant in the existing situation. For this purpose the knowledge and use of decision making approaches by the principal is highly important (Campbell and others, 1983: 119).

2.5. Human Relation Skills

It won't be hard to note that better and fruitful results in a school come as a result of the willingness of the principal, teachers and other personnel, to cooperate and coordinate their activities. The cardinal role of the principal of a senior high school is to secure and develop good relationships among his/her staff, students, parents and superiors for a healthy teaching-learning process. This responsibility of the principal requires his/her ability to work with other people. In other words, since all work is done when people work together, human relations skill effectiveness is based on knowledge and understanding of social values and practices, and the dimensions of human behavior (Musaazi, 1988: 47).

In general these skills refer to the abilities needed to communicate effectively, to motivate employee, delegate authority, resolve conflicts; etc. Thus, an attempt was made to review the literature related to the mentioned human relations skills.

2.5.1. Communication Skill in School System

Communication is the life blood of any organization. It is through communication that organizational activities are mostly possible. The many working parts of an organization necessitate the establishment of communication for interchanging thoughts and coordinating efforts. Communication helps to make organizational goals clear in order to understand how to achieve and finally appraise them (Bush and John, 1994: 245).

According to Mbiti (1984: 36) communication is a skill that a school principal can use as his/her important tool, to lubricate the smooth running of his/her school activities, maintain a sense of security and positive situation for the teaching-learning process.

As is common to all managers, the principal has dual roles in managing communication- one to the internal public and the other to the external public. Internal communication takes place among the member of school community- the principal, teaching and ancillary staff, and students. The school's office, the staff-room, and assemblies are considered to be communication centers in the school. The school assembly and notice-boards are also among the methods through which the principal makes important announcements both to the staff and students (Adams, 1987: 211-212). Moreover, for the practicality of school goals, effective principals in managing the internal communication system of their schools assess the past and present status of students' performance with the staff members periodically. Adjacently, they communicate the school goals in student's assembly in terms of staff and student responsibilities (Hallinger, 1985: 217-242).

In order to create effective communication system in his/her school, the principal should consider not only the downward communication, but also the upward as well as the horizontal. The principals should know that effective communication can not be secured by sending more orders and directions downwards. But they should initiate and encourage their staff to send their opinions, criticism, questions and information upward. (Kenezovich, 1969: 67).

Upward communication is primarily nondirective and is usually found in participative and democratic organizational environments. Typical means for upward communication besides the chain of command are reports, appeal and grievance procedures, complaint systems, the practice of open-door policy etc. An open-door policy is a statement that encourages subordinates to walk in and talk to managers many levels up the hierarchy. In this regard, should professionally skilled principals use open-door policy to give freedom of access to all staff, to get views from the staff to ensure the flow of information in all directions and persuade others to suggest their ideas by making the circumstance favourable (Musaazi, 1988: 48).

The principal as one of his/her responsibilities should communicate with the community. People in the community who want to know the progress and problems of the school should offer information concerning the school and also should try to get their feeling (Alison, 1997: 3). Likewise, principals in managing the external communication systems of the schools, ought to

have to communicate important school issues to the school committee/ board and PTA members who are accountable to the people who elect them to participate in managing the school system (MOE, 2002: 46).

2.5.2. Motivation Skills of Principals as it Facilitates School Activities

Certo and Applebaum (1986: 759) explain motivation as “individual’s inner state that causes her or him to behave in a way that ensures the accomplishment of some goal.” From this, it is clear to understand that when one says the principal motivates, it simply means he/she stimulates or inspires the staff so that they carry out their tasks willingly. In a way it could be said that motivation is a means of “getting results through people” or “getting the best out of people”, (Bush and John, 1994: 233). Success of a school is thus to a large extent dependent on the principal skill in motivating his/her staff.

It is a commonplace to note that the vast literature deal with job satisfaction as related to motivation and moral of the staff. Therefore, for our purpose, it seems appropriate to have overview of job satisfaction of teachers in connection with the principal’s move to put that in to effect.

Among several studies conducted on job satisfaction, it is that of Herzberg’s who has identified two distinct sets of factors-leading to job satisfaction. These are achievement, recognition, attraction of the work itself, responsibility and the possibility of advancement; and leading to job dissatisfaction (company policy and administration, in appropriate supervision, low salary, poor interpersonal relations and working conditions). The absence of the latter can hardly create positive job attitude, but serves to prevent job dissatisfaction. Because of their preventative role, they are designated as hygiene factors (Silver, 1983: 299).

Bearing in mind, the principal as an organization leader, therefore, most greatly take account the factors of job satisfaction, and dissatisfaction in the endeavor to motivate teachers. Although needs are numerous, diversified and changing in nature, and are difficult to identify them specifically principals are responsible to know at least the common and securing needs of their fellow workers.

In an attempt to motivate workers, organizational leader must not strictly depend on monetary and material rewards, for their motivational power is transient. Relying on things that are

intrinsically related to the work (as promotion, giving praise and recognition for good achievement, etc), is rather much more important to get things done through workers (Armstrong, 1990: 148-149). Since schools are essentially similar with other institutions or organizations, school principals should not expect more work to be done using economic rewards. The reasoning is that besides the justification given above, school principals for one, they do not have the opportunity to give monetary or material rewards to teachers, for another, there is shortage of money in schools, as they are not income generating institutions. School principals, therefore, need to depend on intrinsic rewards to succeed in the attainment of their objectives.

Similarly, principals can increase the adherence of teachers and students to expectations of the school by using reward systems. In this regard, Krug (1992: 433) notes that: recognition and support of teachers increase teachers' productivity and commitment to their work. Principals, therefore, need to create a reward system that reinforces academic achievement and productive effort in order to shape the school climate positively (Hallinger and Murphy, 1987: 58). Of such systems, ceremonies such as recognition of academic superstar homework average riser and teacher of the month are suggested.

In general, skills of principals in work motivation can hinder or promote organization goal achievements. Therefore, school principals should develop skills in motivating subordinates to work.

2.5.3. Skills in Authority Delegation

Authority is the formal right for superiors to command and compel their subordinates to perform certain acts. Authority originates at the top in the formal structure of an organization and then flows downward to subordinates. Every manager at each level of the organization derives his authority from a manager at the higher level (Tripathi and Reddy, 1992: 105).

In schools, it is difficult to function without delegating. Since school principals have personal and time limits, they can not effectively accomplish school activities unless they delegate to their associates in areas that the latter can manage. When they delegate principals will get chance to lighten their work loads, though they will remain accountable.

Delegation enables schools to take full advantages of employees for their goal attainment. In other words, staff members will develop the attitude that they are useful for the existence of the school so that they will be motivated to work as much as they can. In relation to this, Batley

(1989: 27) states that delegation builds morale, develops and uncovers potential, and hence increases the quality of work done. In light of this Knezerich (1969: 43) lists that the process of delegation involves three activities: (1) assignment of duties by an executive to subordinates (2) granting of permission or authority to make commitments, to utilize resources and to determine other actions necessary to perform delegated duties or responsibilities (3) creation of an obligation on the part of each subordinate to the executive for satisfactory performance. For this reason the delegate must insure that the tasks delegated carried out properly and the delegate must obtain a report from each delegated. Stoner and Freeman (1989: 311), also note that delegation: (1) is not abdication, (2) is not abandonment of the manager's responsibility, (3) does not mean that the manager loses control, and (4) does not mean that the manager avoiding making decisions.

Once they have delegated, principals should not continue supervising delegates, now and then, to ensure that no mistakes are ever made. Instead, they need to give responsible freedom to effectively exercise the authority delegated even upon the making of certain mistakes. According to Batley (1988: 223), continuous checking on employees to ascertain that no mistakes are made will never make delegation proper. Since making mistakes is natural, delegates should be permitted to make some, and their cost have to be seen an investment in personal development. On the whole, in order to realize their school objectives, principal must exercise delegation in light of the skills stated above.

2.5.4. Principals' Skill in Resolving Conflicts

Conflicts among teachers, principals and between teachers and principals are inevitable in school context. The major causes of teacher-principal conflicts in secondary schools may be categorized into three aspects: individual characteristics, situational factors, and structural factors. Accordingly factors which can generate conflicts can be restructured and placed into one of these categories (Tosi, Rizzo and Carroll, 1986: 468).

Managing conflicts begins with an understanding of situations in which it can occur. Before looking at the actual management side of conflict, it is proper to see the distinct types of conflict. As various researchers have discovered school conflict could be stratified on the basis of individual, group, and organization at which they occur. In this regard, teacher-principal conflicts may be leveled out, as intera personal, intera group, and inter group conflicts. The most to

common type of conflicts in schools and other organizations as are inter personal (Rashid and Bonoma 1979: 326). Interpersonal conflicts refer to the disputes between two or more individuals and are probably the most common and recognized ones.

Each of the cited type of conflict has its own management. By conflict management, we mean that except in very few situations where the conflict can lead to competition and creativity the conflict can be encouraged, in all other cases where conflict is destructive in nature, it should be resolved as soon as possible; but all efforts should be geared to protect it from developing (Chandan, 1994: 279).

There are various behaviour styles by which interpersonal conflicts may be managed or handled. For conflicts to be managed functionally, one style may be more appropriate than another depending up on the situation Rashid and Bonoma (1979: 1326) presented a conceptual scheme for classifying the model (styles) for handling interpersonal conflicts in to five steps: avoiding, accommodating, competing, compromising, and collaborating. These are discussed as follows:

1. **Avoiding**: it has been associated with withdrawal, back-passing, or side-stepping situations when individuals withdraw from the conflict situation they act to satisfy neither their own nor the other party's need (Tosi and Others, 1986: 483).
2. **Accommodating**: it is called obliging or smoothing by researchers. Accommodating is associated with attempting to play down the differences and emphasizing to satisfy the concern of the other party (Rashid and Bonoma, 1979: 1326).
3. **Competing**: researchers call it dominating or forcing. It has been identified with win-lose orientation or with forcing behavior to win one's position. Dominating is characterized by the desire to meet one's own needs and concerns at the expense of the other party i.e., the most assertive and the least cooperative style (Newton and Tarrant, 1992: 105).
4. **Compromising**: involves sharing whereby both parties give up something to make a mutually acceptable decision (Rashid and Bonoma, 1979: 1327). This is a give-and-take approach involving moderate concern for both self and others. It represents an integrated behaviour on both the assertiveness and cooperation dimensions.
5. **Collaborating**: it is called integrating or problem solving. Integrating involves exchange of information and examination of differences to reach a solution acceptable to both

parties. It also involves problem solving which may lead to creative solutions (Rashid and Bonoma, 1979: 1326). Integrating is characterized by maximum use of cooperation and assertion; aims to satisfy the needs and concerns of both parties by acknowledging each other's concerns, needs and goals; identifying alternative resolutions and their consequences for both parties; selecting the alternative that meets the needs and accomplishing the goals of both parties. It also involves the evaluation of the implemented alternative (Newton and Tarrant, 1992; 106).

Some behavioral scientists suggested that each of the five styles of handling conflict be considered depending on situations (Rashid and Bonoma, 1979: 1328).

2.6. Principals' Technical Skill Application in School Management

The major portion that secondary school principals spend with teachers is in the technical domain (Krug, 1992: 431). Therefore, school principals, as leading practitioners, should be able to be competent in technical skill of managerial responsibility. Among all other responsibilities, principals are expected to shoulder the role in scheduling, supervisory activities and curriculum management at school level are discussed below.

2.6.1. Schedule Making

Scheduling is the planning of learning situations which runs throughout the school year. It is not just a single act that focuses on the making of timetable for the day-to-day lesson alone. Rather, it embodies the whole range of activities of the school year which require a number of management decisions. The prime activities of the school principal in schedule making are: annual program specification, specification of equipment and staff, approval of all specifications, announcing vacancies, opening the school and orienting students and then beginning the work of the New Year. It also includes distributing the teaching schedule among the staff (Zawdneh 1972: 17).

In order to effect the above, the principal should bear in mind that his/her distribution of the teaching load among the staff is fair and equitable. He/she should also be skillful in assigning non-teaching duties to the staff. According to Paisey (1987: 15), the skilful deployment and use of the staff is a key operation, calling for good judgement and knowledge of the strengths and weaknesses of staff members and the needs of the children.

If the teaching learning process is to be efficient, due consideration should be given to the preparation of time table. The preparation of time-table demands a great deal of discussions and managerial decisions that involve concerned members of the academic staff particularly, heads of faculties or department heads (Adams, 1987: 127). Moreover, schedule making that help for proper placement and utilization of staff should involve the variables such as curriculum, pupils, teachers space and time so that all these are wisely considered to satisfactorily run the school program (Dean, 1985: 62-65).

Similarly, professionally trained and experienced principals consider the existence of subjects that need consecutive periods such as craft and subjects that need students' freshmind and high attention (e.g. Maths and Language when scheduling classes (Mibit, 1984: 58). This implies that principals to possess skill and knowledge to schedule classes in such a way that students can learn comfortably and actively.

2.6.2. Managing Curriculum at School Level

According to Rebores (1985: 257), it is in the curriculum that accumulated knowledge about children's physical, social, moral and intellectual capacities and potentialities are articulated in subject-matter arranged with a view to fostering growth towards full maturity. Therefore, curriculum is the most important aspect of a school, which requires the technical skill of principals.

Curriculum and instruction are important components of schooling to which educational leaders should pay substantial attention (Guthrie and Reed, 1991: 209). In managing curriculum and instruction, school principals need not be specialists in all areas of subjects. Their great responsibility lies on the provision of necessary conditions that make teaching possible (Knezevich, 1969: 378).

Literature on effective schools suggest that the principal's role in managing the school curriculum concentrates more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions and means to reduce the amount of wastage. The identification of instructional problems may be handled through different ways. Some of these could be listening to teachers talk, asking teachers directly, using recorded documents and classroom visiting (Holmes, 1993: 53).

Principals in managing the school curriculum also serve as consultant for a group of teachers and hold regular meetings on issues like planning lessons, efficient utilization of teaching aids, evaluation mechanisms etc., with department teachers. Similarly, effective principals mostly use staff meetings to deal with curricular and instructional issues than administrative affairs. Methodological aspects, evaluation problems, test construction procedures, redefinition of school goals, educational policy issues and the like are some issues that effective principals deal within staff meetings. Moreover, principals in managing curriculum should make free to comment on the content and organization of teaching materials, supplementary reading materials, and supplies and equipment for group and individual projects should be produced and coordinated by teachers (Moore, 1995: 81).

On the other hand, principals should involve parents in managing the school curriculum. The role of parents' involvement in schools has serving three main function. One is to enable parents increase their ability to help their own child's educational development; another is to draw together parents and school in day to day activities or more generally in school life; and the third relates to parents rights and needs as consumers (MOE, 2002: 46). From these roles, it is widely agreed that one of the most important factors in a child's success in school is the degree to which his or her parents are actively involved in the child's education.

2.6.3. The Supervisory role of Principals

The secondary school principals are responsible for supervision in the school. In order to improve the teaching learning process, principals must understand some aspect of good teaching. They must be able to offer suggestions for the general improvement of the instructional program. Bradfield (1964: 21) points out that the principal's supervisory responsibility includes the following:

1. Helping teachers plan for improvement of teaching and learning conditions.
2. Helping teachers with various phases of classroom activities.
3. Helping teachers with various out of school activities for purposes of teaching improvement.
4. Helping teachers in conferences and meetings

Since the center of teachers' activity is the classroom, classroom observation is an important supervisory responsibility of principals. Principals as supervisors should be able to conduct classroom observation. In support of this, Curtin (1964: 59) states that there is no other equally important choice other than classroom visits for the betterment of instruction. In conducting classroom supervision, the three common procedures that are to be carried out by principals are explained below:

1. Pre-observation Conference

This is the stage where supervisors and teachers get to know each other as follow professionals. Pre-observation conference is held before the observation takes place at a time and place mutually agreed by teachers and supervisors.

According to Pajak (1989: 209-10):

The pre-observation conference begins with the supervisor helping the teachers to express the ideal image that he or she wishes to project in the classroom lesson to be observed. The classroom image is presumably based on teacher's prior experiences, training values, and attitudes and is likely to vary from person to person and over a period of time.

The role of the principal here is to help the teacher to state as specifically as possible the behaviors that he or she intends to enact while attempting to achieve the image desired, along with the behaviors that students are expected to enact.

According to the afforested authorities, pre-observation conference affords the teacher the opportunity to justify his or her selection of instructional objectives and to consider alternative instructional objectives that might be more appropriate. In addition, the pre-observation conference permits the supervisor to define his role during the observation.

2. Classroom Observation Process

Observation of a particular teaching-learning situation is the process through which the principals as a supervisor look into the climate of classroom conditions, and further explore the personal as well as professional needs of pupils. In other words, observation process is the stage in which the principal attempts to develop an objective description of the behavior of students and teachers interaction with the context of a physical and social environment (Pajak, 1989: 210).

3. Post-observation Conference

Post-observation conference is a conference session, which focuses on consistencies and discrepancies between the ideal image and the actual enactment of the lesson (Pajak, 1989: 210). The conference includes the analysis of the data collected during the observation of instructional process, the evaluation of teaching and learning situation and the process of providing feedback for teachers.

According to Dunkie (1987: 75) post-observation conference is the positive approach to the improvement of instruction, and the positive approach should always be used if possible. Furthermore, a warm human approach to the teacher supervisory relationship is always important to achieve a purpose. It is to be noted, a principal, must try to accomplish such activities in collaboration with others. Regarding this Dunkie (1987:75) states "Principals and head teachers, school supervisors and regional inspectors share much of the responsibility for monitoring, teaching and student learning." That is if the principal is to supervise instruction effectively, then he must work with a group and with a guide of mutually recognized and developed objective.

2.7. Some Factors Influencing Managerial Practices of Principals

Evidences from leadership studies suggest the existence of some factors that influence the leadership effectiveness of school principals. Such factors can be classified into the characters of the principal, the subordinates and forces in the organization (Tripathi and Reddy, 1992: 253). In light of this, in this part of the review attempt was made to treat the mentioned situational factors or influences are discussed as follows.

2.7.1. The Effect of Training and Experience

Fiedler and Chemers (1983: 90) point out that without adequate training and experience, the leaders' task structuring ability will be lower. They believe that leaders possess experience of long period of time to cope with most problems or situations. Leaders, who highly experienced facing problems time and again, will experience the total work situations more predictable and less uncertain. Leadership training and experience, often are closely related. Most good training tries to reflect the experience of others in integrated and easily digested form. The purpose of training and experience is to enable principals to practice how to handle various situations, in trying to make the job they are responsible for more structure in order to assist their subordinates

(staff) accomplish with less ambiguity. Preparing effective guidelines and telling them the right way will also help in understanding what are to be accomplished (Fiedler, and Chemers 1983: 91-92).

A course of training shows leaders alternative ways of doing their job or preparing them to handle specific complications of the new job they are going to resume in the future. Training builds the ability of task structuring of the principals (leaders). Task structuring in schools refers to the degree to which school procedures, goals and the evaluation of the school various tasks can be defined. A principal who has high capacity of structuring his/her school task enjoys considerably more influence and control than one who failed to structure his school task (Fiedler 1983: 92).

2.7.2. Some Situational Factors that Affect Managerial Behavior in the School

2.7.2.1. The Character of the Principal

The efficiency and effectiveness of an organization largely depends on the behavior and styles of leadership being exercised and that can consequently bring about the leadership qualities enhancing human activities.

Different authorities have different approaches in classifying leadership character styles. Holt (1993: 455), for instance, suggests four major categories of leadership styles. These are briefly summarized below.

1. Supportive leadership: the leader is friendly and approachable and shows a genuine concern for subordinates.
2. Directive leadership: the leader does not let the subordinates participate. The leader reflects authority, rules, policies, and formal organization. Subordinates follow specific guidelines and traditional patterns of decision making.
3. Participative leadership: the leader asks for and uses suggestions from subordinates.
4. Achievement-oriented leadership: the leader sets challenging goals, encourages innovations, and emphasizes confidence in subordinates.

In an analysis of the effectiveness of various administrative styles, Likert (in Hunter 1982: 88-97) concludes that:

The participative style, which maximizes the degree of participation by employees in the organizational decision making processes, is the most effective in terms of both employee satisfaction and productivity.

Mbamba (1992: 143) and Griffiths (1979: 139) have classified leadership styles into three: Autocratic, Laissez- faire or Free-rein and Democratic. These are described as follows:

1. Autocratic leadership is a style of leadership where the leader determines the policies and assign tasks to followers without their participation.
2. Laissez-faire is a style of leadership that lets the people do what they like to do. It is where there are practically no rules in the institution. It gives complete freedom to groups or individuals to make decision.
3. Democratic leadership gives consideration to both group and leader participation in decision making and policy formulation that serves as a guideline for organizational operation.

Leadership style is determined by situational factors. With regard to this idea, Chabra (1988: 366) states that leadership qualities by themselves are not sufficient for achieving effectiveness. Situational factors have a considerable influence on the effectiveness of leaders. A leader may be effective in one situation and ineffective in another.

Many people used to perceive that democratic style of leadership is far better than the other two, because leaders who are categorized under this leadership style allows members to take part in the affairs of the organization. Moreover, democratic style of leadership prepares situations for cooperation and involvement of the staff members in organizational activities.

Particularly, in schools the style of leadership becomes more important because, it is in the schools that grooming youngsters to an advanced world of science and technology is possible. School principals, therefore, need to have a necessary knowledge about leadership styles as the best depending on the situation in managing their schools'.

2.7.2.2. The Character of the Subordinates

Leadership has to do with certain types of role relationships in which people work together in order to get things done. Followers will fully involve if they perceive the circumstances positively and if it ought to provide them the opportunity to go along together seeking a common goal.

The personality of individual followers and the characteristics of a work group have a great influence on the performance of a given leadership style. Those with high need for security may accept a more directive approach while those, who seek for recognition, want a great deal of participative or delegative approach to meet their needs. The degree of the subordinates' ability and experience, and skill required to that particular situation determines their participation and involvement in the leadership functions. In general, the characteristics of subordinates affect the leadership role of principals (Griffith, 1979: 173).

2.7.2.3. Forces in the School Organization

A common feature in all organizations is that management positions or organizational charts only define the occupants authority but not who they are and how activities are to be carried out. Besides, this and other common characteristics of all organizations, there are several factors which affect leadership functions differently in different organizations, some of these are listed as: the size and type of an organization, the organization's reward and punishment system, wage level and the organization's capacity to pay, the condition of human relation in the organization and the nature of work groups, problems in the organization, the nature of the organizational policy (rigid or allow flexibility), the time available to make decisions, and the value of work in the organization (Tripathi and Raddy 1992: 253).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of the data obtained from principals and teachers through questionnaires. Interview was also conducted with woreda education office heads. Besides, information was gathered through document analysis. The information collected through interview and document analysis was also qualitatively described in order to give answers to the basic questions set in this study.

Accordingly, out of the 150 questionnaires distributed to teachers and principals, 94.7 percent were filled in and returned. Thus, based on the responses obtained from the sample respondents the analysis and interpretation of the data are presented below.

Table 1: Personal Characteristics of Respondents

N ^o	Characteristics	Respondents			
		Teachers		Principals	
		N ^o	%	N ^o	%
1	Sex				
	a) Males	104	80	12	100
	b) Females	26	20	-	-
	Total	130	100	12	100
2	Age				
	a) 25 Years and below	26	20	4	33.3
	b) 26 – 35 Years	59	45.4	2	16.7
	c) 36-45 years	40	30.8	5	41.7
	d) 46-55 years	5	3.8	1	8.3
Total	130	100	12	100	
3	Marital status				
	a) Married	72	55.4	10	83.3
	b) Unmarried	55	42.3	2	16.7
	c) divorced	3	2.3	-	-
	d) widowed	-	-	-	-
Total	130	100	12	100	

As can be seen from Table 1 item 1, among the teachers respondents 80 percent were males and 20 percent were females. As female participation rate in the teaching profession has also been low, the proportion of their representation in this study would obviously take the same pattern. The data also reveals that all principals were males. The reason for this could be lack of female role models and cultural influence (Kanter, 1977: 967).

As regards age, 76.2 percent of the teachers and 58.4 percent of the principals were in the same age range, that is, between 26 and 45 years. Thus there would probably be no barriers that age

difference might have caused for teachers and principals to freely discuss professional problems including those related to principals' managerial skills effectiveness.

Table 2: Description of Respondents by Educational Qualification and Work Experience

N ^o	Items	Respondents			
		(N = 130) Teachers		(N = 12) Principals	
		N ^o	%	N ^o	%
1	Qualification				
	a) 12+2	52	40	3	25.0
	b) 12+3	6	4.6	-	-
	c) B. A/ B. S.C	72	55.4	9	75.0
	Total	130	100	12	100.0
2	Field of study				
	a) social sciences in education	38	29.2	3	25.0
	b) Natural sciences in education	45	34.6	5	41.7.0
	c) Languages	44	33.9	3	25.0
	d) Educational Planning and management	3	2.3	1	8.3
	e) No response	-	-	-	-
Total	130	100	12	100.0	
3	Years of service as a teacher				
	a) 0-5 Years	24	18.5	4	33.3
	b) 6-10 years	50	46.2	5	41.7
	c) 11-20 years	42	32.3	2	16.7
	d) More than 20 years	4	3.0	1	8.3
Total	130	100	12	100	
4	Years of service as a unit leader				
	a) 0-3 Years	38	29.2	2	16.7
	b) 4-6 years	6	4.6	1	8.3
	c) 7 years and above	1	0.8	-	-
Total	45	34.6	3	25.0	
5	Years of service as a department head (in years)				
	a) 0-3 years	44	33.8	3	25.0
	b) 4-6 years	24	18.4	1	8.3
	c) 7 years and above	6	4.6	4	33.3
Total	74	56.8	8	66.3	
6	Years of service as a principal				
	a) 1-3	14	10.8	10	83.3
	b) 4-6	2	1.5	-	-
	c) 7 and above	2	1.5	2	16.7
	d) No experience	112	86.2	-	-
Total	130	100	12	100	

In relation to the level of education, the data on the part of teachers reveal that 40 percent were diploma holders, 55.4 percent were bachelor degree holders. Thus, there seems to be a significant number of under – qualified teachers teaching in secondary schools of the zone. On the part of the principals 75 percent were bachelor degree holders and the rest had college diploma.

It may, therefore, be inferred that a substantial number of the principals did not satisfy the standard set by the MOE (1996: 8) which requires at least a bachelor degree for principalship of secondary schools. Thus, it would be possible to assume that the placement of these principals was on appointment basis rather than on proper educational background.

Table 3 item 2 reveals the distribution of respondents in terms of their field of study. The data on the part of teachers indicated that 34.6 percent were from natural sciences 33.9 percent were from the languages, and 29.2 percent were from the social science fields. The remaining 2.3 percent teachers were graduates of educational planning and management. Although, these were trained for principalship, they were not assigned to the right position. The representation of teachers from different fields of study makes the assessment of managerial skills effectiveness more reliable and unbiased.

As regards the principals, 41.7 percent were graduates of the natural sciences, while 25 percent were from the social sciences fields. 25 percent were graduates in language. Only one principal was a graduate in educational planning and management. As the data shows great majority of the schools are not headed by professional principals. The key element in school leadership is the principal. Without well qualified principals the goal of achieving high standards of educational plans will be threatened.

Apart from professional preparation, the selection and placement of managers commonly require work experience on the job as well as on related tasks such as teaching, school leadership and other responsibilities (MOE: 1996: 7). The data in Table 3 also conforms to this tendency. As indicated in table 2 35.4 percent of the teachers and 25 percent of the principals had a teaching experience of over 10 years. Whereas, 18.5 percent of the teachers and 33.3 percent of the principals had teaching experience in the range of 1-5 years. The same table indicates that among the sample teachers and principals 34.6 percent and 25 percent had served as unit leaders whereas 56.8 percent of the teachers and 66.3 percent of the principals had served as department heads. The table also reveals 10.8 percent of the teachers and 83.3 percent of the principals had 1 to 3 years of experience.

Table 3: Assessment of Principals Planning Skill

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	high	Medium	Low	Very low	Total
1	Designs the over all school plan by assessing the existing situation and school internal directives	Principals	N ^o	1	4	6	1	-	12
			%	8.3	33.3	50.0	8.3	-	100
		Teachers	N ^o	8	30	70	22	-	130
			%	6.2	23.1	53.8	16.9	-	100
2	The school plan justifies the allocation of resources according to order of need priority	Principals	N ^o	1	4	5	2	-	12
			%	8.3	33.3	41.7	16.7	-	100
		Teachers	N ^o	12	18	16	76	8	130
			%	9.2	13.8	12.3	58.5	6.2	100
3	School activities planned are often feasible	Principals	N ^o	1	4	6	1	-	12
			%	8.3	33.3	50.0	8.3	-	100
		Teachers	N ^o	18	8	25	73	6	130
			%	13.8	6.2	19.2	56.2	4.6	100
4	Designs the overall school plan in collaboration with school committee and the staff	Principals	N ^o	1	3	6	2	-	12
			%	8.3	25.0	50.0	16.7	-	100
		Teachers	N ^o	12	16	27	72	3	130
			%	9.2	12.3	20.8	55.4	2.3	100

Item 1 depicts that 33.3 percent of the principals and 23.1 percent of the teachers replied that principals performance in assessing the existing school situation and school internal directives was high. On the other hand, 50 percent of the principals and 70 percent of the teachers confirmed that it was medium. This accounts for more than half of the teachers respondents.

Furthermore, the information obtained from documents in sampled schools also confirmed this finding. The annual school plans, for instance, revealed that most schools repeat that of the past years. It means that principals prepare plans for their schools without assessing the changes in the external environment over which the school management have little control.

School principals as planners need to have conceptual skill and insights that enable them to see how different forces and factors would influence the school plan and how they would be influenced by it in the implementation (Terry and Frankin 1991: 148).

However, as the finding revealed most school plans were repetition of past year experiences. The principals' deficiency in this planning skill practice might be due to lack of knowledge in viewing the school dependent of other systems and vice versa which may be ascribed to the lack of conceptual skill. In support of this analysis Ubben and Hughes (1997: 103) asserts that in order to set appropriate plans of schools, principals should possess conceptual knowledge and skill that would enable them to conceptualize the environment, the school and their job.

With regard to item 2 of Table 3, the respondents were requested to point out their views regarding the principals' performance in allocating resources according to the schools order of need priority. Accordingly 33.3 percent)of the principals and 13.8 percent)of the teachers replied that it was high. On the contrary, 16.7 percent of the principals and 58.5 percent of the teachers confirmed that the principals' performance related to this managerial practice was low.

Moreover, it was possible to understand through document analysis, most schools plans did not show the allocated resources for each activity. Due to this, the data might indicate the low level of principals' performance in school plan formulation and implementation. The principals' low performance in this planning skill practice might be attributed due to lack of task relevant knowledge or skill in educational planning process.

In item 3 of Table 3, the respondents were requested to point out their perception regarding the feasibility of school plans. Accordingly, 33.3 percent of the principals confirmed that this was high. On the other hand the majority of teachers 56.2 percent indicated that it was low. Thus, it seems natural to respond positively for oneself that principals evaluated themselves as performing well. But teachers responses may keep the balance as they are direct stake holders with the principals. Due to this, the data might indicate the low level of principals' capacity to implement school plan.

This might be due to the principals' assignment without training in school management. Without well qualified principals school plan feasibility will succeed sporadically and the chance for systematic feasibility of the teaching and learning plans are nil (Hersey, and others 1998: 311).

In the same table item 4, the respondents were asked to point out their perception regarding principals' ability to design the overall school plan in collaboration with school committee and the staff. Accordingly 25 percent of the principals and 3 percent of teachers said the principals effort to design the overall school plan in collaboration with school committee and the staff was high. But 50 percent of the principals and 20.8 percent of the teachers replied that it was medium. On the other hand, 16.7 Percent of the principals and 55.4 percent of the teachers indicated that the degree of principals' performance in designing school plans in collaboration with the school committee and the staff was low. This accounts for the highest proportion of teachers' respondents.

Furthermore, the information obtained from the documents of most schools revealed that teachers were not participating mostly in planning concerning financial affairs, school physical plant and co-curricular activities. Moreover, it was also observed that the responsibility given to the school committee to approve the school plan is not practical in some schools (MOE 1994: 22, 28). Due to this weakness, it may be clear that schools face problems during plan implementation, lack sense of ownership and belongingness in the part of the staff and the school committee that end the plan with high risk of remaining in black and white (Fullan, 1991: 241).

On the whole, the principals inefficiency to assess the existing situation, allocate the school resources according to the school priority goals and other planning practices may be attributed to two reasons. On one hand, it may be attributed to the principals' poor conceptual knowledge related to education and lack of exposure to a variety of school management positions. On the other hand, it may be attributed to the principals' less knowledge in planning process.

Table 4: An Assessment of Principals' Effectiveness in Organizing Staff Development Activities

N ^o	Items	Respondents		Degree of the Assessment					Total
				Very high	High	Medium	Low	Very low	
1	Organizes and facilitates teachers' professional development through in-service education (workshops, seminars, etc)	Principals	N ^o	2	1	3	6		12
			%	16.7	8.3	25.0	50.0		100
		Teachers	N ^o	7	6	24	79	14	130
			%	5.4	4.6	18.5	60.8	10.8	100
2	Assists teachers professional improvement by giving information on current educational issues and strategies	Principals	N ^o	1	2	2	7		12
			%	8.3	16.7	16.7	58.3		100
		Teachers	N ^o	12	16	23	76	3	130
			%	9.2	12.3	17.1	58.5	2.3	100
3	Acquaints teachers with their duties in order to discharge their professional tasks as desired	Principals	N ^o	2	6	3	1		12
			%	16.7	50.0	25	8.3		100
		Teachers	N ^o	11	79	38	8	3	130
			%	8.5	53.8	29.2	6.2	2.3	100
4	Pays attention to research activities	Principals	N ^o	1	3	2	6		12
			%	8.3	25	16.7	50.0		100
		Teachers	N ^o	5	9	15	84	17	130
			%	3.8	6.9	11.5	64.6	13.1	100

School principals have the responsibility of organizing the total school programme. One of the major functions of principals in organizing school activities is to facilitate professional development of teachers through the provision of in-service education (workshops, seminars, etc) and other possible means. In this respect items in Table 4 were designed to assess the principals'

effort in organizing staff development activities. Accordingly as shown in item 1, 60.8 percent of the teachers and 50.0 percent of the principals indicated that the principals' effort to organize teacher professional development through in-service education at school level was low. Conceptually, skilled principals spend more effort and time in establishing such activities in their school. However, in this finding the principals rate themselves with low task accomplishment.

Furthermore, as gathered from the document analysis, no school was found organizing training, workshops and relevant educational forums to improve professional development of teachers.

This finding might reveal the principals low level of know – how with respect to organizing workshops and seminars as a means of enhancing teachers' professional competence, which in turn may promote instructional improvement of the school.

In item 2 of Table 4, respondents were requested to rate the degree of principals performance in assisting teachers' professional improvement by giving information on current educational issues and strategies. Accordingly, 16.7 percent of the principals reported that their performance related to the mentioned task was high. On the contrary, 58.5 percent of the teachers and 58.3 percent of the principals confirmed that principals' effort in professional improvement was low. Since teachers have the day to day contact with principals, it seems to imply that principals lack of professional know-how on current educational issues and strategies, could be partly attributed to lack of task relevant education and enough experience related to their position that can develop their conceptual skill. Managers who are viewed as professionally competent in a very real sense operate as an idea and resource “broker” making latest information available to the teachers (Jacobson and Others, 1973: 140).

As indicated in item 4 of the same table, 25 percent of the principals and 6.9 percent of the teachers indicated that the degree that they pay attention to research activities were high. On the contrary 50 percent of the principals and 64.6 percent of the teachers confirmed that the degree the principals effort to pay attention to this activity was low. This accounts for sum of 60.6 percent that is above half of the teacher respondents, due to this, it is possible to understand that principals' performance in aspiring teachers' participation in educational research is underrated. This could be due to lack of skill and recognition in utilizing research as a means of organizing staff development activities. As teaching and research are inseparable i.e. if teaching is not assisted by research (Ayalew, 1996) it will be sterile for there is no knowledge generated. This

implies that to enhance students learning, and provide a good quality of instructional leadership, principals are expected to encourage teachers to recognize research in promoting their staff development organizing activities.

On the whole, this would seem to imply that principals' effectiveness in promoting staff development activities is in question.

Table 5 Principals Effectiveness in School Plant Management

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Ensures whether the supplies of materials and facilities required to commence the teaching learning process are available, before the school opens	Principals	N ^o	1	7	4	-	-	12
			%	8.3	58.3	33.3	-	-	100
		Teachers	N ^o	16	21	56	24	13	130
			%	12.3	16.2	43.1	18.5	10.0	100
2	Checks the school facilities are properly used and handled	Principals	N ^o	3	8	1	-	-	12
			%	25	66.7	8.3	-	-	100
		Teachers	N ^o	20	73	18	13	6	130
			%	15.4	56.2	13.8	10.0	4.6	100
3	coordinates the school community in school building construction and maintenance.	Principals	N ^o	1	3	4	4	-	12
			%	8.3	25	33.3	33.3	-	100
		Teachers	N ^o	14	19	15	70	12	130
			%	10.8	14.6	11.5	53.8	9.2	100
4	Organizes recreational facilities to the school community	Principals	N ^o	2	3	6	1	-	12
			%	16.7	25.0	50	8.3	-	100
		Teachers	N ^o	7	12	30	70	11	130
			%	5.4	9.2	23.1	53.8	8.5	100

Table 5 was designed to examine the possession of school plant management skill by principals. Accordingly, 58.3 percent of the principals and 16.2 percent of the teachers responded that principals' effort to ensure whether the supplies of materials and facilities required to commence the teaching learning process are available, before the schools open was high. On the other hand, 33.3 percent of the principals and 43.1 percent of the teachers responded the principals' practice related to this task was average.

In connection to this, the Woreda Education Office Heads also reported that the principals' managerial inefficiency to maintain effective delivery system hampered the use of available scarce teaching materials and facilities by the staff. This revealed that principals do not give attention even to the effective use of available instructional materials.

This might be due to the fact that principals are not aware of the positive effect of integrating activities in enriching the teaching learning process. The principals' inefficiency to internalize this could be due to lack of an adequate conceptual skill.

With regard to item 3 of the same table, 25 percent of the principals and 14.6 percent of the teachers responded that the principals' practice to coordinate the school community in school building construction and maintenance was high. Where as 33.3 percent of principals rated their performance to be average. On the other hand 33.3 percent of principals and the majority 53.8 percent of teachers responded the principals' performance related to this practice was low. To this end, the school principals' might have failed to motivate and influence the school community to take the responsibility of educational resource management, which directly affect the teaching learning process of schools.

This inefficient practice of principals in school plant management seems to have resulted in unorganized educational resource management in the school situation. This attitude and thought of action will lead the staff to be care free even when the educational resources and facilities are being damaged by irresponsible students.

Item four of Table 5 was constructed to examine the extent to which the principals make effort to organize recreational facilities to the school community. To this end, 25 Percent of the principals and 9.2 percent of the teachers responded the principals' effort related to this task was high where as, 50 percent of the principals and 23.1 percent of the teachers replied, that the principals' practice was medium. On the other hand, 53.8 percent of the teachers confirmed the principals' performance was low. From this finding it is possible to understand the principals' effort to this practice seemed was insignificant. This might be due to the fact that principals might not be aware of the positive effect of organizing these activities in enriching the teaching learning process.

These activities help the school community to come together to change and come up with new ideas and varied knowledge. Conceptually skilled principals spend more effort and time in establishing and initiating such activities in their school.

On the whole, practices related to school plant management that have positive impact, like the provision of available educational materials in time, the organization of recreational activities,

and the coordination of the school community in school building construction and maintenance jobs seem to be neglected or principals' emphasis could not indicate the ritual interrelationships among all their responsibilities. The prevalence of these activities is believed to enhance the achievement of the major objectives of the school. Despite this, the principals' less performance in these managerial practices could be attributed to their less knowledge in school plant management and inability to see the interrelated effect of these activities to the overall goal achievement of the school.

Table 6 Principals' Effectiveness in School Budget Preparation

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Assesses the school finance capacity before allocating budget to the school activity setting priority orders	Principals	N ^o	1	6	5	-	-	12
			%	8.3	50.0	41.5	-	-	100
		Teachers	N ^o	9	17	25	72	7	130
			%	6.9	13.1	19.2	55.4	5.4	100
2	Encourages teachers to participate in the formulation of the school budget	Principals	N ^o	1	6	4	1	-	12
			%	8.3	50.0	33.3	8.3	-	100
		Teachers	N ^o	13	17	22	72	6	130
			%	10.0	13.1	16.9	55.4	4.6	100
3	Utilizes the school fund fairly and objectively	Principals	N ^o	2	10	-	-	-	12
			%	16.7	83.3	-	-	-	100
		Teachers	N ^o	21	78	21	7	3	130
			%	16.2	60.0	16.2	5.3	2.3	100
4	Manages the school finance accounting activities properly	Principals	N ^o	2	9	1	-	-	12
			%	16.7	75.0	8.3	-	-	100
		Teachers	N ^o	17	74	26	8	5	130
			%	13.1	56.9	20	6.2	3.8	100

As indicated in Table 6, item 1, 50 percent of the principals and 13.1 percent of the teachers responded that principals' performance in assessing the school finance capacity before allocating budget to the school activities setting priority orders was high, whereas, 41.5 percent of the principals and 19.2 percent of the teachers responded that it was medium. The majority 60.8 percent of teachers confirmed that it was low and below that.

Furthermore, it was possible to recognize through document observation that nearly all schools allocated budget for the activities as a whole or without considering the school need of priority. This mostly likely implies that the uncertainty of the program to be organized and function accordingly. Annual staff meeting minutes also revealed many activities such as educational visits, purchasing of sport materials and other equipment of schools were not carried out. The absence of these may have also impeded the teaching learning process.

On the whole, the ineffectiveness of principals to assess schools' financial sources and to generate before allocating the budget according to their priority orders may be attributed to two assumptions. On the one hand, the principals might not have a thorough knowledge of school curriculum, instructional materials, staff development activities and many other elements that constitute a secondary school programme. On the other hand it might be attributed to their less knowledge in the process of budget preparation.

With respect to item 2 of the same table, 50 percent of the principals and 13.1 percent of the teachers rated the effort of principals to encourage teachers to participate in the formulation of school budget as high while 33.3 percent of the principals 16.9 percent of the teachers rated it as medium. The responses of the majority 55.4 percent of teachers indicated that it was Low. This may show that teachers were not participating in decisions concerning financial affairs. In order to realize desired objectives of schools, principals need to have to pay closer attention to participation of teachers in school management. Related to teachers' participation in budget preparation, Mbamba (1992: 172) explains that no educational budgets are truly meaningful unless prepared by the persons who are ultimately involved in carrying them out. This does not only ease the work performance of schools but also creates a good mentality toward management and helps to run various development oriented activities of the school effectively.

Despite this, the principals' inefficiency to encourage teachers to participate in school budget preparation could be attributed to lack of knowledge and skill in budget management and maintaining of good work environment.

Under item 3 of Table 6, the majority of the principals 83.3 Percent and of the teachers (60 percent) responded that principals' performance in utilizing the school fund fairly and objectively was high. Similarly, as it is shown in item 4 of the same table, 75 percent of the principals and 56.9 percent of the teachers confirmed that principals' effort to manage the finance activities properly was high. This implies that both the respondents seemed to perceive that principals give a great deal of emphasis to the practices of financial control.

Furthermore, observation of documents evidenced that most of the day to day finance activities are registered by the financial personnel. This may be attributed to the high respondents' perception for the principals' effort in the utilization and management of the school finance activities properly.

Table 7: Assessment of Principals' Decision Making Skill

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Encourages teachers to participate in decision making process	Principals	N ^o	1	4	5	2	-	12
			%	8.3	33.3	41.7	16.7	-	100
		Teachers	N ^o	2	26	30	69	3	130
			%	1.5	20.0	23.1	53.1	2.3	100
2	Decides on unique (non - Programmed) problems by using the school discipline committee.	Principals	N ^o	1	6	3	2	-	12
			%	3.3	50.0	25.0	16.7	-	100
		Teachers	N ^o	9	15	33	67	6	130
			%	6.9	11.6	25.4	51.5	4.5	100
3	Penalize school personnel by gathering adequate evidences	Principals	N ^o	1	9	2	-	-	12
			%	8.3	75.0	16.7	-	-	100
		Teachers	N ^o	13	16	32	65	4	130
			%	10	12.3	24.6	50.0	3.1	100
4	Decides on repetitive (programmed) problems in accordance with school rules and procedures at the appropriate time	Principals	N ^o	2	4	5	1	-	125
			%	16.7	33.3	41.7	8.3	-	100
		Teachers	N ^o	5	16	38	69	2	130
			%	3.8	12.3	29.2	53.1	1.5	100

Table 7 item 1 depicts that 33.3 percent of the principals and 20 percent of the teachers replied that the degree of principals' effort to encourage teachers to participate in decision-making process was high; whereas 41.7 percent of principals and 23.1 percent of teachers replied the principals' performance related to this managerial practice was average. On the other hand 16.7 percent of principals and 53.1 percent of the teachers declared that it was low.

In order to gather constructive information and to increase the acceptance of decisions made by principals one may need to have to pay closer attention to the participation of teachers in decision making process. However, with regard to the low performance of principals in encouraging teachers to participate in decision making process could be attributed to their insufficient knowledge about decision making approaches and means of establishing pleasant school work environment.

With respect to item 2 of the same table, 50 percent of the principals and 11.6 percent of the teachers rated the principals' performance to decide on unique (non – programmed) school problems by using discipline committee members was high. The responses of the majority 51.5 percent of principals' however, indicated that it was low.

Furthermore, the information obtained from Woreda Education Officers also strengthens this points. Principals neglected some issues to decide with school committee as a result of which an adverse effect on the relations of school members might be caused. This may reveal the

principals' skill to seek solutions for non programmed school problems by the school committee was low. From this it is also possible to understand that the school discipline committee that is given the responsibility to act was not carrying out its responsibility as required. Due to this many school problems may continue to obstruct the proper functioning of schools.

In item 3 of table 7, the respondents were requested to point out their views regarding the principals' effectiveness to penalize school personnel by gathering adequate evidences. Accordingly 75 percent of the principals and 12.3 percent of the teachers rated that the principals effectiveness in carrying out the mentioned task was high whereas 16.7 percent of the principals and 24.6 percent of the teachers indicated it was average. On the contrary 53.1 percent of teachers confirmed it was low and below that.

In item 4 of Table 33.3 Percent of the principals and of (12.3 Percent) of the teachers responded the principals' effort to decide on repetitive (programmed) school problems in accordance with the school rules and procedures at the appropriate time was high. Whereas 41.7 percent of the principals and 29.2 percent of the teachers indicated it was average. On the contrary the majority 53.1 percent of teachers confirmed that it was low.

According to this finding, it seems that principals have insufficient knowledge about the rules and regulations of the schools that guide them to make decisions on repetitive school problems any time needed. In this regard, even if managerial skills and experience are prerequisite for carrying out principalship roles effectively, the concerned authorities have to provide to the principals orientation on guidelines, procedures and regulations used in the school.

On the whole, the principals' effectiveness to make decisions on programmed and unprogrammed school problems in order to discharge their principalship role is not satisfactory.

Table 8: Principals' Communication Skill

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Communicates the whole activities to teachers at staff meeting regularly, (monthly, quarterly, etc)	Principals	N ^o	1	4	6	1	-	12
			%	8.3	33.3	50.0	8.3	-	100
		Teachers	N ^o	11	17	67	28	7	130
			%	8.5	13.0	51.5	21.5	5.4	100
2	Communicates important school issues to students at assembly	Principals	N ^o	1	4	6	1	-	12
			%	8.3	33.3	50.0	8.3	-	100
		Teachers	N ^o	10	16	68	29	7	130
			%	7.7	12.3	52.3	22.3	5.4	100
3	Uses open door policy in order to give freedom of access and to get views from the staff.	Principals	N ^o	2	3	6	1	-	12
			%	16.7	25	50	8.3	-	100
		Teachers	N ^o	9	13	25	79	4	130
			%	6.9	10.0	19.2	60.8	3.1	100
4	Communicates important school issues to the school parents commute and other stakeholders periodically	Principals	N ^o	1	2	7	2	-	12
			%	8.3	16.7	58.3	16.7	-	100
		Teachers	N ^o	5	13	29	76	7	130
			%	3.8	10.0	22.3	58.5	5.4	100

As pointed out in the literature, every work in an organization and its effectiveness is solely determined by the communication net work absorbed in it. In light of this, item 1 of Table 8 was designed to rate the extent to which the principals the whole activities to teachers. Accordingly, 33.3 percent of the principals and 13 percent of the teachers acknowledged that it was high. Whereas, 50 percent of the principals and 51.3 percent of the teachers replied it was medium.

Moreover, from the document analysis it was found out that this aspect, in the staff meetings, gets less attention at the end of each semester. From this, it is possible to infer that the principals' ability to create effective internal communication system in their schools by arranging regular formal meetings with teachers to discuss on the instructional process was loose.

The reason could be due to the principals' deficiencies in their communication skill which was a very important aspect of human skill. If the staff members are not informed by their leaders about matters that affect their work, they make their own assumptions or look for outside sources of information. However, if communication is at its best, all these problems are non-existent and thus the organization will find itself at ease and will function actively. To this end, all staff members tend to communicate on the job, but how well communication takes place is more dependent upon the communication skills of the principals. (Gorton, 1987: 48)

In item 2 of the same table respondents were asked to indicate their views on the principals' effort to communicate important school issues to students in assembly. In this regard, 33.3 percent of

the principals and 12.3 percent of the teachers responded that it was high. On the other hand, 50.3 percent of the principals and 52.3 percent of the teachers rated as it was medium. This reveals that the highest proportion of teachers perceived that principals' effort to perform this task was average. Effective principals as one of their roles in managing the communication maintain high visibility in the school assemblies and instructional process to communicate important school issues. And this in turn affects the teachers' and students' devotion to the teaching learning process (Hallinger, 1985: 220).

The principals' average performance in communicating important school issues to students in assembly could be due to less knowledge of communication methods in managing internal communication of the school.

With respect to item 3 of Table 8, the respondents were requested to rate the principals' practice in utilizing open door policy in order to give freedom of access and to get views from the staff. Accordingly, 25 percent of the principals and 10 percent of the teachers replied that it was high. Whereas 50 percent of the principals and 19.2 percent of the teachers replied it as medium. On the other hand, 8.3 percent of the principals and 79.6 percent of the teachers ascertained that the principals' practice related to this communication item was low. This finding might reflect the principals' weakness to establish good upward communication system was low. This finding might reflect the principals' weakness to establish good upward communication system that fosters democratic work environment and facilitates the flow of information.

Item 4 of Table 8 shows that 16.7 percent of the principals and 10 percent of the teachers acknowledged that principals' effort to communicate important school issues to parents and other stakeholders was high. Whereas, 58.3 percent of the principals and 22.3 percent of the teachers rated it as medium. On the other hand, 16.7 percent of the principals and the majority 58.5 percent of the teachers confirmed that the principals' practice to communicate important school issues to parents periodically was low.

Furthermore, the staff meeting minutes of most schools revealed that the progress of students and other school activities were reported to the parents and other stakeholders at the end of the year. The finding of this study has conformity with that of Tadele (1994) who concluded that, on the whole, the trend of school community relations is at its rudimentary stage, offering studying this issue in Region 3, Ethiopia. Such weakness reveals that there is no two-way traffic, which ends

up with poor collaboration with parents and the school and this reduces parents' understanding and support.

On the whole, communication is a vital force for managing an organization to ascertain its survival and growth. In this regard, in order to meet the needs and demands of the schools, principals are supposed to be skilful in internal and external communications. However, in light of the findings it can be concluded that principals' skills of communication seems to be inadequate in managing the school activities.

Table 9: Assessment of Principals' Motivation Skill of the Staff

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Approaches the school staff as colleagues by considering their attitudes, beliefs and values in managing the school system	Principals	N ^o	1	5	5	1	-	12
			%	8.3	41.7	41.7	8.3	-	100
		Teachers	N ^o	10	31	78	11	-	130
			%	7.7	23.9	60.0	8.5	-	100
2	Involves teachers on matters that affect their work life to increase teachers motive to their work	Principals	N ^o	1	3	5	3	-	12
			%	8.3	25	41.7	25	-	100
		Teachers	N ^o	8	15	22	76	9	130
			%	6.2	11.5	16.9	58.5	6.9	100
3	Gives credit praise, or recognition to those responsible for jobs well done	Principals	N ^o	1	4	5	2	-	12
			%	8.3	33.3	41.7	16.7	-	100
		Teachers	N ^o	6	13	21	73	17	130
			%	4.6	10.0	16.2	56.2	13.0	100
4	Encourage staff members to assume certain responsibilities	Principals	N ^o	1	3	5	3	-	12
			%	8.3	25.0	41.7	25.0	-	100
		Teachers	N ^o	9	16	21	75	9	130
			%	6.9	12.3	16.2	57.7	6.9	100

The items in table 9 were constructed to examine principals' staff motivation skill. In this regard 41.7 percent of the principal and 23.9 percent of the teachers responded the principals' performance to approach the school staff as colleagues by considering their attitudes and values in managing the school system was high.

On the other hand, 41.7 percent of the principals and the majority, 60 Percent of the teachers confirmed that the principals effectiveness related to this motivating skill was medium.

This shows that the principals' knowledge and skill in developing good morale by using different techniques that they have direct control to reduce the dissatisfaction level of teachers like, approaching the staff as colleagues, considering the values and attitudes of staff members and maintaining co-operative and appreciative paternal attitude in managing the school system was not high.

In item 2 of the same table, 25 percent of the principals and 11.5 percent of the teachers responded that the principals' effort to involve teachers in matters that affect their work life was high. However, 41.7 percent of the principals and 16.9 percent of the teachers indicated that the principals performance related to this staff motivation technique was average. On the other hand, 25 percent of principals and the majority 58.5 percent of the teachers confirmed that the principals' performance related to this human relation skill was low. This might reveal that the principals know – how in the contribution of teachers involvement in matters that affect their work life, for the improvement of school work environment or as a means for increasing teachers' job satisfaction was not satisfactory.

With respect to item 3 of the same table, respondents were asked to indicate principals' effort to give credit, praise or recognition to those responsible for jobs well done. Accordingly, 33.3 percent of the principals and 10.0 percent of the teachers indicated that it was high while 41.7 percent of the principals and 16.2 percent of the teachers responded the principals' practice to utilize this motivation technique in managing the school system was medium. On the other hand, 16.7 percent of the principals and a high percent of the teachers 69.2 percent replied that the principals effort to carry out this task was low. This reveals that teachers who are working daily with principals discerned that the principals' human skill related to this motivation technique was low.

In relation to this, it is to be noted all factors of motivation are not adequately available in the schools, for example promotion and advancement. However, as the finding reveals principals' skills to motivate teachers in their sphere is low. This finding have conformed with that of Zenebe (1992), that proved that principals of senior secondary schools appeared to be less active in building teachers' morale by providing different incentives. Failures by principals to recognize or reward the staff who pay great attention to work is likely to impair teachers' efficiency. Teachers naturally enjoy praise as does every body else and it may be useful providing that it reinforces genuinely good work (Holmes and Wynne, 1989: 122).

In item 4 of the same table, respondents were requested to rate the principals' managerial practice to encourage staff members to assume certain responsibilities. Accordingly, 25 percent) of the principals 12.3 percent of teachers replied that the principals effort was very high, while 41.7 percent of the principals and 16.2 percent of the teachers declared the performance was average.

On the other hand, 25 percent of the principals and the majority 57.7 percent of the teachers confirmed that their motivation technique in discharging their principalship role was low. From the above data it is possible to understand that the principals' effort to encourage staff to assume certain responsibilities was not satisfactory.

In order to ensure plan implementation, to gather constructive information, to develop teachers interest and positive feeling towards school goal attainment, and to improve the quality of education principals have to give great attention to staff members to assume certain responsibilities. However, the principals' deficiency to utilize this motivating skill, might be due to lack of recognition by the principals to consider aspects of job situation or job related factors as real motivator for teachers in their work.

Table 10: Evaluation of Principals' Skill in Authority Delegation

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Assigns tasks in a well spelled out form.	Principals	N ^o	1	3	6	2	-	12
			%	8.3	25.0	50.0	16.7	-	100
		Teachers	N ^o	9	42	68	11	-	130
			%	6.9	32.3	52.3	8.5	-	100
2	Checks and ensures whether the responsibilities delegated to individuals or groups have been exercised well or abused (is used)	Principals	N ^o	1	2	6	3	-	12
			%	8.3	16.7	50.0	25.0	-	100
		Teachers	N ^o	10	26	57	37	-	130
			%	7.7	20.0	43.8	25.5	-	100
3	Assists and motivates subordinates after delegating authority	Principals	N ^o	1	3	2	6	-	12
			%	8.3	25	16.7	50	-	100
		Teachers	N ^o	5	20	24	70	11	130
			%	3.8	15.4	18.5	53.8	8.5	100
4	Encourages individuals to make decisions with in their scope of delegated authority	Principals	N ^o	1	2	2	7	-	12
			%	8.3	16.7	16.7	58.3	-	100
		Teachers	N ^o	9	16	26	67	12	130
			%	6.9	12.3	20.0	51.5	9.2	100

The activities of secondary school are hardly possible to be carried out alone. Thus the need for delegation and, in deed, the degree to which it is applied seems of most importance in assessing the managerial skill effectiveness of secondary school principals. With this in mind, items in Table 10 were designed to asses principals' managerial skills.

In relation to this, 25 percent of principals 32.3 percent of the teachers responded that the principals effectiveness to assign tasks in a well spelled out form was high. Nevertheless 50 percent of the principals and 52.3 percent the teachers indicated that the principals' effectiveness related to this managerial practice was medium. This shows that most of the principals were not

aware of the central activities to be carried out in the process of delegation. This could be due to lack of knowledge and skills on how and what to delegate.

Item 2 of the same table shows that 16.7 percent of the principals and 20 percent of the teachers responded that the principals' effort to check and ensures whether the responsibilities delegated to individuals or groups have been exercised well or abused was high. Whereas, 50 percent of the principals and 43.8 percent of the teachers replied that the principals' performance related to this task was average. On other hand, 25 percent of the principals and 25.5 percent of the teachers indicated that the principals' effectiveness related to this managerial practice was low. This data revealed that most principals' performance to follow up the delegated individual task accomplishment was not high. This might reveal that the principals might not know that they are responsible for all outcomes after delegation.

Item 3 of Table 10 shows that 25 percent the principals and 15.4 percent the teachers responded that they principals effort to assist and motivate subordinates after delegating authority is high. On the contrary, the majority 50 percent of the principals and 53.8 percent of the teachers indicated that, the principals' effort to assist and motivate subordinates after delegating was low.

This might be attributed to the following two reasons. On the one hand, the principals might abuse their authority, due to lack of knowledge on the concept of delegation. On the other hand, the principals might not have enough knowledge and experience about the responsibility they should have.

Item 4 of the same table indicates that 16.7 percent of the principals and 12.3 percent of the teachers responded the principals effort to encourage individuals to make decisions within their scope of delegated authority was high. On the other hand, 58.3 percent of the principals and 51.5 percent of the teachers confirmed that it was low. The data revealed the performance of most principals was low related to this managerial practice.

This inadequate application of delegation may be attributed to the principals' inability to retain authority in order to keep the delegated individuals from making mistakes which seems to arise out of inexperience. It is to be noted, making mistakes is natural. Delegates should be permitted to make some and their cost has to be seen as investment in personal development. On the whole, principals' success depends to a very great extent on how far and how effectively they delegate.

In light of this, Dull (1981: 63) says one of the qualities of a successful principal is to know how to delegate authority properly to subordinates.

Table 11 Principals' Practice in Utilizing Conflict Resolution Mechanisms

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Alleviates conflict by avoidance	Principals	N ^o	7	3	1	1	-	12
			%	58.3	25	8.3	8.3	-	100
		Teachers	N ^o	78	21	13	11	7	130
			%	60.0	16.2	10.0	8.4	5.4	100
2	Solves conflict by accommodation	Principals	N ^o	2	8	2	-	-	12
			%	16.7	66.6	16.7	-	-	100
		Teachers	N ^o	23	72	23	7	5	130
			%	17.7	55.4	17.7	5.4	3.8	100
3	Resolves conflict through domination	Principals	N ^o	2	4	3	2	1	12
			%	16.7	33.3	25.0	16.7	8.3	100
		Teachers	N ^o	28	16	23	41	22	130
			%	21.5	12.3	17.7	31.5	16.9	100
4	Solves conflict by compromise	Principals	N ^o	2	-	3	7	-	12
			%	16.7	-	25	58.3	-	100
		Teachers	N ^o	16	19	29	43	23	130
			%	12.3	14.6	22.3	33.1	17.7	100
5	Resolves conflict by integrating method	Principals	N ^o	-	2	1	8	1	12
			%	-	16.7	8.3	66.7	8.3	100
		Teachers	N ^o	9	13	14	69	25	130
			%	6.9	10.0	10.8	53.0	19.2	100
6	Utilizes all the above methods depending on the situation and nature of the problems	Principals	N ^o	2	-	4	6	-	12
			%	16.7	-	33.3	50	-	100
		Teachers	N ^o	7	11	21	73	18	130
			%	5.4	8.5	16.2	56.2	13.8	100

School principals, to play their key roles in conflict management as much as, possible should know what their position expects of them, be equipped with the knowledge of proper applications of conflict resolution mechanisms in managing the school system. Due to this, items in the table were constructed to assess principals' practice in conflict management.

In this regard, a brief look at the data in Table 11 depicts that 58.3 percent of the principals and 60 percent of the teachers indicated that principals use of avoiding, resolution mechanism was very high in running the school system. Likewise, 66.7 percent of the principals and 55.4 percent of the teachers rated the usage of accommodation technique by principals as high.

In relation to this, in most cases, as the minutes revealed, discussions dealt with and issues raised at the staff meeting were disciplinary problems that were raised due to the principals' deficiency to play their roles in conflict management as much as what their position expects of them. The

reason might be that most principals were newly assigned by authorities regardless of their knowledge of conflict management mechanisms and experience in principalship. Due to this they prefer to go with conflict rather than to solve it.

In light of the above analysis scholars Rashid and Archer, (1983: 3.23) portrayed that conflicts among teachers, principals and between teachers and principals are inevitable in school context and “trying and failing to prevent it may be more frustrating than the conflict itself”. The best approach is to accept and manage it properly by using the different conflict resolution mechanisms depending on the situations.

Despite this in item-6 of the same table only 16.7 percent of the principals confirmed that they utilized all the mentioned techniques of conflict handling depending on the situation and nature of the problem in managing their school system. This show, most of the principals seem to lack the knowledge that enables them to manage conflict property.

In light of the above analysis, Rashid and Archer (1983: 323) suggest that principals in managing each conflict situation must be knowledgeable to handle individually according to its unique characteristics. No one best style will work in any situations, even within a single school. However, as the data revealed, it seems necessary for the principals to have the knowledge through training on techniques of handling conflicts.

Table 12: Principals' Effectiveness in Schedule Making and Implementation

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Encourages teachers to participate in schedule making	Principals	N ^o	2	8	2			12
			%	16.7	66.6	16.7			10
		Teachers	N ^o	13	74	27	9	7	130
			%	10.0	56.9	20.8	6.9	5.4	100
2	Assigns the teaching staff with equitable (fair and just) load on the basis on their specialization and experience	Principals	N ^o	1	8	3			12
			%	8.3	66.7	25			100
		Teachers	N ^o	15	79	27	5	4	130
			%	11.5	60.8	20.8	3.8	3.1	100
3	Assigns non - teaching duties to the staff as fairly as possible on the basis of teaching load, interest and attitudes.	Principals	N ^o	1	3	5	3	-	121
			%	8.3	25	41.7	25	-	100
		Teachers	N ^o	8	11	20	83	8	130
			%	6.2	35	15.4	63.8	6.2	100
4	Prepares the school annual calendar that shows the major school activates	Principals	N ^o	1	3	5	3	-	12
			%	8.3	25	41.7	25	-	100
		Teachers	N ^o	9	12	18	80	11	130
			%	6.9	9.2	13.8	16.5	8.5	100

Table 12 items were designed to assess the principals' technical skill effectiveness in schedule making and implementation. Accordingly, in item one, 66.7 percent of the principals and 9 percent of the teachers responded that the principals' effort to encourage teachers to participate in schedule making was high. But 16.7 percent of the principals and 20.8 percent of the teachers rated principals' effort related to this managerial practice as average on the whole. This reveals that the principals were good at encouraging teachers to participate in schedule making.

In item 3 of Table 12, respondents were requested to point out their view regarding the principals' performance to assign non-teaching duties to the staff as fairly as possible on the basis of teaching load and interest and attitudes. Accordingly, 25 percent of the principals and 8.5 percent of the teachers confirmed that principals' effort to assign non-teaching duties on the basis of teaching load interest and attitude was high. To the same item, 41.7 percent of the principals and 15.4 percent of the teachers indicated that it was medium. On the other hand, 25 percent of the principals and 63.8 percent of the teachers indicated that it was low. From the data, it is possible to understand that principals do not allot equally non-teaching load to teachers.

Furthermore, as the document analysis of most sampled school revealed unnecessary loading of co-curricular activities and un-proportional non-teaching work assignment was one of the sources generating conflicts in the staff.

Thus, educational activities of the principals directly related with studying and improving the teaching learning conditions surrounding the growth of pupils and teachers do not seem well allotted. This exhibits that students' learning and instructional improvement may not run effectively. This inappropriate use of human resource might be due to lack of technical skills that is expected from the school principals in scheduling at the school level. Professionally skilled principals wisely consider the variables curriculum, pupils, teachers and time in schedule making in order to run the school programme satisfactorily (Dean, 1985: 62-65)

In item 4 of the same table, 25 Percent of the principals and 9.7 percent of the teachers replied that the principals performance in preparing the school annual calendar that shows the major school activities was high. On the contrary, 25 percent of the principals and 61.5 percent of the teachers replied that the principals' effort to prepare the school annual calendar that shows the major activities was low. From this response it is possible to infer that the majority of teachers confirmed that the principals do not prepare school calendar that shows major school annual

activities. Furthermore, from the document analysis carried out, no school has been observed in preparing handbooks for teachers.

As there are more activities in secondary schools, there seems an increasing need to be more efficient in scheduling. In this regard, schedule making is not a single act that focused on the making of timetable for the day to day lesson alone. Rather it embodies the whole range of activities of the school year which requires professionally well qualified principals with a diversified view about instructional activities (Zewdaneh, 1972: 17). Despite this, the principals' deficiency to perform this task may have steamed from lack of broad concept about instructional activities.

Table 13: Principals' Effectiveness in Managing School Curricula

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Makes periodical assessment of academic program of the year through either the curriculum committee or the staff meeting	Principals	N ^o	1	4	6	1	-	12
			%	8.3	33.3	50	8.3	-	100
		Teachers	N ^o	10	14	30	72	4	130
			%	7.7	10.8	23.1	55.4	3.1	100
2	Involves parents in school academic affairs	Principals	N ^o	1	2	7	2	-	12
			%	8.3	16.7	58.3	16.7	-	100
		Teachers	N ^o	4	12	26	83	5	130
			%	3.1	9.2	20.0	63.8	3.8	100
3	Provides a continuous professional counseling (advice) and instruction to deputy principals, unit coordinators and department heads in order that the teaching – learning process may run effectively.	Principals	N ^o	1	3	7	1	-	12
			%	8.3	25.0	58.3	8.3	-	100
		Teachers	N ^o	9	10	27	81	3	130
			%	6.9	7.7	20.8	62.3	2.3	100
4	Encourages teachers to comment the content and the organization of the teaching materials	Principals	N ^o	1	3	6	2	-	12
			%	8.3	25.0	50	16.7	-	100
		Teachers	N ^o	7	9	27	85	2	130
			%	5.4	6.9	20.8	65.4	1.5	100

Table 13 was designed to investigate the extent of effectiveness of principals' technical skill in managing school curricula. In light of this, as can be observed, from table 13 of item 1, 33.3 percent of the principals and 10.8 percent of the teachers responded that the principals' effort to make periodic assessment of academic program of the year through either the curriculum committee or the staff meeting was high. However, 50 percent of the principals and 23.1 percent of the teachers indicated that the principals' performance related to this task was average. On the other hand, 8.3 percent of the principals and 55.4 percent of the teachers confirmed that the principals' effort to make periodic assessment of academic program of the year was low. The

outcome of this data noted that the principals' practice related to this technical skill was deficient as perceived by teachers.

Moreover, the document analysis of most sampled schools also revealed that this aspect gets attention only at the end of the year. To secure a comprehensive teaching learning process, assessment of the school academic program of the year must be kept actuated from time to time and improvements be made. This will help to keep the teaching learning process more lively and effective.

In this regard the principals' in ability to carry out this technical task which is the base line for the overall operation of the school might be due to the principals act in technical/instructional leadership on their general learning experience without professional experience and training in principalship.

The importance of separate training to deserve efficiency in curriculum management highlighted by Ubben and Hughes (1997: 121). Accordingly, in order to have the conceptual knowledge in managing curriculum such as to diagnose educational problems, to evaluate educational problem and to work with and lead teachers, principals need to be professionals.

In items 2 of Table 13 the respondents were requested to point out their views regarding the principals' ability to involve parents in school academic affairs. Accordingly, 16.7 percent of the principals and 9.2 percent of the teachers confirmed that principals' effort to involve parents in the school academic affairs was high while, 52.3 percent of principals and 20 percent of teachers indicated the effort related to this task was average. On the contrary, 16.7 percent of the principals and the great majority 63.8 percent of the teachers confirmed that the principals' effectiveness related to this technical skill was low. This implies the principals' performance in involving parents for the improvement of instruction was low.

Moreover, the document analysis of most sampled schools also revealed that principals invite parents at the end of the year to report the academic progress of their children. In light of this, it was found that PTA members' participation were also limited to fill in the performance evaluation of teachers. From the document of PTA's minutes, there were no any agenda items discussed regarding student academic progress, what remains to be done and what problems were faced and the measures to be taken.

To this end, the principals' relationship with parents and their abilities to arrange conducive discussion meeting for teachers and parents together was low. This might reveal the possession of less skill by the principals in managing the school curriculum.

With respect to item 3 of the same table, 25 percent of the principals and 7.7 percent of the teachers responded the principals' competency to provide a professional counseling and instruction to the staff in order that the teaching – learning process run effectively was high. Nevertheless, 58.3 percent of the principals and 20.8 percent of the teachers replied that the principals had average performance related to this managerial practice. On the contrary, 8.3 percent of the principals and 62.3 percent of the teachers confirmed that the principals' effectiveness to provide professional counseling and instruction to the staff in order that the teaching – learning process run effectively was low. This revealed that the principals' managerial effectiveness as instructional leader to provide professional counseling and instruction to the staff was low.

In light of the above analysis Dimmock, (2000: 251) asserted that skill in principalship is addressed to the practical teaching and learning situation and allows principals to intervene with helpful skill to upgrade the standard of instruction provided in schools. Despite this, as the findings revealed it can be inferred that due to lack of training in instructional skills, principals could not promote school learning climate.

A brief look at the data in Table 13 item 4 depicts that 25 percent of the principals and 6.9 percent of the teachers replied that the principals effort to encourage teachers to comment on the content and the organizations of the teaching materials was high: While, 50 percent of the principals and 20.8 percent of the teachers this was average. On the other hand, 16.7 percent of the principals and 65.4 percent of the teachers confirmed that the principals' effort to encourage teachers to comment the content and the organization of the teaching materials was low.

This might reveal that the principals' positive influence to comment on the content and the organization of the teaching materials seemed to be low. Moreover, the number of periods wasted, teachers' and students' disciplinary problems reported at the school curriculum committee meetings also indicate that principals have problems in this technical skill practice in managing the school curriculum.

Emphasizing the vital importance of this technical skill practice, Pajak (1989: 89) underlined that supporting teachers with resources and encouragement is seen as especially important by successful instructional leaders of schools. Principals' support for teachers to comment the content and the organization of teaching materials throughout the teaching learning process is therefore essential to success in principalship. Above all the involvement of teachers in this process could bring positive results for they are the ones who are concerned with the implementation of curriculum.

However, as far as managing instruction is believed to be the major goal of schooling the principals' performance in carrying out this task would seem to put their effectiveness in questions. The deficiency in this technical skill practice would seem to call for urgent remedies.

Table 14: Assessment of Principals' Supervisory Skill

N ^o	Items	Respondents		Degree of the Assessment					
				Very high	High	Medium	Low	Very low	Total
1	Carries out classroom observation by him/her self or through vice academic principals	Principals	N ^o	1	9	2	-	-	12
			%	8.3	75	16.7	-	-	100
		Teachers	N ^o	26	68	27	9	-	130
			%	20.0	52.3	20.8	6.9	-	100
2	Conducts pre observation conference in order to make a mutual agreement on the place and time of the observation with teachers	Principals	N ^o	1	2	6	3	-	12
			%	8.3	16.7	50.0	25.0	-	100
		Teachers	N ^o	7	11	19	69	24	130
			%	5.4	8.5	14.6	53.0	18.5	100
3	Makes conferences (meetings) with teachers to avoid discrepancies observed during classroom observation	Principals	N ^o	1	2	5	4	-	12
			%	8.3	16.7	41.7	33.3	-	100
		Teachers	N ^o	8	13	27	74	8	130
			%	6.2	10.0	20.8	56.8	6.2	100
4	Works with department heads to enhance the academic progress of the school	Principals	N ^o	1	2	5	4	-	12
			%	8.3	16.7	41.7	33.3	-	100
		Teachers	N ^o	10	12	32	69	7	130
			%	7.7	9.2	24.6	53.1	5.4	100

Table 14 was constructed to examine the extent to which principals adopt professional technique skill in supervision that addresses the practical teaching and learning situation. Accordingly in item, 75 percent of the principal and 52.3 percent of the teachers replied that the principals' effort to carry out classroom observation by him/herself or through deputies principals was high, while 16.7 percent of the principals and 20.8 percent of the teachers said this it was average. This reveals that above half of the teachers confirmed that principals' effort to carry out this managerial practice was high.

Furthermore, from the document analysis it was found out that most principals make effort to conduct classroom observation twice in a year to fulfill the formality of performance evaluation. In light of this, Pajak (1989: 210) reported the most common use of classroom observation by professionally skilled principals is to help teachers, improve by identifying specific needs, to satisfy teachers professional and personal demands. However, as the finding revealed principals were not found to make their visits to be development oriented rather they give more emphasis to the rating of performance of teachers than to assisting them to improve in competences. This might be attributed to the fact that most principals did not take training in supervision.

Pre- observation conference as one of the supervision skills of principals was examined in item 2 of Table 14. In this regard, respondents were requested to point out their views regarding the principals' practice to conduct pre-observation conference in order to make a mutual agreement on the place and time of the observation with teachers. Accordingly, 16.7 percent of the principals and 8.5 percent of the teachers replied that it was high. But, 50 percent of the principals and 14.6 percent of the teachers responded that it was average. On the other hand, 71.5 percent of the teachers and 25 percent of the principals confirmed that the principals' performance to conduct pre observation conference was low and below that. This shows that a high proportion of teachers confirmed that principals were inefficient in the utilization of the mentioned supervisory skill. Related to classroom observation process, Dunkie (1987: 75) asserts that principals usually viewed as skillful by teachers if observation are well planned on purpose and scheduled in advance with teachers who are to be observed in the process. Thus, it is the principals' professional task to sensitize and motivate teachers to select appropriate place and time convenient for them and thereby giving a first test of participation in supervision. Nonetheless the finding above indicated that most principals do not seem to be skillful to practice pre observation conference as one of classroom supervisory procedure for better and healthy classroom supervision. Principals' poor performance in conducting pre observation conference could be because for they may have not viewed informal interaction in designing pre observation classroom observation as valuable factor to enhancing the morale of teachers. It could also be attributed to lack of professional orientation on the instructional leadership skills which are the base line for the over all operations of school activities.

With regard to item 3 in the same table 16.7 percent of the principals and 10.0 percent of the teachers responded that principals' performance in making conference with teachers to avoid discrepancies observed during classroom observation was high. Where as, 41.7 percent of principals and 20.8 percent of the teachers ascertained that principals' performance related to this supervisory skill was average. On the other hand, 33.3 percent of the principals and the majority 56.9 percent of teachers confirmed that the principals managerial practice related to this issue was low.

Class visitation followed by conferences with teachers are highly recommended by authorities in the field for they are more likely to do away with discrepancies observed in the process of teaching. Principals to be effective in instructional leadership, should have a thorough knowledge and practical experience of supervision as it is related to the improvement of classroom instructional and professional skills of teachers.

As teachers in secondary schools are specialists in their subject area, the solution to most difficulties rest with the teachers themselves. In this regard, skilful "principals held conferences as clearing house for ideas which are eventually implemented by classroom teachers (Dunkie, 1987: 75). Nevertheless these accounts seem to be less practiced by principals as it was confirmed by the finding. This might be attributed to the principals' lack of awareness of the potential improvement of instruction, which could be obtained from supervisory conferences.

In item 4 of the same table, 16.7 percent of the principals and 9.2 percent of the teachers responded that the principals effectiveness to work with department heads to enhance the academic progress of the school was high, while 41.7 percent of the principals 24.6 percent of the teachers put it as medium. The responses of the majority 3.1 percent of the teachers and 33.3 percent of the principals indicated that it was low. Based on the responses of the teachers, as they are closer to principals, the principals' performance to work with department heads to enhance the instructional programme of the school was low. In light of this, Manolakes (1975: 50) asserts that principals, as skilled technical advisors and helpers for teachers and department heads, should serve as sources of specific ideas, plan with teachers' new activities or instructional units and offer feedback to teachers for the academic progress of the school. Yet the result of the above finding may indicate that the principals lack professional know-how to enhance the academic progress of the school.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary

The main purpose of this study was to explore the current status of managerial skill effectiveness of North Gondar Zone secondary school principals, to point out the prevailing problems, and to suggest the possible solutions.

In order to achieve this purpose, the study attempted to answer the following basic questions.

1. What level of conceptual skills do secondary school principals possess in planning, organizing and decision making to manage their schools effectively?
2. To what extent do secondary school principals possess the necessary human skills to effectively accomplish tasks as communicating, motivating, delegating authority and resolving conflicts?
3. To what extent do secondary school principals have technical skills in: Schedule making, managing curriculum and conducting supervisory activities?

In an effort to assess the current managerial skill effectiveness of the principals', the descriptive survey method was employed. The study was carried out in 12 government secondary schools, selected out of 25 such schools of the zone by using the simple random sampling technique.

The respondents of the study were teachers and principals. All principals were incorporated in the sample by using the availability sampling technique. The size of teachers' representativeness in the study was set by using a technique of quota sampling technique. In such a way 31% of the teachers in each school were included in the study which makes up a total of 138 teachers. The quota sampling technique was used to pick up a fixed number of respondents in each school.

The information for the study was obtained through questionnaires, document analysis and interview. The latter two methods were used as supplements to the questionnaire to make the study more reliable and comprehensive. A total of 150 questionnaires were distributed to the respondents. Among these, 142 completed questionnaires (94.2 percent) were collected. In analyzing the findings of the study, percentage and frequency were used.

The following are the major findings of the study

1. With respect to the principals' skill in planning the majority of the teachers ascertained that the principals performance to asses the existing situation and school internal directives, to plan according to the school resource, to design with the school committee and the staff was unsatisfactory. Likewise, school plans were observed to be mere repetition of past years' experience and resources were allocated as a whole without showing the allocated resource for each school activities. Moreover, the responsibility given to the school committee to approve the school plan was not made practical. However, around 50 percent of principals responded that their performance in planning school activities was average.
2. Principals' effectiveness in organizing staff development activities was rated low by 50 percent of the principals 60 percent of the teachers. Principal's effort to organize workshops, provide information on current educational issues, urge teachers to conduct research activities in order to promote teachers professional development was not to the level of expectation of school staff need for improving professional development of teachers.
3. Concerning principals' performance in school plant management, 43.1 percent, of the teachers responded that the principals' effort to ensure whether the supplies of materials and facilities required to commence the teaching learning process are in place adequately and orderly before the schools open was average. The Woreda Education Office heads reported that the principal's inefficient management to maintain effective material delivery system also hampered the use of available scarce teaching materials and facilities by the staff. However, 55 percent of the principals perceived their performance on this practice to be high. Likewise, 53.8 percent of the teachers ascertained that the effort of the principals to coordinate the school community in school maintenance and in organizing recreational facilities was low. On the other hand, the majority of the principals responded that their performance on these two practices of school plant management was average. Therefore, the principals performance on school plant management in order to integrate school activities for the overall goal achievement of the school was unsatisfactory.

4. With regard to the principals' managerial practice in school budget preparation 50 percent of the principals claimed that their managerial practice in assessing the school finance capacity before allocating budget to the school activities was high. But, 60.8 percent of the teachers reported it was low. It was also observed that most schools allocated budget for the activities as a whole without providing priority to the key activities of the school. In addition, almost similar differences have been reported by the respondents on the practice of the principals to encourage teachers to partake in the formulation of the school budget, i.e. 50 percent of the principals reported that their effort to encourage teachers to partake in the formulation of school budget was high. However, the majority (55.4 percent) of teachers indicated it was low. An examination of document also showed that in most schools budget preparation was not a joint activity and responsibility of both teachers and principals.
5. In relation to principals' decision making skill, the majority (around 53 percent) of the teachers ascertained that the principals' effort to encourage teachers to participate in decision making process, take measures against school personnel showing misbehaviour by gathering adequate evidences, decide on programmed and non programmed school problems were low. Similarly, the Woreda Education Office heads reported the principals' inefficiency to decide on school problems according to the school rules and regulations. On the other hand, the principals rated their performance in deciding on unique school problems by using the school discipline committee and penalizing school personnel showing misbehavior by gathering adequate information to be high. Moreover, their effort to encourage teachers to participate in discussion making process and decide on repetitive problems in accordance to school rules and regulations at the appropriate time was perceived to be average.
6. Concerning the principal's communication skill, 50 percent of the principals and teachers responded that the principals performance to communicate the whole activities to teachers at staff meeting and important school issues to students regularly was average. Likewise, 60.8 percent of the teachers ascertained that the principals' performance in practicing open door policy communication system in order to give freedom of access and to get views from the staff, and communicating important school issues to parents periodically was

low. On the other hand, around 50 percent of the principals perceived their performance related to the latter two communication skill items to be average. In some schools the progress of students and other activities were reported to parents at the end of the academic year. Moreover, most principals reported the general school activities and progress to the staff at the end of each semester.

7. Regarding the principals' motivation skill, nearly 56 percent of the teachers ascertained that the principals' effectiveness in motivating the staff by involving teachers on matters that affect their work life, giving credit, praise or recognition to those jobs well done and encouraging them was low. On the other hand, 44.7 percent of the principals indicated that their performance in applying the mentioned staff motivation techniques in order to develop teachers' interest and positive feeling towards school goal attainment was average.
8. Regarding the principals' skill in authority delegation, the majority of the teachers and principals indicated that the principal's performance to assign tasks in a well spelled out form and to check and ensure whether the responsibilities delegated to individual or group have been exercised well or abused was average. Likewise, the majority of teachers and principals ascertained that the principals' performance to assist subordinates after delegating authority and encourage individuals to make decision within their scope of delegated authority was low.
9. With regard to conflict resolution mechanisms practice, the majority of the two group respondents indicated that the usage of avoiding and accommodating techniques by most principals in order to control and handle conflicts in managing the school system was high.
10. Regarding the principals' skill in scheduling, nearly 60 percent of the principals and 66 percent of the teachers ascertained that the principals effort to encourage teachers to participate in schedule making and to assign the teaching staff load on the basis of their specialization and experience was high. On the, other hand, 61 percent of teachers responded the principals' practice to assign non-teaching duties to the teachers that improve the teaching learning conditions as fairly as possible on the basis of teaching load, interest and attitudes and prepare annual calendar that shows the major school

activities of the year was low. Likewise, no school was found to prepare handbooks for teachers. On the other hand, 44.1 percent of the principals, rated their performance on the latter two managerial practice to be average.

11. Concerning the principals' effectiveness in managing school curriculum, nearly 50 percent of the principals reported that their performance to make periodic assessment of academic program of the year through either the curriculum committee or the staff meeting, involve parents in school academic affairs, provide a continuous professional counseling and instruction to deputy principals, and others in order that the teaching learning process run effectively and encourage teachers to comment on the content and the organization of the teaching materials was average. On the other hand, almost 61 percent of the teachers ascertained the principals' performance on these technical skill practices was low. Usually the assessment of academic program of the school got attention either by the staff or the curriculum committee at the end of the year. Likewise, PTA's members participation were limited to filling in the performance evaluation of teachers twice a year.
12. Regarding the supervisory effectiveness of principals, the majority of teachers ascertained the principals practice to conduct supervisory conferences in order to make a mutual agreement on the place and time of the observation with teachers, to avoid discrepancies observed during classroom observation and to work with department heads to enhance the academic progress of the school was low. On the other hand, principals rated their performance on this technical skill practice to be average. Classroom visits were done to fulfill performance evaluation of the teachers twice in a year.

4.2 Conclusion

Based on the major findings, presented above, the following conclusions were drawn.

1. Success in any educational institutions significantly depends on effective and efficient management. Likewise, the accomplishment of educational programmes that take place at school level are more likely to be successful to the extent the principals possess the necessary professional training and relevant experience. However, the findings revealed that most of the principals were not trained in the area of managing educational

institutions. They were assigned in the post without having an exposure to the necessary managerial skills through training or adequate experience. Since the principals' managerial skills effectiveness is the base line for the overall performance of their task, it can be concluded that, inadequate management skills and experience of principals is the one that adversely affects their effectiveness in carrying out the principalship functions.

2. It was found out that most principals' effectiveness to design the overall school plan by assessing different influential forces and to prepare it according to the school resources was not satisfactory. Most school plans were mere repetitions of past year experience. Moreover, resources were allocated as a whole without providing priority to the key activities of the school. The study also disclosed that most principal's effort to involve teachers and PTA members in planning, decision making and approving school budgets was low. This revealed that most principals were not effective to facilitate situations for the PTA members to carry out their roles and responsibilities established by law. Most principals ineffectiveness in preparing development oriented plan by analyzing different elements that influence the school plans implementation and in integrating all functions that have positive effect to achieve the major objectives of the schools could be attributed to lack of adequate task relevant experience and professional training in large.
3. Every work in an organization and its effectiveness is solely determined by the communication network absorbed in it. The finding in this thesis disclosed the principals' skill to maintain effective internal communication network by arranging regular staff meeting and communicating important school issues for the students, who will gain or lose most from the nature of education provided was not satisfactory.

Moreover, their skill to nurture and develop external relation by communicating important school issues to parents and other stakeholders in order to improve instruction, generate additional income for education and establish better educational management were low. It was found in most schools that the progress of students and other school activities were reported to the PTA representatives and to the whole parents at the end of the year. This reflects that principals are not going by the book which expects them to do it at least three times in a year; at the beginning, mid and end of the year to discuss the strength, weakness and problem of the school with PTA members. PTA members' participation

was limited to fill in the semester performance evaluation of teachers. The principals' ineffectiveness to maintain bilateral communication pattern with teachers and the target group of the teaching learning process could be due to their inadequate knowledge and skill of communication which is a very important aspect of human skill.

4. It was found out that most principals were ineffective to accomplish supervisory function at each classroom supervisory procedures. Their visits were not found to be development oriented. They conduct classroom supervision to evaluate the semester performance of teachers rather than on assisting them to improve their professional competence. Since every discipline has a peculiar way of approach of its own, knowledge and skills in a particular activity the inability of the principals to exercise classroom supervision for successful operation of the school instruction could be attributed to their inadequate technical knowledge and skill of supervisory aspects.

4.3 Recommendations

On the bases of the aforementioned findings and conclusions the following recommendations are forwarded:

1. Secondary school principalship is a complex managerial job incorporating a range of tasks and responsibilities. To cope with the current and newly emerging complex management tasks and situations, principals have to be well a ware of scientific approaches of the teaching learning process, evaluating results and interpreting them to students and other stakeholders. To possess this skills it is imperative that principals acquire task relevant managerial training and experience. In this endeavor, as managerial skills and knowledge of school principals is a key element for successful implementation of educational objectives of the policy at school level, the most important and worthy recommendation is thus, that the Amhara Regional Education Bureau, with Zone and District Education Offices need to revise the criteria used for selecting and appointing secondary school principals and serious consideration should be given for field of study, qualification level and experience.
2. To improve the current secondary school principals managerial skills effectiveness the Regional Education Bureau and the Zone Education Department should provide in service

training in educational management. If it is difficult to offer intensive training for all secondary school principals within a short period of time, it is possible to offer at least short term introductory managerial courses through seminars and workshops.

3. Exchange of management experience among principals may also improve the managerial skills of as some school principals may have better managerial skills compared to other schools, Hence the Zonal Education Department should arrange programmes for the school principals to visit the relatively better run schools and have discussion forums in the schools on how school principals can improve their managerial skills.
4. It was discovered that the principals were unable to create the situation for adequate and genuine participation of the teachers and PTA members to carry out their responsibilities in planning, decision making, approving school budgets and assessing the progress of school activities which is vested to them by the Region Education Bureau rule. Since meaningful participation of teachers and PTA members help to facilitate the successful realization of school objectives and improve the management capacity of secondary school principals. It seems commendable that the Wereda Education Offices and Zone Education Department as the immediate responsible body to control the education system of secondary schools should make maximum and periodic assessment of the principals' performance in enhancing PTA members meaningful and genuine participation in secondary school management. The school principals, to increase parents and their representative participation in school affairs, ought to make clear the objectives of secondary schools and the role and responsibilities of PTA members to realize the educational objectives.
5. The study revealed that most principals were ineffective to accomplish supervisory functions. Classroom observations were held just to fill in the semester performance evaluation form or for report consumption rather than to enhance the academic progress of the school. The prevalence of this supervisory skill deficiency in managing instruction greatly affects the major objectives of schools. Therefore, it is recommended that educational leaders at all levels give greater emphasis to strengthening school level supervision which is mandated by the AREB to be introduced it in all secondary schools of the region. This could be attained by providing adequate training in various areas of

supervision, working closely with principals, department heads and senior teachers who are supposed to conduct supervision for school-based instructional improvement. Exercising school level supervision as a corporate responsibility is also recommended to increase the frequency of classroom supervision in secondary schools and to redirect the principals' emphasis from mere performance evaluation to diagnosing or improving instruction of schools.

6. The study revealed that people who have rich experience in educational planning and management are assigned to teaching. In this regard, as a short term solution to building the professional capacity of the newly appointed principals, the Zone Education Department or the Regional Education Bureau can assign them in the Zone Education Department in order to introduce them to preparing short-term training courses on school management and providing them with supervisory support.
- ✓ 7. For further development of secondary schools performance and to take immediate measures on identified problems, it would be recommended to conduct an impact evaluation survey with the active participation of the students, teachers, parents and other stakeholders through the guidance of the REB and with the social sector of the ANRS council on the existing criteria used for appointing secondary school principals.
- ✓ 8. Finally, the writer recommends a more detailed and comprehensive investigation in this area so as to further strengthen the findings of this study.

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APPENDIX - A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Questionnaire to be filled by school. Administrators and Teachers of Secondary School

This questionnaire is designed to assess principal's managerial effectiveness of North Gondar Zone Secondary Schools.

The information gathered through this questionnaire will be used for research purpose only. Your honest response determined the success of the study. Thus you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

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

Note: Please, do not write your name in any part of the questionnaire

Thank you in advance for your time and concern

Part One

Instruction:

Please make a check make (x) in the box provided or write brief answers wherever necessary.

1.1 Name of your school: _____

1.2 Sex: a. Male b. Female

1.3 Age: a. 25 years and below c. 36-45 years
b. 26-35 years d. 46-55 years

1.4 Marital status: a. Married b. Unmarried
c. Divorced d. Widowed

1.5 your highest educational level of attainment:

- a. TTI b. 12+2 c. 10+3
d. 12+3 e. B.A/B.S.C f. M.A/M. S.C
g. Others/ please specify _____

1.6 Write your major area of study at your highest educational level of attainment: _____

1.7 Teaching experience in years:

- a. 0-5 b. 6-10 c. 11-15 d. 16-20
e. 21-25 f. More than 25 years

1.8 Have you ever served in administration position before your present position?

- a. Yes b. No

1.9 If your answer to item 1.8 is "Yes", please put a check mark (x) in the box, representing your experience and years of services (Please, check as many as you think appropriate)

- | | | | | |
|---------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|
| a. Assistant principal | a. 0-5 <input type="checkbox"/> | b. 6-10 <input type="checkbox"/> | c. 11-15 <input type="checkbox"/> | d. 16-20 <input type="checkbox"/> |
| | e. 21-25 <input type="checkbox"/> | f. More than 25 years <input type="checkbox"/> | | |
| b. Unit leader | a. 0-5 <input type="checkbox"/> | b. 6-10 <input type="checkbox"/> | c. 11-15 <input type="checkbox"/> | d. 16-20 <input type="checkbox"/> |
| | e. 21-25 <input type="checkbox"/> | f. More than 25 years <input type="checkbox"/> | | |
| c. Department head | a. 0-5 <input type="checkbox"/> | b. 6-10 <input type="checkbox"/> | c. 11-15 <input type="checkbox"/> | d. 16-20 <input type="checkbox"/> |
| | e. 21-25 <input type="checkbox"/> | f. More than 25 years <input type="checkbox"/> | | |
| d. other (Please specify) | a. 0-5 <input type="checkbox"/> | b. 6-10 <input type="checkbox"/> | c. 11-15 <input type="checkbox"/> | d. 16-20 <input type="checkbox"/> |
| | e. 21-25 <input type="checkbox"/> | f. More than 25 years <input type="checkbox"/> | | |

1.10 Your present position and years of services in this school (Please check as many as you think appropriate):

- | | | |
|------------------------|---------------------------------------|--|
| a. Principal | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |
| b. Assistant principal | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |
| c. Unit leader | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |

- | | | |
|-----------------------------|---------------------------------------|--|
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |
| d. Department head | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |
| e. Teacher | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |
| f. Others, (Please specify) | a. 0-3 years <input type="checkbox"/> | b. 4-6 years <input type="checkbox"/> |
| | c. 7-9 years <input type="checkbox"/> | d. 10 years and above <input type="checkbox"/> |

Part Two

Instruction II

Please indicate the extent to which the following managerial activities are practiced by your school principal in managing the school programme. In answering each item put a check mark (x) in column which nearly reflects the principal actual practice by using the following five scales: very high (5), High (4), medium(3), Low (2), very low(1).

No	Managerial Practices	Very high 5	High 4	Medium 3	Low 2	Very Low 1
1	Designs the over all school plan by assessing the existing situation and school internal directives					
2	Allocate resources according to the school activities priority order					
3	School activities planned are often feasible					
4	Designs the overall school plan in collaboration with school committee and the staff					
5	organizes and facilitates teachers' professional development through in service training (workshops, seminars etc)					

No	Managerial Practices	Very high 5	High 4	Medium 3	Low 2	Very Low 1
6	Assists teachers professional improvement by giving information on current educational issues and strategies					
7	Acquaints teachers with their duties in order to discharge their professional tasks as desired					
8	Pays attention to research activities					
9	Ensures whether the supplies of materials and facilities required to accomplish the teaching learning processes are available, before the school opens					
10	Checks the school facilities are properly used and handled					
11	Coordinates the school community in school building construction and maintenance.					
12	Organizes recreational facilities for the school community					
13	Assesses the school finance capacity before allocating budget to the school activity, setting priority orders					
14	Encourages teachers to participate in the formulation of the school budget.					
15	Utilizes the school fund according to the budget allocated					
16	Manages the school finance accounting activities properly					
17	Encourages teachers to participate in decision making process					

No	Managerial Practices	Very high 5	High 4	Medium 3	Low 2	Very Low 1
18	Decides on unique (non - programmed) school problems by using discipline committee members					
19	Penalize school personnel showing misbehavior by gathering adequate evidences					
20	Decides on repetitive (programmed) problems without delay carefully					
21	Communicates the whole activities to teachers at staff meeting regularly, say monthly, quarterly, etc					
22	Communicates important school issues to students in assembly					
23	Uses open door policy in order to give freedom of access and to get views from the staff					
24	Communicates important school issues to PTA members and other stakeholders periodically					
25	Approaches the school staff as colleagues by considering their attitudes, beliefs and values in managing the school system					
26	Involves teachers on matters that affect their work life					
27	Gives credit, praise, or recognition to those responsible for jobs well done					
28	Encourages staff members to assume certain responsibilities					

No	Managerial Practices	Very high 5	High 4	Medium 3	Low 2	Very Low 1
29	Assign tasks in a well spelled out forms					
30	Checks and ensures whether the tasks delegated to individual or groups have been exercised well or abused					
31	Assists and motivate subordinates after delegation					
32	Encourage individuals to make decisions with in their scope of delegated authority					
33	Resolves conflict through: a. Avoiding method or by remaining neural in conflict situation					
	b. Accommodation or by suppressing method (minimizing the conflict situation)					
	c. Dominating style, i.e., threatening or punishments					
	d. compromise method					
	e. Integrated method through openness exchange or information, apply scientific or logical sequences in elaborating the cases to reach a solution acceptable					
	f. utilizes all the above methods depending on the situation and nature of the problem					
34	Encourages teachers to participate on schedule making					
35	Assigns the teaching staff with equitable (fair and just) load on the basis of their specialization and experience					
36	Assigns non - teaching duties to he staff as fairly as possible on the basis of teaching load, interest and attitudes.					

No	Managerial Practices	Very high 5	High 4	Medium 3	Low 2	Very Low 1
37	Prepares the school annual calendar that shows the major school activities					
38	Makes assessment of academic program of the year through the staff meeting					
39	Involves parents in school academic affairs					
40	Provides a professional counseling (advice) and instruction to the staff in order that the teaching - learning process may run effectively					
41	Encourages teachers to comment the content and the organization of the teaching materials					
42	carries out classroom observation by himself /herself or through vice academic principals/					
43	Conducts pre observation conference in order to make a mutual agreement on the place and time of the observation with teachers					
44	Makes conferences (meetings) with teachers to avoid discrepancies observed during class room observation					
45	Works with department heads to enhance the academic progress of the school					

APPENDIX - B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY COLLEGE OF
EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

Interview Questions for district education office Heads of the sampled schools wereda.

1. Background Information

1.1. Age

1.2. Sex

1.3. Years of experience as:

a. A teacher

b. A principal

c. A supervisor

d. A manager

1.4. Level of educational attainment

1.5. Field of specialization

1. How often do your office provide supervisory service to the secondary school(s) in a year?
2. What do you think about the level of effectiveness that the secondary school principals in your woreda have in managing the secondary school (s)
3. What are the major problems which you think have hindered principals to fully discharge their managerial skills.
4. What should be done to improve secondary school principals (s) managerial skills

Thank you!

DECLARATION

This thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged.

Name: EYAYU KASSA

Signature: 

Date: MARCH 30, 2007

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

Name: MELAKU YIMAM

Signature: 

Date: MARCH 30, 2007