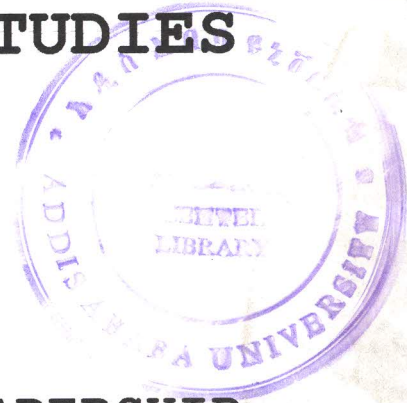
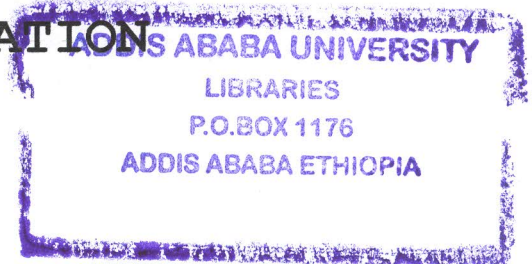


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



TEACHERS PERCEPTIONS OF LEADERSHIP
EFFECTIVENESS OF SECONDARY SCHOOL
PRINCIPALS IN ETHIOPIA: A CASE
STUDY OF ADDIS ABABA CITY
ADMINISTRATION



ARAYA G/EGZIABHER MEHARI

MARCH, 2007

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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL PLANNING AND MANAGEMENT

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ABBREVIATIONS AND ACRONYMS

AAEB	Addis Ababa Education Bureau.
AAU	Addis Ababa University
EMIS	Educational Management Information systems.
MOE	Ministry of Education.
PTA	Parent-Teachers Association.
SPSS	Statistics package for Social Sciences

ABSTRACT

Every group activity requires some sort of leadership to organize and direct the groups' effort towards previously decided goals. Success of different organizations, especially educational institutions depend on effective and efficient principals.

The main purpose of this study was undertaken to asses the experience of principals in government secondary schools in Addis Ababa, Ethiopia, towards their visionary, instructional and participatory approaches of leadership. The study also deals in examining the actual experience and problems of principals in government schools.

The research methodology employed in the study was descriptive survey. Accordingly, a questionnaire for teachers and principals was prepared, pilot-tested and administered to a sample size of 266 teachers and 66 principals. Out of the total distributed questionnaires 94.7% of the teachers' respondents and 90.3% of the principals were properly filled and returned and used for the analysis. In the analysis of the data descriptive statistical techniques such as frequency, percentages and chi-square testing were used.

The findings of the study revealed that principals are less effective in their leadership due to lack of experience and qualification in the profession. Moreover, the principals are predominantly occupied with managerial functions than instructional leadership. The principal's role in promoting and facilitating the participation of the stakeholders in their leadership is also very limited.

Finally, based on the findings, recommendation on capacity building and empowering the principals to do their work effectively on instructional leadership, encouraging participatory approach of leadership and the involvement of the stakeholders in school activities were forwarded.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This Chapter deals with the background, statements of the problem, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

1.1. Background of the Study

The primary purpose of education in most society is to perpetuate cultural value and to prepare students for productive adult roles. Education is the corner-stone for rapid economic and social development of any society.

The most important institutions that support and promote rapid socio-economic development are schools. Schools are perhaps the most complex of all other social institutions. They produce skilled and trained manpower that could solve the unique problems of development. This has made schools to be the most complex of all other institutions. Principals who lead and manage schools are the most important task holders in achieving and contributing to rapid development through effective teaching-learning process.

According to Musaaazi (1988:53) inadequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership. In other words, of the forces affecting the school system, probably none is more important than the school leaders who have the responsibility in recommending change in educational activities and facilitating learning process (Andesin, 1990:186).

Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improved areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school

community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitor strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are addressed with appropriate learning opportunities. (http://www.mdk12.org/process/leading/p_indicators.html)

Research indicates and educators know that high performing schools are complex institutions. At their core is a focus on unwavering expectation of all children to achieve academic proficiency. Surrounding this center are a dedicated staff with a sense of common purpose, strong instructional leadership from the principals, the confidence and respect of parents and an allocation of resources that supports the schools mission. In high performing schools, all members of the school community, both individually and collectively, hold themselves accountable for student success (MOE, 2006).

The school principals are expected to act as leaders in schools. The success of a school to accomplish the goals depends upon the ability of the head to lead staff members. So principals should have the necessary skill, knowledge and understanding in their functions to be influential leaders in schools and bring about high academic performance.

The effective school movement investigated schools whose students from disadvantage situation (minority status, low socio-economic levels) were performing at average or above average levels in basic skills on standardized achievement tests (Brookover & Lezotte, 1979; Edmonds, 1979; Sizemore, Brossard, & Harrigan, 1983; Venezky & Winfield, 1979). In the late 1970s, based on the contrastive studies of high and low performing schools, researchers began to identify common factors of characteristics of these effective schools. One of the major findings of the effective schools research was the identification of instructional leadership as a significant aspect of effective schools (<http://www.sedl.org/change/leadership/history.html>).

Instructional leadership helps to support teachers to be efficient in their performance and to contribute to effective learning, which could result in best academic achievement of the students.

Leaders of educational change have vision; foster a shared vision and value human resources. They are proactive and take risks. In addition, they strongly believe that the purpose of schools is to meet the academic needs of students and to make them effective communicators and listeners (<http://www.sedl.org/change/leadership/history.html>).

Effective principals have a vision of what a good school is and systematically strive to bring that vision into life in their schools. School improvement is their constant theme. They scrutinize existing practice to assure that all activities and procedures contribute to the quality of the time available for learning.

Good school leaders protect the school day for teaching and learning. They actively support learning and motivate their teachers for high academic performance. They make sure the teachers have the necessary material and the kind of assistance and support they need to teach well. Effective principals encourage the participation of teachers, students and parents in their leadership and different activities of the school and they also try to develop community support in fulfilling the school needs.

The success of any school is critically linked to the leadership of the principal. Working in partnership with staff, parents, pupils and the community, the principals articulate a vision and give direction to schools, which will lead them to effective educating. The principals' effectiveness could be described of their strong instructional leadership to support the staff in improving instructions for best and high academic achievement of the students. The school leaders should work on continuous and regular monitoring of performance and attendance for positive school climate and development.

Indeed, it is from the above backgrounds that the researcher was prompted to launch this study, which is to assess the perception of teachers and principals on the actual experience of the school leadership and their effectiveness.

1.2. Statement of the Problem

The role of leadership in an organization is very vital and therefore non-negotiable. To bring the necessary development, principals in schools should be competent in coordinating the teaching and non-teaching staff members towards stated school goals. The leadership in schools should be effective in establishing safe and positive school climate, which could facilitate the training programs and improve high academic performances of students.

Despite the fact that changes in organizing school levels and education promotion strategies have been made successively, the researcher feels that most school principals functioning in Addis Ababa currently seem to be lacking efficiency with reference to what ought to be. The researcher's exposure as school principal for the last eighteen years in Addis Ababa has provided him the opportunity to observe such conditions.

Therefore, the purpose of this study is to find out the major problems that principals face during their leadership and factors that affect their effectiveness.

To do this, the following basic research questions were designed.

1. What is the perception of the teachers' towards the actual experience of principals in setting and articulating school vision?
2. What is the teachers' perception towards the principal work in coordinating the staff in achieving school missions, goals and objectives?
3. How do principals work with the school community (Parents, teachers and students) to improve and lessen the difficulty of the school environment?
4. To what extent do principals perform their functions as instructional leaders?

5. What are the major problems encountered by the principals during their leadership?
6. What are the possible solutions that can alleviate the main problems principals face?

1.4 Significance of the Study

The characteristics of an effective leadership in schools have been adequately discussed by various authorities. However, the practice or performance and their outcomes are not in line with effectiveness. The significance of the study deals with the investigation of the teachers' perception towards the principals' leadership and their effectiveness in school. In addition it helps to discover all difficulties in the school from the practitioners. Identification of such patterns offers schools system leadership both pathways to improvement and opportunities to communicate the positive things happening in the city. Hence, the study has the following importance -

- a. It helps too create awareness and common understanding in educational leadership about the major problems and possible solutions, which help to improve and promote teaching- learning process.
- b. It helps to examine the gap between what is theoretically forwarded by various authorities and the actual existing practice of school leaders.
- c. It might serve as a spring-board for further research work and draw the attention of the concerned bodies or authorities.
- d. It helps to generate information and to minimize shortcoming in the school principals leadership

Therefore, the concerned bodies may, then, take the necessary actions to redress those identified problem and help to improve the leadership effectiveness in schools.

1.5 Delimitation

This proposed study was delimited to investigate the perception of teachers towards the principals' leadership and their effectiveness in Addis Ababa, Ethiopia, particularly in government schools. The delimitation of the study was bound by the realities and facts of highest students' population found in city were concentrated in 21 government schools and accounts for about 81.9% of the total enrollment in 1997 E.C (see Appendix C). Thus, to make the study manageable and thereby investigate the problems the scope of the study was delimited to those government schools.

In addition to the teachers, school principals and deputy principals of those selected government schools were involved in the study to express their opinions and difficulties of their leaderships.

1.6 Limitations of the Study

The study was limited with lack of necessary resources and materials. The study fund earned from AAU was not adequate enough to conduct research in the city. The study was also limited by lack of transportation to reach all the places and schools that are located far from the city.

1.7 Definition of Key Terms.

The following are key terms and phrases, which are used in the context of this research.

1. **Effectiveness:** - The power or capacity to produce a desired result (<http://www.answers.com/effectiveness>).
2. **Government schools:** - schools fully run by the government as per proclamation No. 260/1984 in Ethiopia.
3. **Instructional Leadership:** -Refers to the principals' influence mainly on the behavior of the teachers as they engage in the activities directly affecting the growth of the students (Murphy and Louis, 1999:47).
4. **Leadership:** - (1) the ability and readiness to inspire, guide, direct or manage others: (2) the role of interpreter of the interests and

objectives of the group, the group recognized and accepting the interpreter as spokesman (Good, 1973:332)

5. **Perception:** - an idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948: 938)
6. **Principals:** -The administrative heads and professional leaders in charge of secondary schools (Good, 1973:436).
7. **Secondary/High School:** - A secondary school that includes both general education courses (9-10) and Preparatory studies (11-12) in Ethiopia.

1.8 Organization of the Study.

This study consists of five main parts, each having several headings and subheadings. The study deals with background information on the problem and its approach which is presented in Chapter One followed by Chapter Two on the review of the related literature. Chapter Three of the study deals with the methodology. Chapter Four treats the presentation; analysis and interpretation of the data collected from the respondents of the sample school and, finally, Chapter Five presents the summary, conclusions and recommendations based on the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This Chapter is devoted to related theoretical concepts and empirical evidence of frame works that are pertinent to the topic of the study. In the discussion, concept of leadership, Leadership skill, Leadership functions, Style of Leadership, Leadership in education, Effective school Leadership, and Effective schools and finally the role of school principals are presented subsequently as follows.

2.1 Concept of Leadership

Leadership is the process of influencing the behavior and work of other groups' effort towards the realization of specified goals in a given situation. According to Hemphill (1949), leadership is the initiation of a new structure or procedure for accomplishing the organizations' goals and objectives. Halpin (1956) stated that a successful leader contributes to group objectives and to group relationships. He described leadership behavior into two dimensions of initiating structure and consideration. Davis (1998) said that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals.

McGregor (1978) defined it as leaders including followers to act for certain goals that represent the values and motives, the wants and needs, the aspirations and expectations of both leaders and followers. Leadership is thus inseparable from the followers' needs and goals as leadership occurs in a group. According to Hersey and Blanchard (1988) leadership is a process of influencing the activities of an individual within a group in its effort towards goal achievement in a given situation. A more recent definition of leadership is as follows: leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. (Key and Case, 1990)

In the study of leadership, it is important to identify similarities and differences between the meaning of management and leadership. Management is the process used to planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performance depends to a large extent, on how resources are allocated and management's ability to adapt to changing conditions. In successful organizations people are managed wisely and resources are used efficiently and effectively. (Gomez-Mejia 2005)

Leadership is the ability to entrust the followers towards a definite goal. It is a process of stimulating members of the group towards particular directions. Leadership knows where you need to go with a clear vision and sharing that vision to create a common purpose. It is the ability to inspire people to action and the ability to create leaders from followers.

Murugan (2005:327) stated that leadership and management are considered synonymous and, again, he tries to identify the significant difference between those two terms. Management cannot operate without formal organizational structure. A manager directs people through the use of formal authority and he or she has to perform all the five functions of planning, organizing, staffing, directing and controlling while leadership can exist in both organized and unorganized groups. Leaders may or may not have formal authority but direct people by influencing their behaviors. In addition to the above points; Murugan (2005:328) has also put some comparative ideas about management and leadership. Managers do their work in achieving their goal through regulatory and controlling methods. Leaders have empathy with other people, create excitement in works and develop choices, in order to influence people and make all opportunities of changes.

According to Gomez-Mejia (2005) and his colleagues managers and leaders can influence other people through the use of their power. They also stated that

management can be differentiated from leadership, and most management Positions provide opportunities to engage in leadership.

It is the researcher's opinion that it will be difficult to make a clear demarcation between the two elements i.e. leadership and management. Schools deal with human beings. Therefore, principals must have the power to influence others and get the capacity and skills of managing the staff members and available resources to maximum exploitation and best academic achievements. Principals should use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, principals should be familiar with their functions to perform for school improvement and development. Principals are also expected to adopt different leadership styles for their effectiveness.

2.1.1 Leadership Functions.

Leadership functions have a contribution in an organizational development. They are basic elements that could create development and change within a given institution. It is a leader who makes the group march towards the achievement of objectives. To perform in a better way, the leader maintains high morale among the members of the group led by him. Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others.

According to Moshal (1998) the more common functions of leadership may be enumerated as follows a) motivating members b) morale boosting c) support function d) satisfying needs of members, e) accomplishing common goals f) representing members, g) creating confidence h) implementing change and resolving conflicts.

Gross-and Herriott (1965) suggest that influence based on personal power is associated with greater effectiveness. They identified six important leadership functions.

1. Develop goals, policies, and directions.

2. Organize the school and design programs to accomplish the goals.
3. Monitor progress, solve problems, and maintain order.
4. Procure, manage, and allocate resources.
5. Create a climate for the personal and professional growth and development.
6. Represent the school to the district office and the outside world.

Murugan (2005:328-329) has stated major functions that managers should follow to perform their duties effectively. These are:-

1. Developing Teamwork: One of the primary functions of the leader is to develop and combine his followers as a team. Given the followers' competence, potential and needs, the leader needs to create a congenial and healthy working environment for his work-team.
2. Representing the team: In organizations, the leader serves as a linking-pin between his/her team members and management. As and when required, the leader communicates the problems and grievances of his subordinates to the management, and also helps to solve problems by participating in problem-solving process.
3. Counseling the work team: When team members face problems in doing their work, they seek guidance and advice from their leader. The problems may be technical or emotional in nature.
4. Managing time: One of the functions of the leader is to insure the timely completion of activities undertaken by his/her team members.
5. Using proper power: A leader has to exercise his power and authority over his subordinates as per the demand of the situation. Exercise of power needs to stimulate positive response from the subordinate.
6. Securing group effectiveness: The manager/leader needs to provide for a reward system to improve the efficiency of capable work men, delegate authority, and invite participation of employees in decision making. Availability of necessary and adequate resource and communicating

necessary information to the employees also help leaders to secure effectiveness of group effort.

All the items mentioned above are major factors that facilitate effective schools leadership and can also be used as a benchmark for evaluating effectiveness.

2.1.2 Leadership Skills.

In management different leadership skills are necessary. Besides personality's traits, it has been assumed that the existence of different skills is necessary for successful performance. Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. The term management skills have been used in this context to refer to an ability which can be developed and which is manifested in performance. Modern management requires various skills. Katz cited in Avalew (1991) identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic skills:

- I. Technical skills, which refer to proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things.
- II. Human skills, which are the manager's ability to work with others and build a cooperative effort with the group he/she manages. This skill is primarily concerned with working with people.
- III. Conceptual skills, which imply the ability to visualize the organization as a whole. This skill enables the manager to perceive and recognize the interrelationships of various factors operating within the total organization.

The relative importance of these skills varies with the organization level. At lower levels, technical and human skills are required more than the conceptual skills. At higher levels, the manager's effectiveness depends more upon conceptual and human skills. Koontz and Wehrich (1998) added the fourth one-design skill to Katz's three skills. This skill involves the ability to solve problems

of the organization. Moshal (1998), on his part, added two more essential skills i.e. administrative and analytical skills to be possessed by the managers. According to Moshal the two additional skills are stated as follows:-

1. Analytical skill: This skill is more related with scientific attitude and thinking on the part of the manager for solving different problems and making decisions.
2. Administrative skill: it refers to those abilities, which he/she uses for coordinating various activities seeking effective utilization of allotted resources and getting things done by subordinates.

It is obvious that the success of different institutions depends on the skills of their leaders. School principals should have the necessary skills to perform their duties effectively. The human skills of principals help to work cooperatively with stakeholders. The actual experience of the leaders in their conceptual and technical skills is basic in improving the instructional process in schools.

2.1.3 Styles of Leadership.

Leadership style refers to the pattern how a leader adopts in influencing the behavior of group members. Leadership style reflects the degrees of decision making freedom allowed to subordinates and, therefore, there exists different leadership style in different situations. Another approach to the study of leadership has been an attempt to identify various styles of leadership. Several different classifications have been developed in connection with this concept. The growth and development of institutions depends on the relationship between leaders and followers. There are different factors that have an impact on developing a choice in leadership styles and particularly on relationship between leaders and followers. The style that individuals use is also based on a combination of their beliefs, values and preferences as well as the organizational culture and norms which encourages some styles and discourages others.

Mosley et al (1993:260) describe three factors that affect the choice of leadership styles. These are (1) the manager's management philosophy, (2) the followers' maturity level, and (3) the situation faced by the manager. According to Hersey and Blanchard (1988), leadership style of an individual is the behavior pattern that a person exhibits while attempting to influence the activities of others. Subordinates of the leader can perceive this behavioral pattern. In describing the factors of leadership style, Ayalew (2000) had stated that leadership behavior have two dimensions: namely, a) concern for people some time called consideration and b) concern for task accomplishments sometimes called initiating.

In a classic study of Leadership, Kurt Lewin (1939), attempted to find out whether different group behaviors result from different styles of leaders behavior. They began the task by defining behaviors that appeared to characterize three known styles namely a) Authoritarian, b) Democratic, and c) Laissez- faire styles. In Lewin et al experiment, he discovered that the most effective style was democratic. Excessive autocratic style led to revolution whilst under laissez-faire approach people were not coherent in their work and didn't put energy that they did when being actively led.

Rensis Likert (1967) identified four main style of leadership, particularly around decision-making and the degree to which people are involved in the decision. The four identified styles of leadership are Exploitive authoritarian, Benevolent authoritarian, Consultative and Participative.

There are a number of different approaches, or 'styles' to leadership and management that are based on different assumption and theories. The styles that individuals' use will be based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms that will encourage some styles and discourage others.

Daniel Goleman, Richard Boyatzis and Annie McKee (2004), describe six styles of leadership that have different effects on the emotions of the target followers.

The styles include visionary leader, coaching leader, affiliate leader, democratic leader, the pace-setting leader and the commanding leader. All these styles have their own character and relevance to different situations. Therefore, any leader can use any style and a good mix that is customized to the situations. ([http://changingminds.org/discipline/leadership/ style six emotional style.htm](http://changingminds.org/discipline/leadership/style_six_emotional_style.htm)).

The discussions above show effective leadership depends on the leaders' styles. The school leaders should be experienced and trained in leadership to apply the necessary styles. The styles of the principals provide support for teachers to maintain strong student learning and create effective teaching environments.

2.2 Leadership in Education.

Like any other institutional system, a school system is one of the public institutions having its own specific goals and objectives to be achieved. To accomplish such tasks principals are given a significant role. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders i.e. principals, to lead the school community.

Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. These researches done by Brookover, et al, 1979; Rutter, et al.1979; Greenfield, 1982; Rutherford, et al.1983; and De Bevoise 1984, have identified the principal as instructional leader and as one of the several critical factors in effective schools management.

Sergiovanni (1995) maintains that the principal's key function in effective schools is establishing goal consensus among staff and developing an institutional identity, and he cited classic studies on organizational leadership that support this view. Therefore, it is a fact that a school principal's leadership behavior has a subtle influence on the progress of the school.

2.2.1 Effective School Leadership

Effective leadership is at the core of every successful organization. It is relatively recognized by: -

2.2.1.1 Creating a Vision for Success

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being "the force of the dream towards which effective administrators strive in the development and shaping of their schools". Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals. A vision has been described as a statement which "captures an ideal state of affairs" (Smith and Stolp, 1995 p.4) and more recently as a "realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work to-words the better future" (DuFour,2000).

Effective leaders collaboratively create a vision and establish a climate for people to reach their highest level of achievement. They communicate the vision and direct all actions toward achieving the vision. They mobilize resources and promote collaborative activities among partners to achieve the organization's goals. Effective leaders recognize their own strengths and attract competent people to enhance the organizational capabilities. They cultivate and focus the strengths of colleagues to achieve the shared vision. They welcome change as an opportunity for growth rather than obstacles. Effective leaders seek counseling and advice to learn from the knowledge and experiences of others while they freely offer their expertise to those who seek it.

2.2.1.2 Setting High Expectations for Student Achievement

Effective school leaders set high standards and strengthen instructional programs to help learners gain the intellectual and personal knowledge and skills they need to achieve success in today's society. Effective school leaders also

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

✓ 2.2.1.3 Building the Capacity of Leadership

Effective school leaders develop the skill and talents of those around them. They are capable of leading change and helping others through the change process. They encourage shared decision-making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Effective school leaders create partnerships with different organizations to enhance the learning and preparation of teachers and school leaders. They recognize that leadership skills can be learned and they have an obligation to establish and nurture strategic activities to make certain that other individuals in the institution develop as leaders. Effective school leaders share leadership responsibilities throughout all levels of the educational organization. They nurture and support a learning community that promotes the continuous growth and development of individuals who acknowledge and share responsibilities for high academic achievement of all students.

2.2.1.4 Demonstrating Ethical and Moral Leadership

Effective school leaders are models of ethical and moral leadership. They project integrity by promoting and supporting an environment where students and school staff always try to do "what's right." They demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They seek to make a difference in the lives of students, and impart a philosophy that positive relationship built on trust improves the quality of life for all

individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they pay and what they do.

(http://www.highered.nysed.gov/ocue/04/school_leadership.htm)

2.2.1.5 Involving Others

Effective leadership has been noted as ensuring that others are related in the process, or a participative approach. Mortimore et al (1988) noted the importance of involving the deputy principals in the life of the school and in the taking of decisions. Rutter et al (1979) noted the importance of ensuring that all teachers feel represented and that their views had been taken into account. Of particular importance is likely to be the principals' motivation and use of a senior management team, and work with department heads, whose role as middle managers is of crucial importance in determining schools outcomes (Sammons et al, 1977).

2.2.2 Effective Schools

Mortimore (1988) has defined an effective school as one in which pupil's progress is further than might be expected from consideration of its intake. In other words, an effective school adds extra value to its students' outcome in comparison with other schools serving similar intake.

If the following practice and objectives are implemented in schools, the possibility of the school effectiveness in all areas increases: -

1. Strong instructional leadership provided by the principal
2. A comprehensive curriculum-emphasis on learning objectives, learning activities and appropriate achievement measures.
3. Measurement: -regular monitoring of student achievement and staff/student attendance
4. A safe, orderly, disciplined and supportive school climate.
5. High expectations for quality work supported by staff and students.

These practices are known as "correlates of effectiveness".

Edmond (1979) identified five factors that contribute to school effectiveness and these are:

- a) Strong leadership of the principal.
- b) Emphasis on mastery of the basic skills.
- c) A clean, orderly and secured school environment.
- d) High teachers' expectation of pupil performance.
- e) Frequent monitoring of students to assess their progress.

In addition to the above points, Sammson et al (1995) have forwarded eleven factors that can be applied for both primary and secondary school effectiveness. These are:

- 1) Professional leadership: -includes three characteristics to be associated with successful leaderships.
 - Firm and purposeful: - strength of purpose, involve proactive management, an emphasis upon recruitment of people who 'fit' the school and the generation of consistency and purpose within the school management team.
 - A participative approach: -sharing of leadership positions and the involvement of teachers in school management and curriculum planning and to consult teachers about policy decisions.
 - The leading professional: - the head teacher's role as the 'leading professional' implying involvement in and knowledge about what goes on in the classroom, including the curriculum, teaching strategies and the monitoring of pupil progress.
- 2) Shared vision and goals: -schools are clearly more effective when the staff builds consensus on the aims and values of the school and where they put this into practice through consistent and collaborative way of working.
- 3) A learning environment: -The ethos of a school is partly determined by the vision, values and goals of the staff and also by the climate in

which pupils work. Two key aspects of this latter factor are: an orderly atmosphere and an attractive working environment.

- 4) Concentration on teaching and learning: -This includes the proportion of the day given to academic subjects, the proportion of time given in lessons devoted to learning or to interaction with pupils, the proportion of time spent on work matters rather than on administrative/maintenance activities and the existence of well managed lesson transitions.
- 5) Purposeful teaching: -This is to mean an efficient organization preparing lessons in advance with clarity of purpose, structured lesson and adaptive practices.
- 6) High expectation: -this involves the teachers taking a more active role in helping pupils.
- 7) Positive reinforcement: -clear and fair discipline with direct and positive feedback such as praise and appreciation add weight to the effectiveness of schools.
- 8) Monitoring progress: well established mechanisms for monitoring the performance and progress of pupils, classes and the school as a whole contributes to the efficiency of programs.
- 9) Pupils' right and responsibility: -good staff/pupil relations and shared out of school activities between teachers and pupils will have a positive effect to take responsibility within the school, thus conveying trust in pupil and setting standards of mature behavior.
- 10) Home-school partnership: - encouragement of parental involvement in their children's learning.
- 11) A learning organization: - shows school-based staff development.

All the items that discussed above are benchmarks/yardsticks to measure leadership effectiveness.

2.3 The Role of School Principals.

School principals are very important elements in promoting effective leadership and bringing rapid development to educational leadership.

After reviewing the findings of numerous studies of effective schools, Rosenholtz (1991) noted a consistent pattern of behaviors that typify principals in successful schools. She contended that "effective" school principals achieve their desired objectives because they:

- Establish clear organizational goals and make improved students performance the unitary mission of the school.
- Involves their faculties in the planning required to reach this goal.
- Monitor the performance of both students and teachers.
- Protect their teachers from distributive events that interface with the task of teaching.
- Provide their teachers with assistance as needed and selectively recruit teachers who subscribe the goals of the school.

(Jacobson, 1988).

Davis, Darling-Hammond, LaPointe and Meyerson (2005) pointed out the role of principals as:

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relation/communication experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district office officials, unions, and federal agencies

2.3.1 School Principals as Instructional Leaders.

As instructional leader, the principal is the pivotal point within the school that affects the quality of individual teachers' instruction, the height of student achievement, and the degree of efficiency in school functioning.

Findley and Findely (1992:102) state, "If a school is to be an effective one, it is because of the instructional leadership of the principal".


Ubben and Hughes (cited in Findley and Findley, 1992: 102) claim that: "although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave the way for high student achievement". If our goal is to have effective schools, we must look at ways to emphasize instructional leadership.

The instructional leadership model also attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals' time. Instructional leadership includes:

1. Defining the school's mission.
2. Managing the instructional programs.
3. Promoting positive school learning.

In defining the above statements, Leithwood (2004) stated:

Practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly to all members of the school community. The practices centered to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum, and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school-learning climate, which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers, and incentives for learning.

 In addition, Bamberg and Andrews (1990:29) believe that to be an effective instructional leader, one must

1. Have a vision for the organization that is clearly focused upon desired outcome (i.e. "ensuring academic excellence").
2. Communicate that vision to every one connected with the organization to obtain support for it.
3. Provide and/or obtain the resources needed to accomplish the vision (i.e. materials, information or opportunity).

In today's world, Hanny (1987:209) perceives that "effective principals are expected to be effective instructional leaders. The principal must be knowledgeable about curriculum development, supervision, staff development, and teachers' evaluation".

He furthermore forwarded two skills for principals to be effective instructional leaders: the technical and interpersonal skills. Technical skills include goal setting, assessment and planning, instructional observation, research and evaluation whereas interpersonal skills are those of communication, motivation, decision-making, problem-solving and conflict management.

One way to help teachers improve instruction is through supervision, so it is basic for one's principal to have that knowledge. A comprehensive guide is found in Glickman's (1990) model of clinical sequence of events that should ideally be implemented at least twice a year. This sequence includes a) teacher's pre-conferencing to determine the method, focus, and duration of the observation; b) classroom observation-method including categorical frequency, physical indicators, performance indicators, visual diagramming, space utilization, detached open-ended narrative, participant of observation, focused questionnaire and educational criticism;

c) Interpretation observation, either interpersonal or directive analysis/interpretation; d) post-conferencing to discuss results and remedial action; and e) critiquing.

If principals possess this background, they will likely become effective leaders of sharing, facilitating, and guiding decision about instructional improvement for the

betterment of children's education. Instructional improvement is an important goal, a goal worth seeking, and a goal, when implemented, that allows both students and teachers to control their own destiny in making a more meaningful learning environment.

Instructional leadership encompasses "those actions that a principal takes, or delegates to others to promote growth in student learning" (Debevoise, 1984:14-20) and comprises the following tasks: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programs; and creating collegial relationship with and among teachers (Wildy and Dimmock, 1993:44).

2.3.2 Principals as school-community links.

Schools exist in the heart of each community. School-community links are a mutually beneficial relationship in which the principal can play a leading role.

The community can assist the learning climate of a school in many ways. For example, in providing direction, in recruiting volunteers to help at school functions, in class presenters, in a mentorship function, and in a sense of stability.

Also, it is a recognized fact that student achievement is higher when parents display interest by being actively involved in their children's education. Buffie (1989) suggests ways in which a principal can open the school to community involvement. Parents and community groups can be included in decisions that the school makes. School principals should work to organize school community councils. School community councils are forums for exchanging ideas about how to improve students' achievement among the school stakeholders: principal, teachers, school staff, parents, students and community members at large. The school community council (PTA) could be elected by their peer and help to ensure the needs of all students, which help to address in the over-all

education plan and create open discussion in solving all the problems of school leadership.

The main reason that is important to support school community council is based on three common senses of principles: -

- Individuals closest to the student should be more involved in making significant decisions to enhance the instructional program of the school.
- A school plan to improve students' academic achievement receives more support when stakeholders understand and help to create the plan.
- When families participate in a variety of ways in their children's education, including decision-making their children and the school are more successful.

Therefore, to strengthen the community-school relation, successful principals take as their basic responsibility in organizing the community and work to develop open school culture for all concerned participants.

2.3.3 Principals' as manager's of student services and activities.

Students come to school from different family with different culture, socio-economic and political diversity and backgrounds. Therefore, it is the school principals who have to work efficiently to manage all these diversities and challenges in order to create favorable educational atmosphere. Evidences suggest that successful leaders of schools in high diverse contexts focus their efforts on four sets of tasks:

- Building powerful form of teaching and learning: -Instructional methods that succeed in many schools may not be effective in all schools. Leaders in highly diverse contexts help identify and implement the form of teaching and learning that are appropriate and effective for the population they serve.

- Creating strong community in the school: – A strong sense of affiliation and caring among all students and adults in a school is crucial to engage and motivate students to learn. Besides their good performance academically, students should also be encouraged to participate in different co-curricular and welfare activities. School leaders should support the students to organize their council and participate actively in the school administration and developments.
- Expanding the proportions of student' social capital valued by the schools: – Students bring knowledge and information, value and preference, and behavioral habits and dispositions to school. Students have acquired these in part from their relationships and interactions with parents, community members, and other persons in their social work, hence they are sometimes known as forms of social capital.
- Nurturing the development of families' educational cultures: –Student learning is enhanced when it is supported both by the school and the family. School leaders can help strengthen family educational cultures by doing things that promote trust and communication between family and schools; these in turn create an inclination of the family to support their children. ([http://www.cepa.gse.rutgers.edu/whatwe know. pdf](http://www.cepa.gse.rutgers.edu/whatweknow.pdf))

Students' discipline problem is becoming one of the major issues, which should be managed effectively in schools. School leaders and teachers are forced to take their time to handle the problem. The two most important factors which will influence the effectiveness of the school administrators and teachers are 1) their perception of the cause of the students discipline problems, and ii) the approach they utilize to prevent or resolve them.

Therefore, school administrators and teachers should respond to the problems by identifying the possible cause of the students' disciplinary problem.

- Identifying the type of the student discipline problem.
- Studying how to resolve the discipline problems.

In addition, in schools the students' personal records and reports should be kept orderly. One of the task areas of school management is to keep records of individual student that can adequately reveal his growth and development. Complete information on students' progress should be available in school systems for research purpose; and to understand the behavior pattern of the students. Information on instructional materials, tests, marks, promotion practice and so forth should be secured through a system of student personal records and reports. (Melaku Yimam et al 2002:382).

✓ 2.3.4 Principals' as financial and material manager's in schools.

In schools there should be sound financial and material management, which help to promote effective teaching-learning processes. In more organized and managed schools, it will be effective and efficient to fulfill the goals and objectives of that school and satisfy educational needs of the students and the community.

Expansion of educational system and the provision of quality education in schools are greatly influenced by the amount of finance available to education and by the extent to which the available finance is effectively and efficiently managed (Melaku Yimam et al 2002:299).

Principals are responsible for the proper custody, control, management and accounting of all school property. Proper procedures and controls must be established in the acquisition of goods and services to ensure that supply policy are strictly followed: therefore, every school principal should get the necessary concept and skill to develop sound financial management and accounting systems in order to safeguard the use of the public funds.

The role of school leadership in material management is limited. Today, school administrators are involved in purchasing materials, supplied mainly by providing data that express their needs to higher-level authorities. Units above school level hand the major responsibility of purchasing school materials and supplies centrally. It is; therefore, appropriate to entertain issues related to

supply management in which school administrators and staff are involved. (Melaku Yima, 2002:386).

2.3.5 Principals as entertainers of changes.

Change is an inevitable phenomenon in any organization or institution, especially in schools where various community members as well as public visibility and sensitivity have the access. This fact challenges principals how to treat changes. Changes could arise either from within or from outside. The principal has to be capable of identifying the cause as well as those who favor and resist changes.

In general, in school leadership, principals are expected to be both managers and leaders. They play the largest part to the success or failure of their schools. To be effective leaders' principals should be visionary leaders, with adequate technical interpersonal skills, management skills as well as academic skills. They are the main movers. Their talent really determines the effectiveness as well as the success of the schools leadership.

CHAPTER - THREE

RESEARCH DESIGN AND METHODOLOGY

A descriptive study describes and interprets what is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It primarily considers past events and influences as they relate to the current conditions (Best, 2004).

The objective of this research is to assess the existing situation of school leadership and it is dominantly quantitative in its design. The survey descriptive method is employed to analyze the leadership effectiveness of principals.

3.1 Study Population

The population for the study consists of all the 78 secondary schools in Addis Ababa. According to Addis Ababa Education Bureau statistical abstract of 2004/2005 (1997EC), there were 2644 teachers out of which 2150 were males and 494 were females both in governmental and non-governmental schools. The total population of the teachers within 21 government secondary schools was 1915. Out of the total population, 1655 were males and 260 were females.

3.2 Study Sample and Sampling Technique

The total population for the study was selected from the 21 government schools in Addis Ababa. The size of the teachers' in the study was set by the technique of random sampling and 716 teachers working in 7 secondary schools taken into consideration. Therefore, taking the proportion percentage, the sample of each school was calculated and 266 participants were selected randomly. Out of the sample size 226 were males and 40 were females.

The following table indicates the study schools and the number of respondents extracted from each school.

Table 1: Sample population

No	School Name	School Type	Sub-city	Teachers Representation	
				Population	Sample Size
1	Abiyot Kerese	Preparatory	Kirkos	108	40
2	Addis Ketema	Preparatory	Addis Ketema	116	43
3	Bole	Preparatory	Bole	137	51
4	Dejazemach Wonderad	Preparatory	Yeka	95	35
5	Dill-Ber	General Education.	Gullelie	75	28
6	Kolfie	General Education	Kolfe Kernaio	105	39
7	Lem	General Education	Bole	80	31
Total				716	266

In addition to the above population 62 principals and assistant principals were involved to enrich and secure the reliability of the study.

3.3 Source of Data.

The study includes sources from both primary and secondary schools. The primary data collection was mainly done from teachers and school principals. Further more document and statistical evidences together with government regulations, policies and directives have been used as a source of data for the study.

3.4 Instrument of Data Collection.

Data collection is done through questionnaires. To obtain descriptive information on current school principals' leadership and their effectiveness, questionnaires were administered with the aim of gathering information of primary data from the teachers and principals.

The item of the questionnaire was closed and open-ended types. Accordingly, 266 questionnaires were distributed to the teachers selected from 7 secondary schools. Of the total number of the questionnaires distributed to the teachers, 252 (94.67%) were appropriately filled and returned. The same item of questionnaires prepared in Amharic was also distributed to 62 principals and

assistant principals of 21 governmental secondary schools and 56 (90.32%) were properly filled and returned.

Before dispatching the final questionnaires for the respondents of the study, it was pre-tested. The questionnaire designed for the teachers were pre-tested in Medehanialem Senior Secondary School. The school and the 15 participant teachers were selected randomly. The questionnaire designed for principals was also distributed among 5 veteran and retired principals for comment and they were selected purposely. Based on the result of the pre-tested study, some inaccurate and duplicated items were discarded.

3.5 Method of Data Analysis.

The data collected through questionnaires and observation were structured, organized and framed to suit analysis and inference. The organization of the data was followed by the tables and/or figures, which give detailed information about sample population. The data obtained through the questionnaire used to establish the degree to which the correlated were perceived by the respondents and analyzed using SPSS.

Hence, the following descriptive statistical techniques were used to analyze the study.

- a. Percentage and frequency counts were employed to analyze various characteristics of the sample.
- b. Since the data used in the study was non-parametric in its nature, chi-square (X^2) was used to measure the discrepancy between the observed frequency and expected frequency.

CHAPTER-FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter comprises two major parts. The first part of the chapter discusses the characteristics of the respondents, and part two deals with the analysis of the findings of the study.

4.1 Characteristics of the Population of the Study.

A total of 308 questionnaire were distributed to the respondents out of this number, 56(90.3%) of the principals and 252(94.7%) of the teachers were returned and used for the analysis. Given below is the summary of the data analysis presented in tables.

Table 2 - Respondents by age and sex

No	Item	Frequency of response from			
		Principals (No=56)		Teachers (No=252)	
	Age	No	%	No	%
A	25 year & below	-	-	21	8.3
	26 - 35	4	7.1	88	39.4
	36 - 45	22	39.3	60	23.8
	46 -55	28	50	74	29.4
	55 years & above	2	3.6	9	3.6
	Total	56	100	252	100
B	Sex	No	%	No	%
	Male	51	91.1	217	86.1
	Female	5	8.9	35	13.9
	Total	56	100	252	100

As shown in table 2, 50% of the principals and 29.4% of the teachers' respondents are between years of 46-55. At the same time 39.3% of the principals and 23.8% of the teachers' respondent falls between the ages of 36-

45. In addition 39.4% of the respondents' teachers' population lies between 26-35 age groups. The age of the participants varies and when we see the age distributions of the principals the large groups are concentrated in higher age while the teachers are found within the lower group.

Regarding sex it can be seen from the table that 8.9% of the principals and 13.9% of the teachers are females. So, the participation of females especially in the managerial level is very low. Their number is lower not only on managerial level but even in the teaching profession. This could be because of economic, cultural and social problems. As a result the proportion of their representation in the study is low.

Table 3: - Respondents by years of service and qualification

No	Items	Respondents			
		Principals (N=56)		Teachers (No=252)	
A	Years of services	No	%	No	%
	5 years & below	-	-	43	17.1
	6-10	2	3.6	63	25.0
	11-15	4	7.1	22	8.7
	16-20	2	3.6	20	7.9
	21 years and above	48	85.7	104	41.3
	Total	56	100	252	100
B	Academic Qualification	No	%	NO	%
	12+2	-	-	18	17.1
	BSC/ BA	53	94.6	215	85.3
	MA	3	5.4	16	6.3
	Others	-	-	3	1.2
	Total	56	100	252	100

As indicated in table three, the respondent qualification is shown 7.1% diploma holders, 85.3% first degree holders and 6.3% masters' degree holders. Regarding the total year of services, the largest number has lied on 21 years and above, which consists of 41.3% of the sample population. The rest 25.0%,

17.1%, 8.7%, and 7.9% had a service of 6-10, 5 years and below, 11-15 and 16-20 respectively.

All the principals that were included in the study have their first degree in different fields and served for more than 21 years. Out of 56 principals, 48 responded their services to be more than 21 years, which accounts for 85.7% of the total sample of the population. As compared to teachers, school principals are in better conditions as far as qualification is concerned. As per the policy of the Ministry of education, teachers of secondary schools are expected to be graduates (1st degree) in Ethiopia, but still there are teachers in the system with less qualification.

Based on the agreement reached by the Ministry of Education and Addis Ababa University, secondary school principals were trained on principal-ship at advanced diploma level in three consecutive summer course (2002-2004). By distributing the questionnaire to principals of 21 secondary schools, the researcher was able to observe that only seven of the twenty one trained principals are in their positions. According to the principals' response, there are about 8.9% principals and assistant principals who were trained in educational leadership and the others 91.1% received their first degrees in different subjects; of which Amharic holds 21.42% followed by Biology and Mathematics. Additionally, 88.4% of the principals have only 5 years and below services in the field.

From the above teachers perception it can be deduced that the trained principals do not stay in their respective posts for different reasons. Hence, this turn over on trained manpower creates inconsistency in school leadership. In addition, situations are not favorable for those principals who have been trained to develop different skills in contributing to leadership effectiveness in schools.

4.2 Analysis of the Finding of the Study.

4.2.1 The Present Opinions of Teachers about Principals' assignments

The success of any school is critically linked to the leadership of principals in schools. School principals should be respected and accepted by the staff in order to bring change and development in schools.

Therefore, principals' assignment to their position matters a lot, particularly in articulating a vision and in giving directions to school developments.

In order to see opinions of teachers towards their principals' assignment questions were distributed.

Table 4: -Willingness of accepting principals position by the respondents

Present Job	Acceptance of principals assignment			Total	%
	Yes	Unsure	No		
Department Heads	7	12	31	50	19.8
Unit Leaders	4	4	18	26	10.3
Teachers	30	32	114	176	69.8
Total	41	48	163	252	100
Percent	16.3	19.0	64.7	100	

As it could be seen from table four, 163 of the respondents which accounts for 64.7% did not accept the assignments of principal-ship. Although unit leaders and department heads are thought to be part of the school leadership, a large number of the group has disagreed to take the assignments of school principal-ship.

A chi-square test of significance was calculated to get the strength of the data in relation to the position of the respondents towards principal-ship assignments. The test revealed that 4 degree of freedom at 0 .05 level of significance the

critical value of $\chi^2 = 7.78$ and the calculated value of $\chi^2 = 22.01$ for "Yes", 15.42 for "Unsure" and 72.29 for 'No". The statistical data has significant difference, which shows χ^2 obtained is greater than the critical value (see appendix D). Therefore, it is possible to conclude that the dominant figures of the respondents express their unwillingness to take the assignment of principals' positions.

The respondents were also requested to put their reasons for their positive or negative responses. The prevalent sample population who did not accept the assignment of principal position put different reasons and the most common images were:-

1. The assignment of school principals should be done on the basis of their merits, skills and knowledge of leadership.
2. A large number of the respondents believe that the school principals work in an environment of political interference, which they do not want to tolerate.
3. Principals are under great pressure within the school and outside, which makes the profession less attractive.
4. In addition to being obliged to bear the burden of the responsibility, school principals face confrontation and resistance from parents, teachers, students, and even from higher officials.

Due to such and other reasons, most of the respondents do not want to take part in school leadership; rather they prefer to remain in their teaching professions. On the other hand, those who respond to the question positively, 16.3% have reasoned out that: -

1. They want to involve in the school leadership to create better conditions and bring development in the education system.
2. They have the experience and training in the field and some even expressed their interest to face challenges and work hard for successful leadership in the school system.

In addition to the above points, the respondents were requested to show their opinions about the actual placement of principals and what procedures and ways are most appropriate.

Table 5: - Respondents opinion towards the assignments of principal-ship

No	Items	Actual assignment		Appropriate assignment	
		Freq.	%	Freq.	%
1.	Placement	121	40.0	1	0.4
2.	Competition	40	15.9	167	66.3
3.	Promotion	25	9.9	7	2.8
4.	Teachers Election	23	9.1	64	25.4
5.	Recommendation	23	9.1	7	2.8
6.	Demotion	1	0.4	6	2.4
7.	Others (Specify)	19	7.5	-	-
Total		252	100	252	100

As we see from table 5, the respondents believe that the actual principal assignment based on placement, competition, promotion, recommendation and teachers' election consists of 40.0%, 15.9%, 9.9%, 9.1%, and 9.1% respectively. The respondents were asked to suggest their proposal and 66.3% strongly recommended that the school principals should be assigned on competition and 25.4% said principals should be elected by teachers.

4.2.2. The actual experiences of principals in educational leadership.

The quality and effectiveness of principals in their leadership in schools vary according to the situation and capacity of the leaders. The principals' skill and knowledge about the science of leadership can create the ability in developing different performances which lead to success. On this topic the study tries to

examine the principals' experience in vision formation, their participatory approach of leadership and the actual practice of the principals in facilitating and promoting the situations for best academic performance of the students

Effective leaders create a vision to achieve the goals and objectives of organizations. They communicate the vision to have common and shared values and directions in performing their functions. They also mobilize resources and promote cooperation among partners to achieve the desired goals and objectives. The skill of the principals in providing clearly designed and agreed vision is essential. To be effective in their leadership, principals should have the necessary concepts and ideas about the mission they are going to accomplish. The school leaders should also be familiar and skilled in developing goals and objectives to lead the community on the right tracks. The capacity of principals in articulating their vision is also one of the major elements that brings effectiveness in their leaderships

In this section respondents were asked to express their level of agreement on how school principals are doing as visionary leaders to achieve good results.

Table 6: - Factors describing visionary leaders.

No.	Items	Scales	Principals (N=56)		Teachers (N=252)	
			Frequency	%	Frequency	%
I.	Providing a view of the future or clear vision	Highly disagree	2	3.6	16	6.0
		Disagree	3	5.4	22	8.7 ✓
		Undecided	12	21.4	33	13.1
		Agree	26	46.4	104	41.3 ✓
		Highly agree	13	23.2	78	31.0 ✓
II	Skilled in developing a school mission, goals	Highly disagree	3	5.4	12	4.8
		Disagree	3	5.4	28	11.1
		Undecided	16	28.6	19	7.5

	and objectives.	Agree	24	42.9	94	37.3 ✓
		Highly agree	10	17.9	99	39.7 ✓
III	Communicating the vision for common understanding and shared vision	Highly disagree	2	3.6	9	3.6
		Disagree	13	23.2	29	11.5
		Undecided	17	30.4	27	10.7
		Agree	20	35.7	102	40.5
		Highly agree	4	7.1	85	33.7
IV	Setting direction to encourage the staff towards achieving the expected Goals.	Highly disagree	1	1.8	12	4.8
		Disagree	6	10.7	24	9.5
		Undecided	20	35.7	21	8.3
		Agree	28	50.0	87	34.5
		Highly agree	1	1.8	108	42.9

The teachers were asked to state their perceptions and understandings on the role of the principals in developing and providing the future view or visions at schools. Accordingly, 41.3% of the respondents put their agreement and the others 31.0% stated that they highly agree with the principals' capability in providing clear vision to schools. The rest 13.1%, 8.7% and 6.0% responded as undecided, disagree and highly disagree respectively. The response of the principals to vision formation is expressed in strong agreement that accounts for 46.4% to be agreed and 23.2% highly agreed.

The second item in table 6 has similarity with the first reply in relating the skills of principals in developing school mission, goals and objectives. 39.7% of the teachers agreed and said principals are skilled in developing mission and goals of a school, which is followed by 37.3% declaring positively to the question raised. The other 7.5% described their position to be undecided, followed by 11.1% disagreeing and 4.8% highly disagreeing. The response of the principals on item II expressed their agreement by 42.9% while the other 28.6% stated their doubt.

At the role of the principals in communicating the vision in order to have common understanding and shared value in the school, the teachers

respondents replied as 40.5% agreed, 33.7% highly agree, 11.5% disagree, 10.7% undecided and 3.6% as highly disagree. The principals' response shows communicating the school vision dropping to its lowest stage and that accounts for 53.6%.

Regarding the principals' capacity in setting directions and encouraging the staff towards achieving the expected goals, again 252 teachers' respondents participated. According to their response, 108 that accounts for about 42.9% stated their strong agreement and 34.5% also express their agreement positively. The principals' response on the item accounts for 50.0% stated their agreement on the skill of the principals in setting directions and the rest 48.2% also expressed their disagreements.

As we see from the table, most of the teachers' respondents strongly agree and express their understandings that school principals are capable of developing goals, objectives, missions and finally vision of schools.

On open-ended questions the principals and the teachers answered differently regarding school plans and directions. Most of the respondents suggest that schools are not free in developing and implementing their strategic plans and directions due to continuous interferences and shortage of budgets.

Effective leaders develop the skills and talents of others. They encourage their staff members to participate in decision making and share responsibility within the organization. Their ability to delegate, guide and counsel team works create the opportunities to the staff to be active participants in solving the problems of schools.

The items in table 7 are trying to hold the concept of participation, delegation, problem-solving, organizing, planning and budgeting in school activities. All the items were designed to be answered by the teachers' respondents for their strong attachment with principals' leadership.

Table 7: - Necessary factors that explains principals' participatory approach of leaderships

Items	Statements	Highly Disagree		Disagree		Undecided		Agree		Highly Agree	
		NO	%	NO	%	NO	%	NO	%	NO	%
I	Courageous and able to confront difficult issues	18	7.1	23	9.1	32	12.7	103	40.9 ✓	76	30.2 ✓
II	Influence and support others to work strongly to wards achieving objectives	13	5.2	24	9.5	26	10.3	110	43.7 ✓	79	31.3 ✓
III	Ability to delegate and share responsibility	19	7.5	26	10.3	32	12.7	95	37.7 ✓	80	31.7
IV	Effective in developing, representing and counseling team work	10	4.0	42	16.7	34	13.5	99	39.3	67	26.6
V	Work cooperatively with staff for solving problems and making participatory decisions	17	6.7	23	9.1	21	8.3	105	41.7	86	34.1
VI	Encourage the staff to participate in school planning and budgeting.	21	8.3	26	10.3	36	14.3	95	37.7	74	29.4

As shown in the table almost 41% of the respondents agree that principals are courageous and able to confront difficult issues and 30 % highly agreed on the same issue. As regard the second item, nearly 44% and 31% of the respondents agreed and highly agreed respectively that principals believe and support others to work strongly to words achieving objectives. Beside almost

38% and 32% of the respondents agreed and highly agreed respectively on the ability of the principals to delegate and share responsibility. Concerning of the effectiveness of principals in developing, representing and counseling team work, 39.3% and 26.6% of the respondents agreed and highly agreed respectively where as almost 17% disagreed. In analysis of the perceived data of the last two items, the majority of the respondents agreed that principals work cooperatively with staff for solving problems and encouraging the staff to participate in school planning and budgeting.

One of the most important features of effective schools is expected to support quality work and highest academics achievements of the students. Therefore, to asses the academic performance of the students and the contribution of the principals, different questions were posed to the respondents.

Table 8: - Factors contributed to students academic performances

Items	Statements	Highly Disagree		Disagree		Undecided		Agree		Highly Agree	
		NO	%	NO	%	NO	%	NO	%	NO	%
I	Plan and work to wards highest academic achievement	9	3.6	38	15.1	98	38.9	85	33.7	22	8.7
II	Promote highest results in National exams results	8	3.2	43	17.1	54	21.4	91	36.1	56	22.2
III	Fellow up on students attendance	15	6.0	42	16.7	92	36.5	76	30.2	27	10.7

IV	Fellow up on teachers attendance	7	2.8	33	13.1	99	39.3	89	35.3	24	9.5
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As shown in the first item of table 8, 38.9% of the respondents are not sure whether principals plan and work towards highest academic achievement where as 33.7% replied they do. The next large numbers of the respondents that account for 15.1% suggest that school principals are weak in developing different programs to improve the academic results of the students in national exams. 36.1% of the respondents suggested that the principals work to improve the national exam results while the rest 22.2% and 41.7% did not agree with the above respondents.

For an effective school, regular attendance of teachers and students is the prominent feature. Regular attendance in schools creates orders and attractive working environment. It helps to cover portion on time and promotes best academic results. Therefore, questions were posed to respondents' in order to get their opinion on principals' work towards teachers and students attendances.

Accordingly, 40.9% and 42.8% of the respondents express their perceptions that principals are strong in creating different mechanisms, to control students and teachers attendance respectively while the large majority of the respondents express that principals are not strong enough to apply regular attendance controlling systems.

Based on the above negative perceptions of the respondents, it is possible to conclude that the work of the principals in achieving the best academic results is under average.

4.2.3. The experience of the principals as instructional leaders

Instructional development is one of the basic functions in schools. The instructional process in schools brings quality education, highest student academic achievement and efficiencies in schools.

In addition to the visionary leadership, principals should practice instructional leadership to be efficient and effective in their leadership. Therefore, it is important that schools give special emphasis to instructional improvement in order to bring sustainable and efficient results.

Based on the above statements, different questions were designed to assess the actual performance of principals as instructional leaders in their schools. The questions focused on classroom visits, classroom monitoring, evaluating and encouraging in-built supervision. Different items were also designed to assess the actual support of the principals to teachers professional development, coordinating the staff experience exchange, and motivating the staff for their best performances. In addition, some items are also included to evaluate the way principals are working to improve academic performance and results of the students.

Table 9: - Factors that explain or characterize an instructional leader

Items	Statements	Scale	Principals		Teachers	
			Freq	%	Freq	%
I	The principal visits of classrooms continuously to ensure classroom instruction align with school goals	Very low	3	5.4	27	10.7
		low	10	17.9	62	24.6
		Moderate	25	44.6	105	41.7
		High	15	26.8	44	17.5
		Very High	3	5.4	14	5.6
	The principal monitors classroom	Very low	3	5.4	21	8.3
		low	5	8.9	75	29.8

II	practices for alignment to the curriculum	Moderate	22	39.3	88	34.9
		High	21	37.5	58	23.0
		Very High	5	8.9	10	4.0
III	The principal evaluates teachers to improve instructional practices.	Very low	1	1.8	18	7.1
		low	6	10.7	49	19.4
		Moderate	19	33.9	83	32.9
		High	19	33.9	71	28.2
		Very High	11	19.6	31	12.3
IV	The principal encourages in-built supervisions.	Very low	1	1.8	13	5.2
		low	7	12.5	33	13.1
		Moderate	15	26.8	59	23.4
		High	22	39.3	88	34.9
		Very High	11	19.6	59	23.4
V	The principal observes teachers for professional development instead of evaluations.	Very low	3	5.4	39	15.5
		low	11	19.6	40	15.9
		Moderate	14	25.0	72	28.6
		High	22	39.3	68	27.0
		Very High	6	10.7	33	13.1
VI	The principal provides private feed back to teachers.	Very low	1	1.8	26	10.3
		low	9	16.1	45	17.9
		Moderate	15	26.8	66	26.2
		High	20	35.7	70	27.8
		Very High	11	19.6	45	17.9

The answer to question item I showed that 41.7% of the teachers respondents said that principals' visit to classrooms at moderate level followed by 24.6% of the group classified under low level. The other group that account for 17.5% of respondents answered the participation of the principals in visiting classrooms is high. Similar questions were posed for principals and 44.6% of them stated that visits of classroom to ensure instructional alignment with school goals are moderate and the other 26.8% expressed their opinions as high.

Item II deals with the practice of principals in monitoring classroom practice in alignment to the curriculum. 34.9% of the sample population of the teachers said moderate and 29.8% declared the practice is low in schools. In addition, 23%, 8.3% and 4% of the respondents said high, very low and very high

respectively. With regard to the principals' responses to the above item, 39.3% said moderate while the other 37.5% expressed their agreement that the principals work on monitoring classes to be high.

Questions were posed to teachers, department heads and unit leaders referring to the system of principals in evaluating teachers. Almost 44% the respondents said that the system is moderate, 28.2% high, and 19.4% low.

The principals also responded to the question with similar trends with teachers, which accounts 33.9% moderate, 33.9% high and 19.6% to be very high.

Inbuilt supervision in schools helps to improve instructions by facilitating experience sharing. In this regard, teachers were requested to show the level of support and encouragement of principals in creating in-built supervision in schools almost 35% stated as high, 23.4% moderate and 13.1% low while 39.3% school principals stated as high, 26.8% moderate and 19.6% are very high.

The last item in the table tries to get an answer to the way principals provide private feed back to teachers and quite a large number of the respondents stated as high followed by moderate, very high, low and very low which account for 27.8%, 26.2%, 17.9%, 17.9% and 10.3% respectively. In their response, 65.3% of the principals agreed that there is a strong system of private feed back to the teachers about their weakness and strengths while the other 44.7% did not accept the idea.

Table 10: - Qualities of supportive instructional leaders to the staff

Items	Statements	Scale	Teachers	
			Freq.	%
I	The principal encourages the teachers to attend professional development activities at school level.	Very low	27	10.7
		low	45	7.9
		Moderate	41	16.3
		High	81	32.1
		Very High	57	22.6
II	The principal motivates the teachers for best performances.	Very low	36	14.3
		low	38	15.1
		Moderate	54	21.4
		High	62	24.6
		Very High	62	24.6
III	The principal encourages and supports teachers on their individualized plan of professional development.	Very low	27	10.7
		low	38	15.1
		Moderate	76	30.2
		High	69	27.4
		Very High	42	16.7
VI	The principal is available in his office to support the teachers in their instructional improvement.	Very low	26	10.3
		low	33	13.1
		Moderate	74	29.4
		High	64	25.4
		Very High	55	21.8

Strong instructional leaders would always be available in schools to provide support and encouragement to their staff and students. Principals work to bring safety, order, discipline and supportive school climate. In order to be effective in their leadership, principals should arrange different programs in school to build the capacity of the teachers for high and quality academic performance in schools. Therefore, to assess the actual conditions of capacity building and the role of principals in improving instructions in schools, different questions were designed for teachers only.

The respondents have described the principals' encouragements and support the staff to participate in professional development. Accordingly, 32.1% of the

respondents stated the principals' encouragement to be high, 22.6% as very high and the rest 16.3% described the support of the principal as moderate.

Similarly, question was posed for the teachers to assess the principals' support of the teachers in their personal professional development plans. The respondents expressed their opinions that school principals have less intention to support teachers who plan individually.

On the role of principals in motivating the teacher for their best performances, the teachers have described their agreement by 24.6% each very high and high, which is followed by 21.4% to be moderate.

The last question in table ¹⁰8 tries to assess the availability of the principals in schools and their support in improving the instructions in order to facilitate the teaching-learning processes. With regard to this 29.4% of the respondents described as moderate, 25.4% high and 21.8 as very high. The other 23.4% members of the respondents described that school principals are not available in schools. In conclusion, the item shows nearly a large number of the respondents 50.0% expressed that school principals are not available and work to improve instructions in schools.

A chi-square test was calculated for each item on table 8. The result of the test showed that 4 degree of freedom at the 0.05 level significance, the critical value of $\chi^2=7.78$ & the calculated value of $\chi^2=32.96, 12.76, 32.28, & 35.18$ consecutively. Since the computed value of χ^2 is greater than the critical value there is statistically significance difference, which means the principals' work on capacity building is not sound enough (see appendix D).

4.2.4 The actual work of principals with stakeholders

In addition to being visionary and instructional leaders, principals can play a leading role in facilitating and improving the educational environment by creating strong link with the community and stakeholders.

To assess the principals' role in improving and facilitating the school environments, statements were posed to the teachers and principals.

Table 11: - Items that characterize the principals capacity in creating conducive educational environments

Items	Statements	Scales	Principals		Teachers	
			Freq	%	Freq.	%
I.	The principal works for change and improvement in the schools.	Very low	-	-	17	6.7
		low	3	5.4	17	6.7
		Moderate	13	23.2	55	21.8
		High	27	48.4	85	33.7
		Very High	13	23.2	78	31.0
II	The principal clarifies and makes known school rules and regulations to all school environments.	Very low	-	-	8	3.2
		low	2	3.6	21	8.3
		Moderate	18	32.1	56	22.2
		High	18	32.1	94	37.3
		Very High	18	32.1	73	29.0
III	The principal makes the best use of the available budgets to provide resources.	Very low	1	1.8	17	6.7
		low	3	5.4	28	11.1
		Moderate	13	23.2	64	25.4
		High	24	42.9	74	29.4
		Very High	15	26.8	69	27.4
IV	The principal creates good relationship in the school compound.	Very low	-	-	35	13.9
		low	2	3.6	36	14.3
		Moderate	13	23.2	40	15.9
		High	24	42.9	95	37.7
		Very High	17	30.4	46	18.3

The first statement asks opinion on how school principals are effective in working for change and improvement in schools. As it can be seen from the table 64.7% of the teachers respondents agreed that principals work for change and the rest 21.8%, 6.7%, 6.7% said they are moderate, low and very low respectively. To the same question 71.4% principals expressed their idea that school principals work for change and development in schools.

The two groups were also requested to respond to the level of their agreement on the way principals clarify and make known the school's rules and regulations to the school environment. The large majority of the teachers 66.3% agree that the principals are capable of introducing the rules and regulations of the schools to the school community effectively. Regarding the principals response to the item, 64.3% describe to be high and 32.1% very high consecutively.

Respondents were asked to what extent principals make best use of the available budget to provide the necessary resources. Accordingly, 69.7% of principals and 56.8% of the teachers assert efficient usage of budgets is applicable, whereas 43.2% and 30.3% of teachers and principals respondents respectively stood differently.

"The principal creates good relationship in school compound" was the other item that had been posed for the respondents. In this regard, 56.0% of the teachers and 73.3% principals' respondents assumed that principals are capable of creating strong relationship in the school compound. Those who rate the item under average were 44.1% and 26.8% of the teachers and principals respondents respectively.

Effective leaders in school give considerable attentions to their students' best academic performance and motivate the staff towards such achievements.

In addition to the above statements, principals should encourage the student to participate in different co-curricular activities and councils. These activities support the students in many ways. The students develop confidence, experience, leadership skills and being sociable with others. The participation of the students in their school leadership would also contribute a lot in managing with different disciplinary problems and creating situations for active citizenship. Therefore, principals have a vital role in bringing this prominent feature of effective leadership into reality.

Table 12: - Proficiency of the principals in promoting student services

Items	Statements	Scales	Principals		Teachers	
			Freq	%	Freq.	%
I.	The principal arranges different co-curricular and entertaining programs for the students.	Very low	1	1.8	20	7.9
		low	2	3.6	44	17.5
		Moderate	15	26.8	76	30.2
		High	26	46.4	65	25.8
		Very High	12	21.4	47	18.7
II	The principal works to ensure the safety and security of students in schools.	Very low	-	-	11	4.4
		low	2	3.6	33	13.1
		Moderate	12	21.4	55	21.8
		High	24	42.9	88	34.9
		Very High	18	32.1	65	25.8
III	The principal helps to organize strong student councils.	Very low	-	-	17	6.7
		low	2	3.6	25	9.9
		Moderate	8	14.3	64	25.4
		High	23	41.1	75	29.8
		Very High	23	41.1	71	28.2
IV	The principal works continuously to improve disciplinary problems.	Very low	-	-	10	4.0
		low	-	-	23	9.1
		Moderate	10	17.9	49	19.4
		High	23	41.1	93	36.9
		Very High	23	41.1	97	30.6
V	The principal works with the staff to set high but achievable standards for students.	Very low	3	5.4	19	7.5
		low	6	10.7	36	14.3
		Moderate	19	33.9	54	21.4
		High	20	41.1	78	31.1
		Very High	5	8.9	65	25.8

As we see from the table all the respondents have similar opinion in answering the questions. They said that principals are effective in supporting and facilitating situations to students, which showed their agreement and suggestion to be high, very high and moderate. The teachers' respondents described the role of principals in arranging different programs to the students to be 30.2% moderate, 25.8% high and 18.7% very high while 46.4% of the principals stated high, followed by 26.8% moderate and 21.4 % very high.

According to both respondents, 75% of the principals and 60.7% of the teachers' asserted that principals work in ensuring the safety and security of the students in schools.

About 57% of the teachers and 82.2% of the principals suggested that the school principals help to organize strong council in schools. The two respondents showed significant difference on the item.

As it could be seen in table 10, item IV, a large proportion 82.2% of the school principals and 67.5% of the teachers' respondents indicated that the work of the principals in improving students' disciplinary problems is strong.

Services and supports provided to achieve highest academic performance of the students are some of the basic features of effectiveness in school leadership.

In response to the statement "The principal works with the staff to set high but achievable standards for students", 50.4% of the teachers responded positively and the rest 49.6% replied their dissatisfactions. Regarding the principals, 50% assured that there are no standards set in schools.

In addition to the above statements, principals indicated on open-ended questionnaires that large number of students in schools and lack of interest by the students are hindrances to achieve best academic results in schools. Nowadays, principals are forced to spend most of their time to work in solving disciplinary problems and instabilities.

It is very important to create strong relationship between schools, parents and the community. The community can assist the learning environment of the schools in many ways. The support of parents and community brings a change and development in students' behavior and in high academic results.

To asses the actual situation of schools on parents' participation, different statements were posed.

Table13: - Parents-school relations.

Items	Statements	Scales	Principals		Teachers	
			Freq	%	Freq.	%
I	The principal arranges continuous programs that encourage parent participation in school activities	Very low	1	1.8	13	5.2
		low	8	14.3	43	17.1
		Moderate	21	37.5	60	23.8
		High	17	30.4	83	32.9
		Very High	9	16.1	53	21.0
II	The principal works with the surrounding community in organizing strong PTA.	Very low	1	1.8	16	6.3
		low	4	7.1	31	12.3
		Moderate	20	35.7	67	26.6
		High	21	37.5	84	33.3
		Very High	10	17.9	54	21.4
III	The principal creates a strong link between parents and the school to improve the instruction and the students' academic results.	Very low	1	1.8	19	7.5
		low	8	14.3	32	12.7
		Moderate	19	33.9	66	26.2
		High	23	41.1	86	34.1
		Very High	5	8.9	49	19.4

In this part, the respondents were requested to express their feeling and opinions about the openness of schools for parents' participation in leadership. Accordingly, two similar questions were raised for the respondents to express their level of agreement on parents' participation in school leadership.

Nearly 33% of the teachers' respondents said that participation of parents in school leadership is high, 21.0% is very high and concerning the principals works in organizing strong PTA, 33.3% of the teachers respondents said high followed by 26.6% moderate. Similarly, the principals' respondents had rated 30.4% and 37.5% of the parent participation to be high and moderate respectively. In organizing strong PTA 55.4% principals stated their agreement rating high while the other 44.6% suggested the work is not done properly.

The last question that was posed for respondents was, "principals create a strong link between parents and the school to improve the instructions and the students' academic results" for this 34.1% agreed and expressed as high while 26.2% of the teachers respondents replied as moderate while the principal respondents stated their opinion on the same issue as 50% above and below average.

4.2.5 Major problems encountered by principals during their leadership

An open ended question was posed for respondents to express their ideas and opinions on "what problems do principals face during their leadership" and out of 252, 182 which accounts for 72.22% expressed their ideas.

Accordingly, the following statements are the major problems described by the respondents.

1. Most principals are not assigned on the basis of their merit, qualification and training. Therefore, they face different resistance from the staff and become less influential in their leadership.
2. Some principals lack the skill of communication. This creates misunderstanding and unequal treatment, which leads to teachers' dissatisfaction.
3. Most of the principals are forced to spend most of their time to managerial activities and meetings rather than instructional improvement. This creates a problem to establish good relationships with teachers in schools.

4. The principals are under bilateral pressure (pressure in and out), and highly suffer from great interferences in their leadership. This creates-
 - Lack of confidence in making decisions.
 - Lack of freedom to take an action.
 - Lack of acceptance and respect in the schools.
 - Lack of stability (being hired and fired now and then without concrete evidences).
5. The principals do not get support from the community and parents in their leadership. Parents' less interest in school involvement makes the leadership difficult.
6. The principals do not get the power to facilitate the materials and resources needed in the schools. Some of the common problems that make the principals leadership inefficient are-
 - Delay and scarcity of budgets.
 - Not allowed to use their incomes.
 - Shortage of text books and inefficiency in distribution.
 - Lack of skilled man power to maintain science equipment (Computers, Plasma etc...).
 - Lack of freedom in budget allocation.
7. The large number of students and their disciplinary problems in schools make the principal leadership more boring and difficult.
8. The school population lacks an awareness of the rules, rights and obligation which expose the leaders to continuous school confrontation.

4.2.6 The possible solutions that can alleviate the problems that principals face.

Some of the solutions suggested by the respondents were:-

1. The principals should be assigned by their merit, qualifications and experiences based on competition. This helps them –

- to have a skill in motivating, creating good relations with the staffs and to be accepted easily.
 - To have a skill in developing good communication and minimizing unnecessary misunderstanding.
 - To have coordinated skills to bring parents, community and educational expertise together to contribute to school development programs.
 - To build confidence in resisting unnecessary interferences.
 - To work in their open office, this could create conducive and attractive educational environments.
2. Different programs should be organized to create awareness among the staff and to increase the school participation such as:
 - Training and inbuilt supervision.
 - Seminars and workshops to introduce school rules and regulations and educational policies.
 3. Different programs and encouragement should be given to allow and strengthen the participation of stakeholders in school leadership.
 - Organize PTA and strong student councils to participate in solving the problems.
 - Create strong relationships among partners by arranging different inviting programs.
 4. Schools should be facilitated with the available resources and materials at the right time. Budget should be allocated and schools must be allowed to use their regenerated incomes.
 5. Principals must spend most of their time for instructional development.
 6. The number of students in a classroom should be kept to a minimum and they must be organized to get the necessary services.

- Co-curricular activities (Music, sports and other entertaining programs) should be well organized to increase the participation of students.
- Students must be oriented continuously about their rights and responsibilities in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter of the thesis presents the summary of the major findings of the study, the conclusion and the recommendations.

5.1 Summary

5.1.1 The objectives and methodology of the study.

The main purpose of the study was aimed to investigate and assess the effectiveness of the principals' leadership in government secondary schools of Addis Ababa. The study has included the main problems the school principals face during their leadership; the perception of the teachers towards the school leadership and their remedial actions that improve the teaching-learning processes in schools.

In order to achieve the objective of the study, basic questions that correlate with effective leadership have been raised. The questions were designed to assess

1. The actual experiences of the principals towards setting vision, mission, goals and strategic development as visionary leaders.
2. The principals' performance as instructional leaders.
3. The relation of the principals with stake holders to improve the school environment and
4. The major problems that school principals are facing during their leadership and the possible solutions for the problem.

The methodology employed was descriptive survey. A total of 308 respondents participated in the study, of which 252 were teachers randomly selected from 7 secondary schools and the other group consists of 56 principals and assistant principals of the 21 government secondary schools in the city. The data was collected using questionnaires and observation guides. Obtained results were analyzed with statistical tools, percentile, percentages and chi-square.

5.1.2 Findings

The followings are summary of the findings.

1. According to the study, a large number of principals are trained and qualified in different subjects with Bachelor Degree. Few are trained with educational leadership. At different times the school principals were trained with advanced diploma in school leadership, but very few are active in their position. The principals are dominantly males; hence participation of female principals in the profession is very low.
2. The majority of the participants of the study opposed the rationale for the principals' assignment in Addis Ababa Government secondary schools. They believe principals are assigned in their position by their loyalty and acceptance to the government and higher officials. They strongly comment and recommend that school principals should be assigned by teachers' election and competition based on their strength, merit and contributions to the educational systems.
3. Effective leaders are expected to be visionary in their leadership. Visionary leadership means capable of producing and communicating clear vision and skill in developing a mission and setting directions. The respondents have reflected different opinion on the above issues. Some of them have the view that school principals are capable of vision formation and direction of schools effectively. On the other hand, others respondents oppose this view totally. Therefore it can safely be concluded that the respondents did not have a common understanding and consistency with regard to visionary leadership.
4. The investigation on the level of principals in instructional leadership was expressed as unsatisfactory.

- a. The principals' work in continuous visit of class rooms is under average.
 - b. The experience of the principals in monitoring classroom practice in alignment to the curriculum is not much acceptable to its desired level.
 - c. The experience of organizing supervision and inbuilt supervision is limited.
 - d. The principals' attachment to teachers, particularly in providing feed back to improve the efficiency of teaching is restricted.
5. In the study, the role of principals in improving and facilitating the environment was another point that had been assessed. Nearly half of the respondents stated that the principals
- a. Are committed to work for change and development.
 - b. Work in introducing rules and regulations in schools
 - c. Make the best use of available budgets to provide the necessary resources and materials and create good relationship in the school compound.
6. Regarding the role of the principals in supporting and improving student services in the school, the following perception and suggestions were summarized.
- a. The principals declare that they help the students to participate in different co-curricular activities while 44 % of the teacher respondents assert the efficiency of principals in organizing such programs.
 - b. Above 2/3 of the two respondents agreed that principals are capable of insuring the students' security and safety.
 - c. In organizing strong student councils, the opinion of the two respondents varies. The principals believe that they have

contributed a lot in strengthening the councils though the teachers did not approve the response of the principals.

- d. With regard to the roles of principals in managing and improving disciplinary problems, the respondents have different opinions and the strength is described as 82.2% by principals and 67.5% by the teachers.
 - e. Both respondents believe that there are no set standards for the students' academic achievements and they express their dissatisfaction in their academic performance as a whole.
7. The participation of parents in schools is under average. According to the respondents most of the parents did not like to come to school and participate in different activities.
 8. In accordance to open-ended response of the participants, they mentioned different problems that principals are facing during their leadership. The most common ones are lack of qualification in their profession, lack of skill in communication and spending most of their time in managerial activities. They are also under bilateral pressure, lack of the community support, shortage of budgets and large number of the student population.

5.2 Conclusion

The leadership in schools is vital and irreplaceable. With regard to the importance of the school leadership, some scholars had stated that "Good school principals are keystone of good schools".

The effectiveness of the principals' leadership depends on different factors. The principals' basic ideas and concepts of leadership help them to do their functions effectively. It is necessary that the school principals develop different skills for their practice and efficiency. Principals must have clear ideas and knowledge on leadership styles, which could contribute to their leadership effectiveness to apply them according to the situations and the maturity levels of

their subordinates. Principals are more effective in their leadership, if they are visionary and instructional leaders. The principals' relation with the stakeholder plays a role to improve or worsen the situations in the school environment.

However, the study has come to find out that inefficiency and less effectiveness, lack of skills and experience and lack of instructional leadership are among the major problems of government secondary school principals in Addis Ababa. Even though there are initials in developing vision, goals and objectives and identifying missions, still a lot remains to be done in creating common understandings and shared value in schools. The principals' works in facilitating situations for the participation of the stakeholders are also weak. Furthermore, school leaders are suffering from continuous external interventions which in turn affected confidence and job security.

Therefore, to reduce the above weakness and to play the role of efficient and effective principal-ship the following recommendations are forwarded.

5.3 Recommendations

On the basis of the findings obtained and the conclusion reached upon, the following suggestions are forwarded.

1. Effective school leaders should have the necessary human, technical and conceptual skills to perform their functions properly. The principals should be highly qualified and experienced, in order to achieve the desired learning outcomes. Therefore different steps and cares should be taken to place the principals in their position.
 - a) The principals should possess the required certificate or diploma. If this is not possible, all those who are going to be assigned in the position should get trained at least with leadership certificate.
 - b) The qualified and experienced persons should be evaluated or judged by their efficiency of leadership in their previous performance. They should serve as unit leaders, department heads

and assistant principals and get the recommendation and support of the staff for what they have contributed to the system

- c) The principals and assistant principals must be promoted to their position through competition on their merit and earlier performances
 - d) In order to reduce attrition and keep the experienced principals in their right post different incentives (including salary) and moral support should be given.
 - e) The principals should organize forums and be allowed to exchange their experiences through them.
2. Principals should be paid proper salaries so that the position would be lucrative and encouraging to join an exercise effectively.
3. Principals should have the skill and capacity in producing school visions. They must be able to work closely with their staff in creating school missions, goals, objectives and applicable strategies that serves to improve and bring efficiency in the teaching-learning processes. The principals must be capable and influential in schools to bring common culture and shared values among the stakeholders. Therefore, the following steps should be taken to bring common understanding and improve situations in schools: -
- a) All the principals should assert the involvement of school staff members, students and school community in establishing and periodically reviewing the school goals.
 - b) The school vision, mission, goals and objectives should be clearly stated, readily understood and widely shared by members of the school staff, students and the community as whole.
 - c) The principals should work in developing and articulating the compelling visions based on school goals and shared values.

- d) The school principals should work to strengthen the capacity of the staff in order to allow for effective involvement in implementing the school vision, mission and objectives.
 - e) The principals should work with the staff in setting high and achievable standard of students.
4. Most of the school principals are occupied by their managerial activities such as communication, coordination, budgeting and working continuously on students' discipline. Rather than spending too much time on managerial activities, it is important to involve in improving the instructional activities as instruction is the core activity that improves the immediate academic results of the students. Therefore, all principals are expected to follow the following suggestions to improve instructions in their schools.
- a) Develop inbuilt supervision teams that facilitate continuous classroom visiting and sharing experiences within staff.
 - b) Organize mentor teachers, department heads and assistant principals to perform planned programs to evaluate and monitor classroom practice in aligning to the curriculum.
 - c) The principal attachments with teachers should be programmed and continuous. The continuous relation can create common understanding and good relationship that result in developing confidence.
 - d) The principals should arrange programs to provide feedback and recognition and accept suggestions from the teachers.
5. The active participation of the stakeholders in school leadership creates conducive atmosphere and development. Successful principals take their responsibilities in organizing parents, students and teachers, who help them to contribute their parts. Therefore, the following steps should be taken to facilitate and improve the participation of parents and students in school activities.

- a) Strong student council must be organized. The students' association might help them to work towards their education, social and disciplinary problems. They can also develop to work cooperatively and secure their rights and responsibilities.
 - b) Organize student service office; - this helps to
 - Organize different programs and co-curricular activities.
 - Take immediate and remedial actions on students' various demands in a more organized manner.
 - c) Organize strong PTA and parents' assembly: - Each section represents delegates and organizes parents' assembly who again represent strong PTA members that help to follow the school activities with-out interruption.
 - d) Organizing public relation to create strong community-school links.
6. School principals should be empowered with academic and financial decisions so that all related activities could be carried out smoothly.

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APPENDIX – A
Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

Questionnaire to be completed by department heads, unit leaders and teachers.

Introduction:-The main purpose of this questionnaire is to assess the leadership effectiveness of school principals. The study focuses on government secondary schools in Addis Ababa. In addition to the study of leaders' effectiveness, the researcher also intends to discover the problems that principals face in their leadership and tries to suggest possible solutions to the problems which could improve or enhance the effectiveness of principals.

Therefore, I would like to request you to fill this questionnaire objectively and genuinely so that your valuable contribution enables the study to be successful. I would like also to appreciate your genuine response to the questionnaire in advance.

It is no need to write your name in any of the questionnaires and the information you give will be kept confidential.

Thank you

Part I. Background

Directions:-

- Please make a tick mark (✓) in the boxes provided and write brief answer in the blank space provided.
- Please give only one answer to each item unless you are requested to do otherwise.

1) Name of the school _____

2) your present job title:

a) Department Head b) Unit leader c) Teacher

3) Sex Female Male

4) Age

a) 25 years and below b) 26-35 c) 36-45
d) 46-55 e) 56 and above

5) Level of education

a) 12+2 b) BA/Bsc./Bed c) MA/ Msc
d) Other (pleas specify) _____

6) Total Years of Service:

a) 5 Years and below b) 6-10 Years
c) 11-15 years d) 16-20 Years
e) 21 years and above

7) Would you accept, if you were assigned to be a school principal?

Yes

Unsure

No

Why? _____

8) How was your principal assigned?

a) by placement b) by competition c) by promotion

d) by teachers election e) by recommendation

f) by demotion g) Other specify _____

9) Which of the following is most appropriate in assigning a

Principal?

a) Placement b) Competition c) Promotion

d) Teacher election e) Recommendation

f) Demotion g) Other specify _____

Part II.

The following items are designed to assess the leadership effectiveness of the school principals. You are kindly requested to indicate your level of agreement or disagreement by a tick mark (✓)

1= highly disagree; 2= disagree; 3= undecided

4=agree; and 5=highly agree

10) Quality of effective principal

No	Quality of effective principal	Highly Disagree	Disagree	Undecided	Agree	High Agree
10.1	The principal is capable in providing a view of the future, clear vision.					
10.2	The Principal is Skilled in developing a school mission, goals and objectives.					
10.3	The principal is communicating the vision in order to have common understanding and shared value in the school.					
10.4	The principal is capable in setting directions and encouraging the staff to wards achieving the expected goals.					
10.5	The principal plans and works towards highest academic achievement of the students.					
10.6	The principal is courageous and able to confront difficult issues.					
10.7	The principal influences and support others to work strongly towards achieving objectives.					
10.8	The principal ability to delegate and share responsibility is effective.					
10.9	The principal is Knowledgeable about his work and educational policies.					
10.10	The principal is effective in developing, representing and counseling teamwork in the school.					

10.11	The principal uses and mobilizes resources to efficiently and effectively.					
10.12	The principal capable of evaluating and making fair judgments.					
10.13	The principal has the skill in developing different programs and schedule (Time-Table).					
10.14	The principal works cooperatively with staff for solving problems and making participatory decisions					
10.15	The principal encourages the staff to participate in school planning budgeting					
10.16	The principal arranges different program's in the school that promotes highest results in the national examinations					
10.17	The principal works to create good relationships with the surrounding environments.					
10.18	The principal encourages continuous follow up on students attendance.					
10.19	The principal works strongly on continuous attendance of teachers.					
10.20	The principal works to create conducive atmosphere and good staff relationship in the school compound.					

Part III.

The following questions are designed to assess how school principals perform their functions effectively as instructional leaders. You are kindly requested to make a tick mark (√) corresponding to your suggestion.

1= very Low, 2= Low, 3=Moderate,
4= High, 5= very high

11) What is the experience of the principals as instructional leadership in schools?

NO	Instructional leadership measurement items	Very Low	Low	Moderate	High	Very High
11.1	The principal visits the classroom continuously to ensure classroom instructional align with school goals					
11.2	The principal monitor classroom practice for alignment to the curriculum					
11.3	The principal observe teachers for professional development instead of evaluation.					
11.4	The principal evaluate teachers to improve instructional practices.					
11.5	The principal provide private feedback to teachers.					
11.6	The principal motivate the teachers for best performances.					
11.7	The principal is always available in his office to support the teachers in their instructional					

	improvement.					
11.8	The principal encourages the teachers to attend professional development activities that are aligned to school goals.					
11.9	The principal coordinate the staff to exchange their experiences					
11.10	The principal works to organize Professional development around teachers wants and needs on school level.					
11.11	The principal encourages and support teachers on their individualized plan of professional development.					
11.12	The principal furnishes useful professional materials and resources for teachers					
11.13	The principal encourage in-built supervision within school.					
11.14	The principal encourages teachers to use data analysis of student academic progress to improve their instructions.					
11.15	The principal works with the staff to set high but achievable standards for the students.					
11.16	The principal use information and feed back from teachers to motivate students for their best academic performances.					

12) The following question items are designed to assess the actual situations in schools how principals work with parents, teachers and students in improving and facilitating the environment. Therefore, please indicate your suggestion by tick mark (✓) corresponding to the items.

No	Improving and facilitating the situations	Very low	Low	Moderate	High	Very High
12.1	He works for change and improvement in the school.					
12.2	He clarifies and makes known school rules and regulations to all school members.					
12.3	He Makes the best use of the available budgets to provide resources.					
12.4	He creates collegial relationship in the school compound.					
12.5	He encouraged informal and formal groups to contribute to the school development					
12.6	The principal creates an orderly atmosphere and an attractive working environment.					
12.7	Teachers are encouraged to participate in management and decision making.					
12.8	He takes more of his time in improving the instruction.					
12.9	The principal arranges different co-curricular and entertaining programs for the students.					
12.10	He works to ensure the safety and security of the school for the students					
12.11	He helps the students to organize strong councils (Student Association) and encourages them to					

	participate in school leadership.					
12.12	He works continuously to improve students disciplinary problems in school.					
12.13	He helps all the student population with out discrimination(He works with diversity)					
12.14	The principal makes his office open for parents participation in the school leadership.					
12.15	The principal arranges continuous programs that encouraged parents participation in school activities					
12.16	He works with the surrounding community in organizing strong PTA (Parent-Teachers Association).					
12.17	He creates a strong like between parents and the school to improve the instruction and the students academic results.					

Part IV: - Please answer the following questions briefly.

13) According to your opinion, what are the major problems that Principals face during their leadership?

14) What steps should be taken to improve the teaching –learning
Process?

Thank you again.

APPENDIX B

በአዲስ አበባ ዩንቨርሲቲ የትምህርት ፋክልቲ
የትምህርት እቅድና አስተዳደር ክፍል
አዲስ አበባ

መጠይቅ :-

በመንግስት ክ/2ኛ ደረጃ ት/ቤት ር/መምህራንና ም/ር/መምህራን የሚሞላ

የጥናቱ አላማ በአዲስ አበባ ከተማ አስተዳደር በሚገኙ የመንግስት ክፍተኛ 2ተኛ ደረጃ ት/ቤቶች የር/መምህራን የአመራር ውጤታማነት (Leadership effectiveness of principals) ያለበት ሁኔታ በመመርመር በሥራ ላይ ያጋጠማቸውን ችግሮች ሰይቶ ለማወቅና በጥናት የተደገፈ የመፍትሔ ሐሳቦችን ለመጠቀም ነው። ይህ ዓላማ ከገብ ለማድረስ እርስዎ መጠይቁን ተገቢ ትኩረት ሰጥተው በመሙላት የሚያደርጉት ቀና ትብብር ወሳኝ ነው። ስለዚህ ለሚከተሉት ጥያቄዎች ነጥቦች በህቅ ላይ የተመሰረተና ትክክለኛ የሆኑ ምሳሌዎች እንዲሰጡ በትህትና እየጠየኩ በመጠይቁ የሚገኙ ማንኛውም መረጃዎች ለጥናቱ አላማ ብቻ የሚውሉ መሆኑንና ሚስጥርነታቸው የተጠበቀ መሆኑን አረጋግጣለሁ።

ስለቀና ትብብርዎ በቅድሚያ አመሰግናለሁ።

የአሞላል መመሪያ

- በመጠይቁ ላይ ስም መጻፍ አያስፈልገውም
- ሁሉም ጥያቄዎች በተሰጠው ትዕዛዝ ብቻ ይመሰሉ
- በምርጫ መልክ ለቀረቡ ጥያቄዎች ወይም ነጥቦች ምሳሌዎች በተሰጠው ክፍት ቦታ ላይ (✓) ምልክት በማድረግ ይሆናል።
- አስተያየትዎን ለሚጠየቁ ጥያቄዎች በተሰጠው ቦታ ሀሳብዎን ያስፍሩ ።

8. የC/መምህራን የዕቅድ ራዕይ አወጣጥና አሰራርን በተመለከተ የቀረቡ

ተ/ቁ	የመጠይቆች ደዘት /C/መምህራን /	መስኪያዎች				
		1	2	3	4	5
8.1	የት/ቤትን የእድገት ደረጃ መሠረት ያደረገና የወደፊት አቅጣጫ የሚያሳይ ራዕይ የማውጣት ብቃት አላቸው					
8.2	ተቀባይነት ያለው የት/አሳማ ተጨማሪ ግብ በመቅረፅ ብቃት አላቸው					
8.3	የት/ቤት እቅድን ራዕይን በት/ቤቱ ስአካባቢ ማህበረሰብ በግልፅ የማስረዳትና የጋራ ሆኖ ተጨባጭ ሰውጥ ማስገኘት ችለዋል					
8.4	የት/ቤቱን መምህራንና ሠራተኞችን በት/ቤቱ የእድገት አቅጣጫ ተሳታፊ እንዲሆኑ በማድረግ የተሻለ የተማሪዎች የትምህርት ውጤት ማስገንዘብ ችለዋል					
8.5	በሚያጋጥሙ ማንኛውም ችግር በግንባር ቀደምትነት ለመጋፈጥና እመራር ለመስጠት ብቃት ስላላቸው በት/ቤቱ ማህበረሰብ ተቀባይነት አግኝተዋል					
8.6	የተለያዩ ቡድኖችን ኮሚቴዎችን በማቋቋም በእመራር በማገዝና በማብቃት ኃሳፊነትን በመስጠት ተወክለው እንዲሰሩ የት/ቤቱን ማህበረሰብ ያበረታታሉ					
8.7	የት/ቤቱን ማህበረሰብ በችግሮችና በት/ስራ ላይ ተሳታፊና ውሳኔ ሰጪ እንዲሆኑ በማብቃት በጥንካሬ ደሰራሉ ::					

9/ አብዛኛውን ጊዜ C/መምህራን የመማር ማስተማሩን ሥራ ከማገዝ ይልቅ በስብሰባና በአስተዳደራዊ ስራ ይያዛሉ። በመሆኑም ስትምህርት ሥራ መሻሻል (Instructional Improvements) ሚናቸው ከማነሱ ባሻገር የተማሪዎች ውጤት በማሻሻል የተማሪዎች የማቋረጥና የመድገም በመቀነስ የሚገባቸውን ሚና መጫወት ባለመቻላቸው ሰውጥ የሰም የሚል አስተሳሰብ ያላቸው ሰዎች አሉ። በዚህ ጉዳይ ላይ የእርስዎ አስተያየትና (መፍትሄ ጥንካሬ) ምን ይመስላል?

ክፍል ሶስት:-

ቀጥሎ የቀረቡ መጠይቆች በት/አመራር (Instructional Leadership) የር/መምህራን ሚና ሰመመልከት የቀረበ ሲሆን የእርስዎን ምርጫ የ(✓) ምልክት በላጥን ውስጥ እንዲያደርጉ እንጠይቃለን።

የመስፈርቱ መስኪያ

- | | |
|------------------------------|----------------|
| 1. በጣም ዝቅተኛ (Very Low) | 2. ዝቅተኛ (Low) |
| 3. መካከለኛ (Moderate) | 4. ከፍተኛ (High) |
| 5. በጣም ከፍተኛ (Very High) ናቸው። | |

10/ በት/ቤት ዩ/መምህራን የት/አመራር (Instructional Leadership) ምን ይመስላል?

ተ.ቁ	የመጠይቆች ደዘት /ር/መምህራን /	መስኪያዎች				
		1	2	3	4	5
10.1	ተከታታይ ውጤታማ የክፍል ምልክታ ማካሄድ					
10.2	በተከታታይ የክፍል ምልክታ የት/ደዘት አሰራርን መቆጣጠር					
10.3	የመምህራን ተከታታይ ገምገማ በማካሄድ ውጤቱን ስት/ስራ አሰጣጥ እድገት /Instructional Development/ መጠቀም					
10.4	የውስጥ ሱፐርቪዥን በማጠናከር የመምህራን የልምድ ልውውጥ ማገልገል					
10.5	የመምህራን የግልና የት/ቤት ሙያዊ ስልጠና /Professional Development / ማገዝ					
10.6	የሚገኙ ማንኛውም የጥንካሬ ድክመት ስመምህራን በግብረ መልስ /Feed back/ ወዲያው ማስተላለፍ					
10.7	የተሻለ የሥራ ውጤት ሳስመዘገቡ መምህራን /Best Performance /የማነቃቂያ ድጋፍ መስጠት					
10.8	መምህራን በተማሪዎች ውጤት መነሻነት የመማር ማስተማር ሂደት በማስተካከል የሚሰጣቸው ድጋፍ					
10.9	የተሻለ ውጤት ተማሪዎች ተከታታይ የማበረታቻዎች የማነቃቂያ ፕሮግራም በማዘጋጀት የተጫወቱት ሚና					

ክፍል አራት:-

በት/ስራ ላይ የሚወሰኑባቸው አካላት በማሳተፍ ዩ/መምህራን ሚና ምን ይመስላል?

የመሰረቶች ደዘት:- በክፍል ሶስት ውስጥ የተጠቀሙትን የውጤት ስድስት ክፍል ያገለግላሉ

11/ የት/ቤት እካባቢን በተመለከተ

ተ.ቁ	የመጠይቆች ይዘት - (ር/መምህርና)	መስኪያዎች				
		1	2	3	4	5
11.1	በት/ቤት ለሰው ጥናት ለእድገት ይሠራሉ					
11.2	በት/ቤት ህግ ደንብና የት/ፖሊሲን ስት/ቤቱ ማህበረሰብ የማስተዋወቅ ሥራ					
11.3	ባለው በጀትና ሪሶርስ የተቀሳጠፈና ውጤታማ ሥራ በመስራት					
11.4	በት/ቤቱ ማህበረሰብ ውስጥ የመተጋገዝና የመረዳዳት ሥራ በመስራት መልካም ግንኙነት መፍጠር					

12/ ስተማሪዎች እገልግሎት የሚሰጥና ድጋፍ በተመለከተ

ተ.ቁ	የመጠይቆች ይዘት - (ር/መምህርና)	መስኪያዎች				
		1	2	3	4	5
12.1	የተሰደዩ የመዝናኛና የተገዳኝ ፕሮግራም ማዘጋጀት					
12.2	የተማሪዎችን መብት ደህንነት በማስጠበቅ መልካም እካባቢ መፍጠር					
12.3	የተማሪዎች መማክርት በማጠናከር በት/ቤት አመራር ተሳታፊ እንዲሆን ማድረግ					
12.4	የተማሪዎች የሥነ-ሥርዓት /ዲስፕሊን /እንዲሻሻል በተከታታይ መሥራት					

13/ የት/ቤትና የወላጅ ግንኙነት በተመለከተ

ተ.ቁ	የመጠይቆች ይዘት - (ር/መምህርና)	መስኪያዎች				
		1	2	3	4	5
13.1	ት/ቤቶች ሁል ጊዜ ለወላጆች ክፍት ማድረግ					
13.2	የተሰደዩ ፕሮግራሞች በማዘጋጀት ወላጆች ወደ ት/ቤት እንዲመጡ የማበረታታትና ተሳታፊ እንዲሆኑ ማድረግ					
13.3	ጠንካራ የወላጅ መምህር ህብረት እንዲፈጠር ማድረግና በት/ቤት አመራረ ተሳትፎ ውጤት ማስገኘት					
13.4	የወላጅ ት/ቤት ግንኙነት በማጠናከር በት/ስራ ተሳታፊ ሆነው የተማሪዎች ውጤት የተሻሻለ ማድረግ					

APPENDIX C

ADDIS ABABA EDUCATION BUREAU

1997EC (2004/2005) SECONDARY SCHOOLS AND ENROLLMENTS

No	School- Name	School type	School level	Students Population		
				Male	Female	Total
1	Debere Hail Kudus Raguel	CH	A	157	198	355
2	Yemen Community	FC	A			Data is not available
3	Dillachen	GO	C1	169	1855	3549
4	Addis Ketema	GO	S	2637	2461	5098
5	Bethel Mekane Eyesus	MI	A	7	408	415
6	Lycee G/Mariam	FC	A	187	233	420
7	Tikur Anbesa Secondary	GO	C1	1179	1667	2846
8	Lideta Catholic Cathedral	MI	A	814	324	1138
9	Ledeta Mariam Lijagerdeoch	MI	A	0	508	508
10	Sunford International	FC	A	3	34	66
11	Ethiopia Tikedem No.1 sec	GO	C1	923	940	1863
12	Indian National	FC	A	34	37	71
13	Bole Mesert Hiwot	MI	C1	124	166	308
14	Bole Secondary School	GO	S	2485	2625	5110
15	Bethlehem	PU	A	82	135	217
16	Finote Tibebe	PR	A	36	14	50
17	Nazareth	MI	A	0	452	452
18	Dagemawi Menelik Secondary	GO	S	2552	2605	5157
19	Kidane Miheret	MI	A	58	41	99
20	Kidist Selasie	CH	A	185	240	425
21	Yekatit 12	GO	S	2448	2385	4833
22	Kidist Mariam	MI	A	21	548	569

23	Lazarist	MI	A	111	74	185
24	Yenegew Sew`	PR	A	282	287	569
25	Nati	PR	A	16	22	38
26	Horizon Youth Academy	PR	A	46	39	85
27	Lem Secondary	GO	C1	1330	1524	2854
28	Fountain of Knowledge	PR	A	5	6	11
29	Kefetegna 12	GO	C1	715	763	1478
30	Kebena Adventist	MI	A	58	73	131
31	New Era	PU	A	149	1334	283
32	Kegnazemach Andarge	PR	A	27	28	55
33	Enat Primary and Secondary	PR	A	55	51	106
34	Ethio-Parents secondary	PR	A	89	90	179
35	Medehanialem Secondary	GO	S	3612	3492	7104
36	Addis Metropolitan	PR	C1	100	57	157
37	Assay	PU	A	155	167	322
38	The Daventry Academy	PR	A	8	6	14
39	Dandi Boru	PR	A	245	216	461
40	Adey Ababa	PR	A	170	189	359
41	Abiyot Keres	GO	S	2689	2702	5391
42	Mliskaye Huzuna	CH	A	400	482	882
43	Shimele Habtie Sec. Sch	GO	C1	2456	2621	5077
44	Alfa	PR	A	44	51	95
45	Greek Community	FC	A			Data is not available
46	Kidus Yoseph	MI	A	388	0	388
47	Ayer Tena	GO	C1	2494	2462	4956
48	Teseffa Dirijit	OT	A	66	52	118
49	Kolefe Secondary	GO	C1	2535	2477	5012
50	Kokeb	PR	A	129	169	298
51	Awolia Primary & Secondary	MI	A	281	287	568
52	Kefetegna 4 Secondary	GO	S	212	163	375
53	Kokebe Tsibah Secondary	GO	C1	2684	3123	5807

54	Magic Carpet Yeka Branch	PR	A	264	259	523
55	School of Tomorrow	PR	A	168	213	381
56	Selam Hisant Secondary	OT	C1	236	271	507
57	Wonderad Secondary School	GO	S	1793	1951	3744
58	Kotebe Kidane Miheret	PR	A	64	84	148
59	Akaki Adventist	MI	A	392	373	765
60	Lesperans	OT	A	138	162	300
61	Derartu Tullu	GO	S	2051	1671	3722
62	Don Bosco	MI	A	90	113	203
63	Kefetegna 23 Sec. School	GO	S	1447	1498	2945
64	Steps	PR	A	47	65	112
65	Super Holysavior	PR	A	38	44	82
66	Awolia No.2	MO	A	30	23	53
67	Africa Kokeb Secondary	PR	C1	71	88	159
68	Elshadai Holysavior Secondary	PR	C1	103	87	190
69	Mekanisa Abadir	MO	A	57	81	138
70	Gibson Youth Academy	PR	A	30	36	66
71	Grace	PR	A	88	94	182
72	Canan	PR	A	10	12	22
73	Ginbot 20	GO	C1	920	944	1864
74	Fana	PR	A	86	94	180
75	Lucy Academy	PR	A	76	76	152
76	Italian Community School	FC	A	34	49	83
77	Dil Ber	GO	C1	1679	1795	3474
78	Addis Ababa Maremiabet	OT	A	77	91	168

SOURCE: Educational Statistics Annual Abstract 1997 EC (2004/05)

Addis Ababa Education Bureau (PP: 141-143)

ADDIS ABABA EDUCATION BUREAU
1997EC (2004/2005) SECONDARY SCHOOLS
ENROLLMENTS SUMMARY

No	Type of school	Students Population		
		Male	Female	Total
1	Government schools	40535	41724	82259
2	Public Schools	386	436	822
3	Private Schools	2297	2377	4674
4	Mission Schools	3846	5207	9053
5	Church Schools	742	920	1662
6	Mosque School	87	104	191
7	Foreign Community	287	359	640
8	Non-governmental donor organizations	517	576	1093
Total		47697	51697	100394

SOURCE: Educational Statistics Annual Abstract 1997 EC (2004/05)

Addis Ababa Education Bureau (PP: 141-143).

Key for School Type:

GO: Government, PU: Public, PR: Private, CH: Church, MO: Mosque,

FE: Foreign community, and

NGOS; OT; ORG: Non governmental donor organizations.

Key for School Level:

A: All grade levels (grade 1-10(12)), S: Senior secondary (9-12),

C1: Secondary cycle 1 (Grade 9-10)

Addis Ababa Education Bureau
1997 Number of Principals and Teachers of
Government Secondary Schools

No	Sub city	Principals & vice	Teachers No			Name of schools in each sub city
			Male	Female	Total	
1	Addis Ketema	6	176	12	188	.Addis Ketema .Dilachen
2	Gulelie	10	291	39	330	.Medehanialem .Yekatit 12 .Dilber
3	Bole	6	223	34	257	.Lem .Bole
4	Kirkos	6	177	25	202	.Shmeles Hebte .Abiyot kirs
5	Yeka	9	227	61	288	.Kokeb Thebah .D/Wonderad .Kefteгна 12
6	Kolfe Keranio	6	180	29	209	.Ayere Tena .Kolfe
7	Arada	9	188	25	213	.Ethiopia Tikdem .Tikur Anbesa .Deg/Menilik
8	Nefas silik Lafeto	6	100	12	112	.Kafteгна 23 .Ginbot 20
9	Akakie Kallete	3	76	15	91	.Derraretu Tulu
10	Lideta	3	17	8	25	.Kefteгна 4
		64	1655	260	1915	

Source: Educational statistics Annual Abstract
1997 E.C /2004/200

APPENDIX - D

CHI-SQUARE TEST

1) CHI-SQUARE TEST FOR RESPONDENTS EXPRESSION THEIR WILLINGNESS TO ACCEPT THE ASSIGNMENT OF PRINCIPALSHIP

Acceptance of Principal-ship Assignment

	Observed Frequency	Expected Frequency	Residual
Yes	41	84.0	-43.0
Unsure	48	84.0	-36.0
No	163	84.0	79
Total	252		

Test Statistics

	Acceptance of principal-ship assignment
Chi-square	111.738
df	2
Asymp.Sig	.000

- a. 0 cells(.0%) have expected frequencies less than 5. The minimum expected cell frequency is 84.0

Willingness of accepting Principal-ship by Respondents

Response	Observed Frequency	Expected Frequency	Residual	x^2
Yes	41.0	84.0	-43.0	22.0119
Unsure	48	84.0	-36.0	15.4286
No	163	84.0	79	74.2967
Sum	252			111.7381

2) A chi-square test for qualities of supportive instructional leaders to the staff

Encourages teachers to attend professional development activities

	Observed Frequency	Expected Frequency	Residual
Very low	27	50.4	-23.4
Low	45	50.4	-5.4
Moderate	42	50.4	-8.4
High	81	50.4	30.6
Very high	57	50.4	6.6
Total	252		

Motivate the teachers for best performance

	Observed Frequency	Expected Frequency	Residual
Very low	36	50.4	-14.4
Low	38	50.4	-12.4
Moderate	54	50.4	3.6
High	62	50.4	11.6
Very high	62	50.4	11.6
Total	252		

Encourage teachers to develop profession by their own

	Observed Frequency	Expected Frequency	Residual
Very low	27	50.4	-23.4
Low	38	50.4	-12.4
Moderate	76	50.4	25.6
High	69	50.4	18.6
Very high	42	50.4	-8.4
Total	252		

Always available in his office to support teaches in their instructional improvement.

	Observed Frequency	Expected Frequency	Residual
Very low	26	50.4	-24.4
Low	33	50.4	-17.4
Moderate	74	50.4	23.6
High	64	50.4	13.6
Very high	55	50.4	4.6
Total	252		

Test Statistics

	Encourages teachers to attend professional development activities	Motivate the teachers for best performance	Encourage teachers to develop profession by their own	Always available I his office to support teachers in their instructional improvement
Chi-square	32.286	12.762	65.183	32.960
df	4	4	4	4
Asym.sig	.000	.012	.000	.000

a. 0 cells (.0%) have expected frequency less than 5.
The minimum expected cell frequency is 50.4

DECLARATION

I, the undersigned, declared that this thesis is only original work and has not been presented for any other degree and that all source of information used for the thesis have been fully acknowledge.

Name Araya Glegziabher Mehale

Signature

[Handwritten Signature]

Date

April 9 / 2007.

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

[Handwritten Signature]

AYALEW SHIBESHI

(ASSOCIATE PROFESSOR)

