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

**RETHINKING THE ROLE OF SCHOOL PRINCIPALS AS EDUCATIONAL
LEADERS; EXPLORING THE SCHOOL LEADERSHIP SUCCESS IN ETHIOPIA:
CASE TO GAMBELLA TOWN.**

BY

SIMON HOTH CHUOL.K

JUNE, 2018

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**A Thesis Submitted to the educational & Behavioral Studies of Addis Ababa University In
Partial Fulfillment of Requirements for the Degree of Master of Arts in Educational
Leadership and Management**

By
Simon Hoth Chuol

June, 2018

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DECLARATION

I, Simon Hoth, Chuol do hereby declare that this Thesis is my original work. This Thesis is submitted for the degree of Master of Arts in Educational Leadership and Management, that it has not been submitted partially; or in full, by any other person for an award of a degree in any other university/institution. All information from other sources has been duly and respectfully acknowledged.

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

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APPROVAL SHEET

The undersigned certify that they have read and hereby recommend to the Addis Ababa university to accept the Thesis submitted by Simon Hoth Chuol and entitled “RETHINKING THE ROLE OF SCHOOL PRINCIPALS AS EDUCATIONAL LEADERS; EXPLORING THE SCHOOL LEADERSHIP SUCCESS IN ETHIOPIA: CASE TO GAMBELLA TOWN.” in partial fulfillments of the requirements for the award of a Master’s of Arts Degree in Educational Leadership and Management.

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DEDICATION

This Thesis is dedicated to Gambella Regional Education Bureau, Gambella (TVET) , Bureau by regional structure context, and Woreda Education capacity building office. Next, my dear lovely Late mom (Nyabell Chaan Yoang), my elderly brother (Tut Chuol Kuoth), to my two kids (Mission Hoth Kuoth and Nyagoa choul Kuoth) and indeed to my lovely wife (Nyadong Jock Bichiok Kaang) for their love, supports, unbreakable-care and encouragement they bestowed me during my studies . Moreover, I am very grateful that you have all stood firms by me during this difficult journey, your actions sound nice to me greatly.

Acknowledgements

I would like to take a moment to thank those who supported and assisted me throughout my post graduate studies and courageous during the actual Thesis process but, Foremost God I thank you for giving me purpose in life and being with me in all the ways. I am sincerely thankful to Dr. Zenebe Baraki, for his kindness, patience, guidance, coaching and assistance throughout this Thesis process. I am Privileged to have had the opportunity to work with him and to share his expertise, your ability applied was communicate your knowledge real world situation is greatly helpful in this twenty first century studies.

My Gratitude pleasure also goes to the Gambella regional Education Bureau, (GREB) which was sponsored my studies and provided necessary financial supports they gave. Indeed, they should deserve a great credits that enabled me completed the courses successfully. I would likes to acknowledge the endurance supports, coaching, directing of all (EDPM) Instructors at Addis Ababa University, in order to be a future leader in area of schooling you made me to be who iam today, from wherever, that I would be fits into any contexts.

I would like to acknowledge once again of the Instructor, Dr. Jeilu Oumer, (PhD), The Vice president, at Addis Ababa University who inspired me to take up the Educational Leadership and Management courses for his behavior in order to be a future leader in area of schools. I wish to thank my dear friends for their constant supports, comments and encouragements throughout the research process. To my wife Nyadong jock Bichiok . I am truly grateful to have someone as special as you in my life. Your understanding, encouragement, and patience, tolerance in this endeavor were appreciated.

Finally, I would like to thanks my children's who are humble and would be a vital future reputations to me; Wanding, Liep, Nyakuar, (Mission) Ruach Kuoth, Chaan and my hearted friend at home daughter Nyagoa who continuously amazement me with their abilities, talents, tolerance, and characters. Each and every one of you added- value of joy to everyday life and is truly a gift.

My final say for this Thesis. "Wisdom is knowing what to do next."

(Simon Hoth Chuol Kuoth, 2018, G .C).

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Abstract

There are some arguing in Schools in Gambella , even in some parts of Ethiopian on this issues of school leadership some managed well, and other led poorly and organized improperly. The studied were formulated three basic questions on educational leadership for how to lead the school as the principal? How town education leaders did supported the school principals in their attempts to achieve the objectives of the school to communicate the educational leadership successes ? This research is the case study of one region in Ethiopia in Gambella Town, using four Leadership Criteria (1) Instructional Leadership role of the principals (2) Shared Decision making (3)team spirit and collaboration between the school of leadership (administrators), teachers, and community and (4) professional devolvment of school principals. Along with these criteria, the study also examined three leadership criteria classified by the Sergiovanni (1991) as Building and Bonding and Banking (3Bs). Ten (10) cases of the primary schools would be studied. To select these primary schools, the researcher would use purposive, Theoretical and snow ball sampling techniques. Instrument for collecting the data would be unstructured, interview, focus group discussion, and personal observation. Data would be collected from ten cases of primary schools. They would then analyzed using qualitative method of analysis by categorizing the data into themes. According to the research findings, (1) The principals role as an educational leader was found to be incompatible with what is taking place in the school. Principals were found to be the sole makers of decisions in school matter.(2) The Woreda Education Office (WEO) on the other hand, does not provide the necessary support to school leadership. (3) The school principals were found to be having a little leadership training which can able foster corporation between them and the a school and the Woreda Education Office, Finally based on the findings of the study, it is recommended that the school needs a complete appropriate transformation leadership success in Governance schools.

Abbreviations

EFA:	Education for all
EMIS:	Education Management Information System
FDRE:	Federal Democratic Republic of Ethiopia
GDP:	Growth Domestic Product
GESP:	General Education Strategic Planning
MoE:	Ministry of Education
NER:	Net Enrolment Rate
PTSA	Parent Teachers Student Association
TGE:	Transitional Government of Ethiopia
TVET:	Technical and Vocational Education Training
UNESCO:	United Nation Education Scientific Organizations
UNICEF:	United Nation Children Fund's
WEO:	Woreda Education Office

CHAPTER ONE

INTRODUCTION

The aim of this study is to look into how schools principals carried out their duties and responsibilities as transformational leaders in the school. Foremost, this introductory chapter discusses the study's background by reviewing some of the previously done studies in the area of school leadership. It avails the rationale reason and justification for taking up this topic, and the objectives which discusses both general and specific objectives of the study. Secondly, it discussed the importance which the study was on improving the leadership in school in order to add the transformational school leadership into being in this study. Finally, this chapter discusses limitations, the scope of the study and issues of educational leadership success in Ethiopia case to Gambella town, at primary school levels and definition of some terms of the study.

1.1. Background of the Study

Smith and Andrew (1989) pointed out that providing appropriate leadership is an idea which existed for long period. While, Socrates, Aristotle; Lao Tzu (late 18th, 19th, and 20th). And its currently quoted by Louw , lunette (2012-12), all puzzled with notions about leadership its functions, its meanings, its methods and its values which is difficult to solve. In these background iam gone to used narrative study. These authors point out that recently there has been a loss of confidence in all forms of leadership; whether civic, religious, corporate institutions or elected in educational professions. The lack of confidence in school leadership, their argued, comes from the fact that, school principals lack leadership quality and confidence, (Smith and Andrew, 1989). Lipham (1981: 56).Asserted that “studies on effective school reflected the view that direct responsibility for improving instruction and learning rests in the hand of the school principals”.

According to him, works to improve the professional practice of school principals are some fundamental notions that school leadershipis obliged to do in compulsory system of schooling. The most of these fundamental notions they said, is for the principals to build a structure of leadership within the school so that all children have equal opportunities to learn. Rutherford, (1985:32). Noted that effective principals as school leaders who have some of the following characteristics: (1) clear or informed visions of what they want their schools to become ;(2)

continuously monitor progress in the schools. Similarly, Persell and Cookson, (1982:22), in their research of characteristics of effective school leaders, reported recurrently behaviors that seem to be associated with strong principals' leadership in the school, these include: (1) demonstrating a commitment to academic goals which means the school principal as the leader is expected to pay attention to matters leading to school success. (2) create a climate of high expectations, which is being ahead of other school staff members and lead effectively to achieve better results as seen by other (3) function as an instructional leader (4) being a forceful dynamic leader which is that the principal is expected to be a flexible leader and impact positives changes in the school as (5) consulting effectively with others, which means developing a close corporation and collaboration with the school community as a team and work for a common purpose (6) create order and discipline (7) using times well and (8) evaluating results.

The lists of the above characteristics suggested that the principal who is a strong leader function as a forceful dynamic professional through a variety of personal characteristics, which according to Smith and Andrew, (1989) include high energy, assertiveness, ability to assume, initiatives, openness to the new idea, a sense of humor, tolerance, analytical ability, and practical stand toward life.

A thoughtful and promising basis for us to understand how we might create a more good school, according to Smith and Andrew, (1989:4) comes from the work of Schon, (1983). Schon thesis is that in order for a professional leader to meet the challenges of his/her works she/he needs to depend less on what she /he learned during his/ her time at the college than what polity or the training of principals (as professional school leaders) more practical and relevant so that when they reflect in practice, the broader framework of theory and research are the basis of that reflection. Shon's work suggests that three typical of reflective practices: The first is the reflection in action that exists when professional reflects about the problems, rather than acting impulsively. Second, reflection on action exists when professional thinks critically about something that he /she has already done. The third is reflection while inaction suggests a condition in which the professional is an "automatic pilot" with professional routines and engages in critical inquiry about other things that matter most to the success of the school. This reflective theory of Schon relates to transformational leadership model in two ways. First, the reflective model helps the leader inspires followers to be a part of a leadership through the

environment as the part of a team along with the leader. It is similar to the role of a transformational leader in that empowers followers. Second, the reflective model helps leader looks into different perspectives of solving problems by engaging into the critical inquiry. This relates to the intellectual stimulation factors in educational transformational leadership model which requires a leader to seek different perspectives when solving problems (Bass and Riggio , 2006:21). The author's emphasis through centers on the importance of making the training of school principals more practical and relevant to the school environment in particular and service of the society in general.

1.2. Statement of the Problem

The purpose of these study or components is to investigate the role of school principals as educational leaders. Leadership explorer success and transformational leadership. For instance to do this empirical sources of research findings it have its own sole purpose, I was doing it intentionally iam not doing it by accident. The study aimed to explore leadership issues which could help both the school principals and the teachers to succeed in the provision of education in school children at primary school levels. Since 1994, the Ethiopian education system has undergone through different kind of reforms. These reforms are (TGE, 1994:27) include; curriculum development and instructional methods, educational measurement and examination, and educational organization and management. One of the objectives of the educational organization and management as mentioned in Education and Training Policy (TGE,1994:29) is to have clear guidelines, starting the rights and duties of all involved in education will be issued to ensure participatory and proper professional relationships in their activities. Another objective which is stated in this policy document is that educational management will be democratic, professionally coordinated, efficient and effective (TGE, 1994:29).

The Gaps is although the role of school principals as educational leaders is quite explicitly indicated out in those policy objectives of, (TGE19994:29), in above, still there is an implication that it has not been play a successful leadership appropriates role by working collaboratively as a team together with teachers, and school administration staff. According to Marsh,(2000:94), the ideal principals in the 1990 an instructional leader, who followed on four key elements.

Foremost, the principals, as an instructional leader, were supposed to be responsible for defining the mission of the school and setting school goals (Murphy 1992:13). Second instructional leaders, were to manage Murphy called “education production”. The education production according to Murphy includes coordinating the curriculum, promoting quality innovation, conducting clinical supervision and teachers, evaluation/ appraisal, aligning instructional principals with curriculum goals allocating and protecting instructional times and monitoring students, progress. Third principals were to promote learning climate by establishing positives high expectations, high visibility, and providing incentive for teachers and students as well, (Murphy 1992:13).

Finally, school principals need to develop a strong culture that includes a safe and orderly working conducive environment, opportunities for meaningful student involvement and strong staff collaborations. In short, the tendency during this era was to place the burden for the improvement upon the principals as instructional leaders in the school, Murphy: 1994). In synthesizing his study, Murphy (1994: 301).Points out that those dramatic changes in school working environment include an over whelming scale and new demands for teachers, and students’ involvement as part of school leadership. To this end, researcher motivated to explore the Ethiopian situation by taking a case of Gambella Educational town administrative and capacity building Offices (GWEO). Another important point for choosing this title is to follow up the educational reforms of 1994 which led to the Decentralization of educational system in Ethiopia that focuses on educational management and planning and less on educational leadership.

North house, (2007:10). Outlined that the difference between leadership and management in the following ways: for him, management deals with planning and budgeting, which includes allocating resources, setting time tables and establishing agendas. Meanwhile, Management for him also establishes rules and procedures, providing structures, and makes the jobs placement. On the contrast, leadership aligns people, which include communicating goals seeking commitment and team’s builder and coalitions that means joint together signs.

Leadership establishes the direction that includes creating a vision, clarity of picture, and setting strategies Management controls, solves problems, develops incentives, and generates creative solutions but, lake corrective actions.

Whereas leadership motivates, inspires energizes, empower subordinates and satisfied unmet Needs in a review of teachers motivation., (Whiter 1993a:1: 22),these differences between leadership and management that researcher have to come to believe that the functions and roles of school principal have to have to be revisited vis -a-vis Educational leadership. Therefore, as the researcher, researcher want to investigate how school principals' carry out their leadership role as the school leaders who dealt with human beings and their behaviors thought and practices).

The study was explored several themes as relating to educational leadership. These include how decisions are made by the school principals, how the teachers are helped by the principals to develop and maintain a collaborative, team work culture in school and professional development of principals. The study were also explored the support schools receive from Woreda Education Office (WEO). Based on the leadership criteria, then, researcher have formulated the following four **Basic research Questions**

1. What roles, styles and functions do schools principal play as the educational leaders to creating success leadership conducive teaching and learning environment for the school children?
2. How do Woreda education office (WEO) / Special Woreda support the school leadership success by their attempts to achieve the pupils an objectives of the schools leadership transformational?
3. How do school principals perform their duties as the school leaders?

1.3 Objectives of the Study

1.3.1 General Objectives

The aim and over all view in all objectives of this study was to investigate, narrative or identify the some issues which could foster/to adopt effective and efficient leadership of school principals in primary education provision which in turn could help school children perform well in their academic arena. The school principal's role as the educational Leaders and its success for implementing at the various levels of primary based on their school leadership and experience to achieve transformational leadership objectives:

- A. Identifying the role of school principals in the schools they led in Gambella town
- B. Identify the level of effectiveness of leadership in primary school in Gambella town.
- C. To suggest remedial measures for maximizing of transformational leadership in primary school in Gambella.

1.3.2 Specific Objectives

The specific objectives of this study were including the followings:

- First, to provide mechanisms which could help principals to cope up with the changing situations in the way school is led.
- Second, provide recommendations for school principals to take responsibility for the promotion of their own professional development and thereby increase school effectiveness both in administrative and in students, achievement.
- Third, providing assistance to school principals in order to share leadership with teachers, parents, and students within the school settings
- Finally, the purpose of this research is to encourage a school leadership culture in Ethiopia context, case to Gambella town administration.

1.4. The Significance of the Study

This study would help school principals, vice, unit leaders and teachers to re-define their roles as educational leaders. In other words, it would help them to develop new school culture which centers on collective leadership and collaborative working environment. Moreover, the study would help educational leaders at Woreda Education Offices (WEO) to slowly work with the school principals for the improvement of performance and results. The result of the study would greatly help to educational leaders both in Gambella town administrative. As a result of this study, school principals would be successful in their responsibility by giving effective leadership to the schools throughout the region.

The study also would help both regional's and Town education office as the policy implementers and the regulatory body to formulate and rethinking-back a new policy on the role of the school principals. Finally, the study would serve as the stepping-stone to researchers who are interested to do further study in the area of the school leadership success.

1.5.Delimitation of the Study

The scope of the research focused on exploring the school leadership by re-defining the role of school principals as educational leaders. It also have delimited to probing into the support that would be given by Woreda Education Office to the school.

Finally, the study would investigate only the role of the primary school principals by taking ten (10) primary schools with their respective vices principals, school administrative supports using Narrative purposive sampling technique in a single regional state.

1.6. Limitation of the Study

Due to time constraints and the resources limited financing and roads insecure, the researcher would not be able to included all studies themes as he can into the investigation process. The fact that, this study amongst the first investigate educational leadership; it might not comprehensively address all problems facing school principals in their entirety. In addition to fact that, the methodology used in this study is entirely qualitative descriptive, or it did not include quite a large samples us in the quantitative survey methodology due to what the researcher would keep the tape records, it may limit its validity and objectivity. There might be some limitations in some of the tapes recordings because the unstructured interview would be conducted with the research participants who only speak local languages and then translated into English.

1.7. Definitions

Principals: refers to school directors who are a head of a primary school /the person in charge of a public school.

Woreda: Is an Amharic language term which stands for the district and refers to the lower administrative unit of government in Ethiopia.

Principalship: refers to the role and responsibility of the principal carried out in the school as the school leader.

Instructional Leadership: refers to leadership which is directly related to the processes of instruction where teachers, learners, and the curriculum interact.

Effective Schools: They are the school that tried to meet, fits producing a results that's wanted; having an intended effective of rule of law in use started ready to services in actions and producing decided and implemented the government policies.

Transformational Leadership: Is a part of the "new" paradigm which given more attention to the charismatic and effective elements that involve exceptional form of influence that move followers to accomplish more than what is usually expected of them.

1.8 Organization of the Study

The research organized into five different parts. First, is an introduction which addressed the background of the study, statement of the problems, significance of the study, objectives of the study, limitations, and scope of the study. Second parts would dealt with review literature which briefly a narrative discusses and critically reviews the theoretical background of the topics under investigation. In the third parts was dealt with, the methodology and strategies for the data collection addressed in the study. The methodology of study used wholly qualitative grounded theories both its data collection, interpretation and its analysis. The philosophical assumption behind choosing this methodology was also be motioned in this part of the study. Fourth part dealt with the discussion and interpretation of the data where the data was presented and organized into difference themes according to their categories. Finally, the fifth section addressing the summary, findings, conclusion and recommendations had followed. Some recommendation forwarded for the possible application of the corned policy- maker authorities for the mitigation of some problems found out in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction:

This literature review aims at about providing necessary theoretical background of the topic under investigation. Includes The concept of leadership, the explanations of leadership, types of leadership styles, historical background of the principalship and conceptual of principalship in Ethiopian context, worldwide experiences for principalship development, The major function of School leadership accordingly, Critical review of some studies on school leadership an Ethiopian perspective, Goal of transformational leadership in school context, Strategies for transformation leadership in schools.

On the other hand, school transformation. It's also relevant to my study because it deals with the theoretical framework of leadership transformational success in relation to a school in the context of Ethiopian school system and finally shifts from rule drive – to strategies results into perspective for school community involvement in school leadership could be mentioned in this study.

2.1 The Concept of leadership

There are several conceptual definitions that was given by the different scholars up on leadership and they vary from place to place school to schools and some of them they depend on situations contexts. And in another way round the meaning of leadership is too complex term it can't be defined, in easy, simple and straight manner.

Leadership is about working with people to do new things in a world which is increasingly complex and fast changing. We need organizations that are flexible and sustainable, and organizations are made up of individuals. Leadership is not necessarily linked to authority. It is about mobilizing people to tackle the toughest problems and to do their best work. Not only that but also, a leadership it can be said that, the most success leaders are those that drive others to achieve their own success

Leadership is embedded in every one of us, that means it can fixed on something as important but the key is to unlock our personal passion which will give us the courage to do things that

appear difficult, uncertain or even unpopular. There are many factors in successful leadership can only be felt in terms of results of a group working i.e. profits, quality of output employee, morale consumer satisfaction enterprise image and so on.

The following definition refers to different aspects/perspectives of leadership to be: George R. Terry: "leadership is" the activity of influencing people to strive willingly for mutual objective;

Caster Branford: leadership is the "ability of superior to influence the behavior of the subordinates and persuade them to follow a particular course of action"

Robert C. apple by he said that leadership is 'a' means of direction in the ability of management to induce subordinates to work towards group's ideas with confidence and keenness." in current Britannia encyclopedia, (1976:99). Leadership is defined as "a relationship between an individual and a group sharing the common interest good, objectives, and mission and by having in a manner influenced or directed by him".

Then the international encyclopedia of psychology, (1977-362).defines leadership as "an interpersonal relationship in which the activities of followers reinitiated, stimulated and to some extent controlled by the leader". This review of related literature aims to provide a necessary theoretical background of the rethinking the role of principalship as educational leadership success in Ethiopia.

The principal's role in successful schools is the vital reason for; the successful school leadership was to be there with good principals that can create a positive school culture. According to Shelley Habegger, (2008), the positive school culture is the heart of improvement and growth in any school leadership builders.

The jobs of a school principal cannot be described even in a 10,000 words easily, let alone in a short paragraph; in the day of today's principalship is constantly multi-tasking and shifting roles at a movements. The principal role in successful school leadership is "daily survival mode in order to create a successful learning environment." Next to this review seeks to increase knowledge and understanding of school leadership and its relationship with school improvement and student outcomes.

It has examined definitions, concepts, and models of leadership and examined the outcomes of recent research on successful leadership of effective and improving schools. To the researcher much of research on school leadership has been focused on the role of principal or head teacher, but it is increasingly recognized that the distribution of school leadership more widely within schools is important and can promote improvement.

This unit of related review literature pays particular attention to the concepts of transformational leadership in school principal roles. In another way round, the theoretical background includes school transformation perspective, the need for the transformational leadership in the school. Therefore, the researcher knowing that, there are many several other types' of leadership styles in school leadership in principalship but he will take only six main related types of leadership likes: Authoritarian/Autocratic leadership styles, democratic/Participative leadership styles Laissez-faire/free-rain leadership styles, Servant leadership style, charismatic leadership style and finally transformation leadership style for their concepts he need to be precise and short.

It's clear that the research is dealing much with transformational school leadership success. It's also relevant to the researcher study because it deals with the theoretical framework of leadership transformational success in relation to a school in the context of Ethiopian school system.

2.2 Types of Leadership Styles

In any leadership systems either, civil societies leadership, Religious and public institutional leaderships or elected ones, all had their own ways of leadership styles that they could be used therefore; under this topic in school leadership. The researcher have been selects six types of leadership styles those need to be took into consideration in this studies and we can look at them flowingly here:

a.)Authoritarian/ Leadership style, b).lasses-faire/free rain leadership style, c) .democratic leadership style, d).Servants leadership style, e).Charismatic leadership style and finally f).transformation leadership.

i. Authoritarian/Autocratic leadership style:

This leadership style, the administrator determines all policies, techniques, and functions. The subordinates have little or no freedom to make suggestions. In the 1970s, the autocratic style became less popular compared to other contemporary leadership theories. This was partly due to The New York Times' publishing of the Pentagon Papers and The Washington Post's Watergate exposé, which led to Nixon's resignation.

It related to favoring or concentration of power in a leadership or an elite not constitutionally responsible to the people in their regime. They are grounded mainly on fear, threat, and force and hence it is labeled negatively. The administrator insists on the strict obedience to rules and regulations. He is not prepared to bend procedures to accommodate even peculiar needs to people/Workers engage in eye service and neglect their work in his absence.

ii. Laissez-faire/Free-rain leadership style

This style, is a leader-less style is individual freedom of choice and actions that means to let people do as they choose, wants. He/she gave instructions on the task to be performed and thereafter remained completely passive. The leader does not worry about – procedures, nor does he care about rules and regulations. This style usually leaves the job uncompleted at the end of the day. It allows a great deal of freedom and the group remains loosely structured. Kurt Lewin, an early contributor to the study of social psychology, is often credited as the developer of the laissez faire leadership concept. He was a pioneer in doing some research on organizational psychology and group dynamics. These days, human resource experts still use Lewin's research to manage and assess workplace productivity.

Together with fellow researchers Ralph K. White and Ronald Lippitt, Lewin identified the laissez faire leadership style in their study "Leadership and Group Life" in the 1930s, recognizing it as "requiring the least amount of managerial oversight."

Though Lewin recognized such type of leadership as one of the three primary management styles, he did not prefer it as his leadership method. He simply identified laissez faire leadership as the opposite of autocratic leadership and the antithesis of centralized leadership, whereby a

CEO or a military general makes most of the decisions and relies on his subordinates to carry out instructions. Lewin, et al, deduced that neither laissez faire nor autocratic leadership styles were ideal, and rather concluded that the optimal style is democratic leadership.

iii. Democratic leadership style

This leadership style is very popular, self governing, self ruling, republican, from many in all their characteristics because when it is done well it create harmonious, productive, evolving and work force.; Therefore, Democratic leaders based on form of government or schools in which the people choose the leaders by voting or related to the ideas that all people should be treated equally, shared -the decision- making as well as the resulting responsibility with teams..

The point here is that the democratic leaders seeks continual feedback and looks for opportunities for development both himself and his workforce. Democratic leadership style it had his own demerit and merit in school of today leadership.

iv. Servants leadership style:

The currents scholars addressed this approaches from many perspectives resulting in variety in leadership according to Greenleaf (1970 he had defined that servant leadership begin with the natural feeling that one to service others, to service first. Next to that servant leadership constitutes part of the leadership lexicon, which is integral to the educational philosophical; knowledge of general management for r instance (Gisiriri 2013). In focusing on leadership, aims to understand the crofts being leaders in school, rather becoming a good leader(Girisiri2013).Generally leadership is associated with the top echelons of an organization of school leadership . (As opposed to leading) Girisiri2013). And as such is ultimately the changed with responsibility for the performance of the organization (according to the Nienaber 2010). Its argued in the literature that servant leadership differs from the traditional views of leadership. (Parris and Peachy 2013; Reinke2004). The traditional leadership paradigm generally emphasizes hierarchical position and power based on authority and top down relationships. Servant leadership; in contrast, holds that hierarchical position is not a pre-requisite, but rather the moral and ethical behavior of people are paramount. (Cassel and Holt2008;Crippen 2006;Reinke2004; Zhang and Lin 2012). (Cassel and Holt 2008; Crippen 2006; Reinke 2004; Zhang and Lin 2012).

v. Charismatic leadership style:

As the name implies the Charismatic leadership style is based on the leader's ability to inspire and influence the action of the others in group members. It's possible that a leaders can create actually had had to create the vision, gifts as well required ability to generate excitement in other about new possible risky ideas. Plus leadership and management in Charismatic leadership,

Khandwalla P.N (1977) in his research on "Leadership in Management" of schools, illustrated that majority of the leaders were above average in intelligence. He said that effective leaders tend to possess greater intelligence, supervisory ability, initiative, self-assurance, and individuality than leaders not perceived as effective. He also found that higher level managers tend to possess these traits to a greater extent than lower level managers. He suggested that subordinate-oriented supportive supervisors tend to be more effective than authoritarian, non supportive supervisors. He found that directive leadership was effective when the leader also happens to be a considerate person.

When Subordinates were performing simple or frustrating tasks, supportive, considerate leadership was effective. When task were ambiguous or urgent, directive leadership was effective, particularly when subordinates like to be told what to do and the leader was considerate.

vi. Transformational Leadership Style:

This style Is concerned with improved the performance of the followers and developed flowered to their fullest potential, (Aolio,(1999;Bass and Avolia, (1990a). The same true transformational leadership style in both school and civil societies can support the greatest of leadership and intended self own, self requests,(Kuhnert,1995). That Leadership style is influential because it's the best from both followers and leader, due both to do what the leaders wants was mentioned by (Kuhnert and Lewis, 1978). We can concluded that, in this leadership, in term of school leadership its intellectual in stimulation and individualized consideration in any leadership style for schooling.

2.3. Historical Background of Principalship.

Here under the above themes the historical background of principalship and worldwide experience for principalship development was briefly discussed below here:

2.3.1 Concept of Principalship in Ethiopian context

In this section an attempt was made to show the concepts of principalship and its historical background of principalship in the globally and in Ethiopian context too. Critical reviews of some studies on school leadership in an Ethiopian perspective, the school transformation perspective, the goals of transformational leadership a comparison in the school context, strategies for transformational leadership in schools and finally shift from rules drive to strategies/results- drive perspective.

Before dealing with what the role of the school principal in their respective jobs, it is wise to thoroughly understand the term "role" to this effect Gold Man's (1966:33) writer's role as:

The dynamic aspect of the positions, offices, and status within an institution. The role has certain obligations and responsibilities which may be termed as role incumbent to be performing his role. In another way round, Simon and Shuster (1970:157) confirm with the above definition by saying that. The position of the status within the organization, which tends to define the behavior of the person who fills the role. It also states that expectation by members of the social system for particular positions is called role. It follows the behavior of a person (leader) who assumes the position and status makes the difference in organizational activities. The role incumbent needs to deliberate to explain his or her position for likings. And disliking looks towards organizational functional and outcomes and their regards to this subordinates ahead of time. This behavior of a leader creates an atmosphere conducive for cooperation among employees so, that they could effectively achieve organizational objectives.

The functions and outlook of the school principals keep informed about what is going on within the school premises to preserve and maintain the complementary role relationship with teachers. The school directors do these in order to avoid role conflict and to let their teachers carry out their day- today teaching performance as effectively as possible.

2.3.2. Worldwide Experience for Principalship Development

According to the world wide experience in principalship development, the emergence of principal's role in school has been an old age issue an important concern for school Leadership of success. In this regard by, Monahan and Hengest (1982:45) and Murphy,(1995:124). Said that the term principal now used by the USA was originally derived from the phrase 'Principal-teacher', that is to mean, headmaster or headmistress, in UK which is similar to principal in the USA.

In Ethiopia, the term "director" has been used to designate the same incumbent until the advent of the former communist regime after that, the equivalent but now the word "director" is used not Principal (Adura, 2008:14). The principal is the official of the school whose responsibility is directing, informing and controlling the teaching-learning process, in his /her charge mainly through teachers Murphy, (1996:56).

The history of principalship is firmly attached to the history of American education, Monahan and Hengest, (1982:162). (1982:162). In an early history of American schooling, there were no principals like that of today, (Murphy1995:66).

According to Murphy, the school administration was not differentiated from teaching, implying that everything was done by the teacher. Monahan and Hengest, (1982:54). Said, "Cities grew, schools increased in number and size, the number and complexity of educational tasks also increased.

This demanded securing assistance from specially designated person to assume the responsibility for them. This person was named a principal teacher who, not only continued to functions but also served as the controlling head of School."

2.4 Major Function of Leadership

The school principals are expected to use the educational resources wisely and the planned accordingly.

With regard to this, Roa and others (1983:125) stated out that, leadership is probably the most tasks about managerial activity in many organizations.

Managers or administrators are expected to be effective in a range of areas including, Planning Motivation Controlling and Managing Complaints.

Obviously, the school principal exercised leadership not to impose power in each individual member of the confidentially or personnel, but to gain the cooperation of all others and greater their cooperativeness towards goals of achievement of the school plans.

The function of leadership is the concomitant of all human associations in our society. Leadership emerges as natural process in any grouping of human beings. If there is a lack of formal and recognized leader in the group, informal leadership is bound to develop from the rank and file member of groups; leadership of the function can persuade the group to have an identity of interest, outlook, and action. Leadership provides imagination, foresight, enthusiasms and imitative to the group. It exhibits an imitable Code of conduct and responsibility, prescribes a high standard of performance and importance of respect. For enabling the followers to apply their full capacities for work accomplishment and to extend their unselfish support, the leader is required to create a conducive environment for performance. With this end in view, the leader must know what motivates his followers and how these motivators operate the more thoroughly the leader understands the process of motivation, the more effective he is likely to be in getting the work successfully done by his/her fellows. Regarding the major function of leadership according to Roa, (1983:125).stated out that, “A leadership cannot exist without followers.”.

"Control is vital to the strength and moral of the company" Employees (according to mater land) principal of management on Buveland (2007). Additionally, the school principals need to motivate and guarantee a sense of belongingness to their Fellow teachers. Of course, the function of leadership in school or in any sectors can be seen as the vital once that includes motivation of staff, communication, decision making, coordination, and control.

2.5 Critical Review of Some Studies on School Leadership: An Ethiopian Perspective

This part addresses a critical view of some studies done in Ethiopia on school leadership. A study conducted by basic Education Strategy overhaul along with the Ministry of Education (BESO) and MOE,2005). On the effect of the school leadership on school dropout and repetition rates in primary schools had the following results.

First of all, they found out that in schools where the principals have appropriate and relevant educational qualifications student dropout and repetition rates were less. Means while, the result of the study also revealed that principals with more than 6th years' work experience in school leadership and mature in age contributes to students, academic achievement.

The study on contrary found that in schools where principals lack relevant educational qualification and training, student dropout and repetition rates were significantly increased.

The sample populations of the study taken were six regional states in Ethiopia. The methods used to collect data, were questionnaire, interview, and documents review. They analyzed the data used correlational analysis and percentages as well.

The weakness in this study is that it merely focused on instructional role leadership of principals has not thoroughly addressed the human part of the principal's leadership. It has not also critically addressed the effect of staff development on school success.

In spite of the inadequate points, the researcher his thinking bulks on this study in order to attempt to address some of the problems on principalship those facing them in the schools leadership. In general, the study focuses more on addressing the managerial and controlling role of the principals and less on the leadership role, Albauro, (2008) did another research on the school leadership with the title: Problems of Educational leadership in the secondary school. The results revealed that principal is less effective in their leadership. The reason, according to the researcher, was due to lack of professional competence and the attitude toward School leadership.

The study was conducted with the sample size of about 197 teachers and seven school principals. The methods used for collecting the data included questionnaire, interviews, and review of documents. This researcher concluded that the problem was a serious issue which should be addressed by the policy makers on education by providing enough educational leadership training programmes to the principals.

Abauro,s Study focused mainly on a problem relating to educational qualifications of the principals and has not dwelled on emotional intelligence leadership competencies of the principals and on how the deal with teachers and students as human beings. In another way

round the focus of the study was on how the principals can manage and administer the school by considering the teachers and students as important inputs for the success of their school leaders.

2.6. The Goals of Transformation leadership in School Context

According to the Lynn, (1992:27). Asserted “the idea of transformational leadership was first developed by Burns in 1987 and later extended by Bass in 1985.” Lynn firmly asserted that neither Burns nor Bass studied schools but rather based their work on executives. For instance, there has been a shift in business away from type A to type Z organizations, (Liethwood, 1992: 14). Type 'Z' organizations, Liethwood argued, reduce differences in status between workers and managers, emphasizing participative decision making and are based on a form of consensual or facilitative power that is manifested through other people instead of over people.

The authors argued that the view of the transformational leadership should not only focus on the business executives, political leaders, and military officers but it should equally address the school as one of these social institutions – appoint worth nothing because the school is the foundation for the success of these institutions (business, political and military instructions). Generally, the author advocated the need for change in school leadership, which is very crucial and significant for the school success.

Yet the definition of transformational leadership is still vague, that means still not clearly seen. Hover, and Associates, (1991). and Liethwood and Jantz (1990), asserted “there are similarities in transformational leadership whether it is in a school setting or a business environment.” Other important views of the educational role of the school principal, according to Murphy and Luis (1994) are that of a transformational leaders . On other hand, Sergiovanni, (1991:56). Classified transformational leadership into three leadership components :(1) Building (2) Bonding and (3) Banking, Called the 3Bs. The building includes empowerment, Symbolic leadership, and charisma which lead to raising the expectation of leaders and followers so that they are motivated to a high level of commitment and performance. Bonding according to Sergiovanni, elevates organizational goals and purposes through an agreement that binds together leaders and followers a moral commitment. This kind of leadership involves cultural and moral leadership, Covenant building and fellowship. Finally, banking involves investing resources in developing the capacity of the school as educational leaders so that they lead their school effectively.

The 3Bs are crucial because they deeply address the integral issues of the transformational leadership not only in a school setting but also in overall leadership arena. His analysis of school transformation perspective also considers the school as a learning organization which benefits school community through a continuous improvement and learning, where both the school leadership and the staff are engaged in constant improvement and learning. It must be acknowledged that researcher have explicitly mentioned the link between the culture, ethics and moral value as for how specific values can influence the leadership.

In conclusion, although there is in a gap in addressing ethical and moral issues in Sergiovanni book, the researcher believes that the authors like Sergiovanni has made a more significant to school leadership success. In another way round, the re-thinking on the educational success in school leadership, it can focus on Transformational leadership models and pedagogical instructional leadership models too in any school levels but what the researcher mainly talking about here is the case of primary school leadership models upon Successful School Leadership and the principal leaders. This model of school leadership is most often associated with primary school Building vision and setting directions; restructuring and realigning the organization; understanding and developing people and curriculum; and involvement with the external community. Much of primary school leadership what has been discovered about leadership in this study of research reinforces the validity of three core sets of leadership practices in the above discussion

However, by contrast, it was found that excessive stress and loss of trust on part of teachers in school leadership success resulted from inconsistency behavior on the part of head teachers/ principals, and frequent failure to follow through on decisions, while some studies suggested that transformational leadership practices primary emphasize relationships, it's clear that, from this body of literature that effective transformational leaders also place an emphasis upon promoting better student outcomes through the use of both pedagogical/ instructional leadership, also sometimes referred to "leading for learning".

2.7 Strategies for Transformational Leadership in Schools

This part deals with some strategies for the transformational leaders in the school. For instance, some writers identify some specific ideas and activities to which a principal as a transformational

leader should engage in. The transformational strategies in school included involving the whole staff to deliberate together on school goals, beliefs, and visions at the beginning of the academic school year.

Another strategy is not avoiding preconceived solutions, instead, clarify and summarize at the key point during meetings and keep a group on task but do not impose one, perspectives. With these strategies mentioned above, it is believed that if principals, as transformational leadership amongst them in their schools; they can affect a significant positive change. These strategies can also encourage teachers and other school administrative supports to involve in the school activities, because if the principals share a vision of the school with teachers in a very clearly manner they can feel that, they are relatively leaders too, who have an ownership of the school, leadership transformational strategies plans. Moreover, the authors have not fully included some of the important strategies which can help the school leaders to meet its goals and objectives.

These strategies included for instance, strategies for building teachers, capacity through training means on pre-service and in-service training programmes, which can enhance community and the school corporation. Sergiovanni, (1990:5). In other hand, “a transformational leader in school should see action research teams or school improvement teams as a way of sharing power. He asserted that a transformational leader ought to share responsibilities with other staff members in governance function. The same true Transformational leaders are recognized as change agents who are good role models, who can create and articulate a clear vision for an organization, who empower followers to meet higher standards, who act ways that make others want to trust them, and who give meaning to organizational life. Transformational leadership emerged from and is rooted in the writing of Burns (1978) and Bass, (1985). The work of Bennis and Nanus (1985) and Kouzes and Posner, (1987). Are also representative of transformational leadership.

Transformational leadership can be assessed through the use of multifactor leadership which measures a leader's behavior in seven areas; These are:- A) Idealized influence (charisma), B). Inspirational motivation, C). Intellectual Stimulation, D). Individual Consideration, E). Contingent Reward, F). Management-by-exception and G). Laissez-faire.

To create change, transformational leaders become strong role models for their followers. They have a highly developed set of moral values and self-determined sense of identity (Avolio and Gibbons, 1988). They are confident, competent, and articulate and they express the strong ideas of educational leadership. It is common for transformational leaders to create a vision.

Finally, the school principals need to help teachers know that they are responsible for all students. Principals can also bring workshops to the school where it is comfortable for the staff members to participate and share their talents with one another. These strategies would be very important for the success of the school's leadership (both the principals and the teachers alike).

However, some of them would seem too much ambitious and their achievement may seem difficult to be realized by school leadership, enabling teachers to engage in action research, this may require expertise and knowledge, which teacher may not easily acquire, especially in Ethiopian by our school contexts.

2.8 Shift from Rules – Drive to Strategies Results – Drive Perspective

This shift from rule-based to result-based perspective according to Marsh, (1995:45). Is a combination system that defines student's performance standards rather focusing on the routines of the school? For this author, leaders of the schools need to work in educational systems which are tightly coupled with results and loosely coupled with means for attaining these results.

The result orientation establishes the combination of school leadership success a system that defines student's performance indicators. The school leadership needs to focus on the result-indicators (accountability). In researcher analysis, the sole argument of the author regarding the shift from the rule-based to a result-based approach is to appoint worth considering because the principal as a leader in the school should provide teaching and support for teachers and students to achieve better results (learning outcomes) in academic performance for school leadership success..

The reshaped of the school according to Odden,(1995:145).Involves planning in a dynamic and powerful way that builds on the provided strengths of the school as a learning institution rather than on the installation of proven new programmes. Whohlster and Associates, (1995:253) and

Odden , (1995). Asserted, “reshaping school includes four interrelated arrangement: one, the need for fundamental change in the way the school leadership is carrying out its duties and responsibilities.

Secondly, redesigned the work and structure of the vision of the school for better teaching and learning process. And the third, implement the design and assessing the impact of refining, and changing the old way of running the school. However, these strategies are meant for fundamental the redesign of the school as an organization which has an important contribution to growth and development of the community involvement in school Leadership.

CHAPTER THREE

RESEARCH DESIGN AND METHOD OF THE STUDY

3. Introduction

The design of this study and methodology of the research is based on its purpose the case study approach by itself and the historical background of the case, is used in this study because of “its unique strength of drawing its end results. Those informants through whom the case is known (Stake in Denzin and Lincoln, 2002, pp.438-9). The study particularly employs a case study as it is seen useful in obtaining intensive description case study and analysis of the case under investigation (Smith, 1978).

The study would consider ten primary schools’ cases in Gambella town administrative with in Gambella National Regional State of Ethiopia. This chapter was covered research methodology, data sources, Sampling procedures, and techniques, unstructured interviews, focus group discussion (FGD) , Document analyzed, personal observation and finally Ethical consideration.

3.1 Research Methodology

The type of research methodology used in this study is a qualitative case study. Researcher rationale for choosing qualitative methodology is because of its intrinsic characteristics to the objective of the study. It is also heuristic which illuminates the understanding about the phenomenon under the investigation by discovering deep meaning, (Lee and Omromord, (2005:95). It’s also particularistic which focuses on the particular situation to take the holistic view (Marrian, 1988:7).

Researcher interest in chosen qualitative research design methodology emanates from researcher personal philosophical belief that knowledge is invented and not discovered (Amare: 2004). Knowledge thought cannot have an existence without the human agent, thanks to constructivists, (Schwandt, 1994 and Chalmers, 199, cited in Amare 2004).

In other words, the relationship that researcher feeling between the quierer and the inquired is also transformational rather than detached and objectivists, (Amare 2004:41). Therefore, as an inquirer, researcher make sure that there was no distance between myself and (the inquired topic and participants involved in the study). Similarly, Earl (1998:281).Maintained, “there is a move

away from obtaining knowledge, primarily through external observation and experimental manipulation of human subjects toward an understanding by means of conversation with the human being to be understood.

Researcher personally believed that the participants in this study not only they answered the questions prepared by me but also they put themselves in a dialogue in their own perceptions in their own world (Babbei, 1998:281). Therefore, in this study researcher was used idiographic than homothetic, where researcher closely dialogued and exploring issues with participants in the study. This approach have been helped to gain an in-depth understanding and interpretation of the topic under the investigation and then researcher was formed my own personal experience.

3.2. Data Sources

This qualitative case study was conducted in Gambella Regional council taking a few primary schools' cases to investigated the leadership role and their leadership success. The sources of the data for this study are primary school principals who were taking as main participants; however, teachers, Woreda Education Office (WEO) officials were included in the study for the purpose of triangulation and validation of the study (Leed and Oromod,(2007:50).

3.3 Sample Procedures and Techniques

In this study, researcher have been used purposive sampling technique. The study targeted primary schools principals as main subjects of the study. The overall sample included, ten (10) primary school principals, with their ten (10). Vice principals, Ten (10) unit leaders, one hundred (100) teachers, PTAs, and five (5) school officers from Woreda Education Office (WEO), amongst schools leaders With this sampling technique, were chosen; making a total of 135 respondents. In purposive sampling, techniques according to Trochim (2005:41), and Dencombe, (2007:95). your sample with purpose in mind and specifically select sites because of their relevance to the emerging categories and concepts. The uses of various categories of respondents were chosen in an effort to increase the validity and reliability of data.

Purposive sampling allowed me to choose this case for reason that it clarified some features which researcher was interested in Silverman: (2005:129). Similarly, (Denzin and Lincon 2000, in Silverman 2005:129). Stated, many qualitative researchers employ purposive and not random, sampling methods.

Researchers find out groups, and settings in which the processes being studied are most likely to occur.” It’s with this fundamental purpose that, researcher selected these ten primary schools which have different performance both in student’s academic achievement and in school leadership styles. The criteria for the selection for the school leadership includes amongst other, principals, training background and experience in the principalship, school whose leadership cooperates with Gambella town administrative Education capacity building or Woreda Education Office and community, working closely with teachers and other school administrators as one team of spirits and being sensitive and open to new idea that could lead to school success.

In addition to purposive and theoretical samplings, researcher, also used snowball sampling which help me to identify key informants who met the criteria from above mentioned for the above conclusion in the study, Trochim, (2005:43). For example, some officials from the Woreda Education Offices (WEO) and teachers from the schools were included based on their knowledge and expertise about the case under the investigation.

Researcher also, asked these officials and teachers to recommend others whom they know could meet the criterions from the conclusion. The basis or evidence for the selection criteria is a discrepancy personally observed between the schools in the ways they are governed and led.

3.3.1 Unstructured Interview/ Instrument for Data Collection

In this study, researcher used an interview with the key informants in which researcher set out some guiding general questions for the respondents. As Trochim, (2005:125). Asserted, “Unstructured interview helps particularly to have initial guiding questions or core concepts without formally structured instruments in protocols.” The interviewer in this situation is free to move the conversation in any direction of interest that might come up. Silverman, (2005:145). Similarly The interview method and questionnaire technique were the main instruments for data collection in this study. The interview was designed to be as intensive as possible so as to solicit maximum amount of information from the respondents. said, “unstructured interview helps the researcher to treat respondents, answers as he describes external reality (facts, events or internal experiences.”

3.3.2. Focus Group Discussion (FGD)

The need for this type of data was that it was possible to study the processes whereby meaning is collectively constructed within each session, (Brayman and Emma, 2007:514). The groups discussion were divided into three the principal's group, teachers and group of officials from Woreda Education Office. Each group was then asked about its role as consisting of educational leader in its support for school improvement or successes. The number of participants in each of these groups was grouping into five (5). Principals, five (5) teachers, five (5) Woreda official from education office and the major themes emerged from each as the role as consisting of educational leaders in support the school improvement or successes.

3.3.3 Documents

With this instrument, researcher interrogates the data captured through, documents, such as, an annual plan or strategic plan of the schools documents whether or not it was prepared based on the participation of all the staff members. I have analyzed the mission statement, values, and vision of the school to understand whether or not they were there to be achieved through the involvement of all the concerned. Silverman, (2005:160). Founded researcher have analyzed the mission statement, values, and vision of the school to understand whether or not they were there to be achieved through the involvement of all the concerned. Silverman, (2005:160). Therefore, researcher was concerning with the processes through which the texts depict 'reality' rather than with whether such texts contained true or false statements.

The documents were used to strengthen the data gathering using unstructured interview and focus group discussions. However, precautions relating to their authenticity and validation tested through triangular by a cross check in their consistency from the Woreda Education Office until getting saturated, (Denscombe 2007:135).

In support of this point, Bryman and Emma, (2007:568). Explained, that the documents cannot seen as something which provides a complete account of a state of affairs of the case under the investigation in town administrative . Therefore, they were to be interrogated and examined in the context of other sources of data.

3.3.4 Personal Observation

This method of data collection was made mainly to understand how school principals perform their duty as school leaders and as the researcher. Researcher was conduct this for four weeks and halves day- each in ten of the target schools, (Dalkoch / (Dual kuach), Ubur, Mariame bet, and Rasgobena, primary schools within Gambella Town). In the observation, checklists were employed for principals while conducting a meeting with teachers and how they responding to routines teaching-learning process and administrative problems.

The checklists would specified what supposed to be observed included the participation of the teachers in shared ideas and opinions with the principal. Sharing the meeting, invited representatives of the students and PTA and how they solve daily problems in their schools. The reason for chosen these schools for observation is because of their leadership performance. Some of these school like Ubur Primary school have been said, to have an impressive performance in mobilization community, teachers and students to participate in the school activities.

Whereas in some of these schools like Dalkoch/ (Dual kuach), the teaching and learning processes are found to be disorganized and conducted in a chaotic environment. So, the observation was made to saw and observed things in these schools for researcher myself.

3.3.5. Ethical Considerations

As this study has followed a pure qualitative research paradigm, it placed a great emphasis on value- Ladden nature of inquiry (Gubsa and Lincoln, 1994:109 cited in Amare, 2004:55). Apart from stressing the qualitative nature of my research intentions and the fact school leaders rather than the clients or students and teachers were my proposed participation of the study.

In this regard, researcher was kept all audiotapes at a safe place at home and secret place. To keep the identity of the researcher participants, researcher was used Pseudonyms instead of their real names, and cared throughout the research to preserve anonymity and safeguard the confidentiality and identity of the participants in the research. Researcher was took the focus group discussion (FGD) during my fieldwork, which surrounded to Silverman, (2005). raised a numbered of ethical issues that extending beyond formal consent to the research.

The rationale for making this decision was because researcher was free to ask questions as the fieldwork progressed without creating too much suspicion. Researcher was also aware that my presence in the field affecting the behavior of those being interviewed, especially as the team was aware of my education and professional background with the knowledge that contained amount of professional in the field background. Therefore, researcher interred in the field with the knowledge that contain amount of professional ethics self-consciousness would be inevitable.

Having all these in mind, researcher made, Silverman that researcher used informed consent, to avoid an invasion of privacy (Torchim,2005: 127 and Silverman,2005:31). In this sense, my past experience as the practitioner in the field of educational planning and management was in no way disadvantageous to my present role as researcher in the field of educational leadership and management.

3.3.6. Strategy for the Data Analysis

In this qualitative study, researcher has been used grounded theory in analyzing the data collected. It involved the normative analysis approach to elicit and analyze the content that is sensitive to the sense of the consequences in which people are tellers of stories about their lives, and events around then, (Bryman and Emma 2007:524).

Using this method, researcher aggregated and categorize the data into different themes. Researcher was also used vignettes taking from the field to support the analysis. Coding, categorizing conceptualizing, comparing and examining, according to Bryan and Emma, (2007:586), includes reviewing transcripts, field notes and gives labels to component parts that seem to have potential theoretical significance.

The advantage of this typical of data analysis is because it brings concepts which can later be grouping and turn into categories, (Bryman and Emma, 2007:434). Finally, the data was collected through the interview, focus group discussion, documents revision and personal observation were used and then analyzed and findings presented in the sequent chapters.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE RESEARCH FINDINGS

4. Introduction

This chapter presents the data analysis, interpretation, and discussed the research findings. It also included for emerging Themes like; Description of research setting, classification of the school under investigation, Role of the principals as the educational leaders of the schools, Decision making role of the principals, Team spirits and collaboration between the schools leadership, Teachers, community and Woreda education Office, and finally Leadership training and professional Development of principals, to some extents focus group discussion, document analysis and personal observations.

In order to get the data, researcher conducted interview, observation, documents analyzed and focused group discussion with Primary Schools principals amongst ten schools, vice principals, unit leaders, Woreda education officers , Supervisors and fews school administrative supports in Gambella town administrative within the region.

The namely of ten primary school where researcher had conducted the research into them are: Changkuar, , Dalkoch , Elay, Jebjebe , Mariamebet , Latjor, Puldeng, Rasgobena, tetluth and Webur primary schools respectively.

Researcher also spent five weeks times in the field work for data collection. Furthermore, this section included the Narrative description of the schools leadership success in Gambella town Administrative, the classification of the school based in their leadership role and academic performance.

However, after the questionnaires were collected from the respondents were tabulated based on their school backgrounds, qualification years services , reports and categorized into Themes, and then interoperation for analysis immediately followed by the results that lead to conclusion of the high lights obtained.(information's researcher, gained).

4.1 Description of the research Setting

This theme it's trying to said, the area of study for what its subject is really look like, to described the place where the research study took places into. This studied was conducted in Gambella People National and Regional State within Town administrative. The region is located in the South-West of Ethiopia. that's 776. km away from the capital city. It shared is bordered by Oromia Regional state in the East and by Southern peoples National Regional State (SNNPR) in the South West.

Externally, it also shares the longest borders with South Sudan in the West. The region is amongst the least populated regions, ranking only second from the top, with the population of about 170,000, according to 2007 National Census in Ethiopia (2007).

It also been categorized as one of the “emerging regions” in terms of development with more than 97% of its population living under poverty line especially in rural areas (Regional Bureau of Finance and Economic Development, 2006:34). In the education sector, the region has more than 40 primary schools, 14 secondary schools, 2 colleges, more than three technical and vocational education training institutes, (TVET).

The coverage of primary education, according to the Regional education bureau in the statistical analysis of 2008 is about 98% (Gambella Regional Education Statistics, 2008: 34) this figure was confirmed by the Ethiopian National Assessment of Grade. Similarly the Gambella town administrative council where researcher had conducted the research into it had 10 Public primaries schools amongst the ten schools that started from grades (1-4) and (5 -8) researcher got this reported when researcher had made the document analyzer's in some schools the report was from (2001:23).

Therefore, according to the description study that researcher found in Gambella town administrative council. That's the lowest region/ town in term of school leadership success and quality of education at primary school levels both in region as well as in the Gambella town education and capacity building.

Table 1: Education Background of the school principals and their years of services

Qualification	Years of Services	Sex	School	Woreda (District)	Level of the school	Remark
10+4	10 years	M	Rasgobena	Gambella	1- 8	
12+4	13 years	M	Elay	Gambella	1 -8	
10+4	2 years	M	Dalkoch	Gambella	1 -8	
12+4	8yrs	M	Wubur	Gambella	1 -8	
12+4	4years	M	Mariamabet	Gambella	1 -8	
10+4	5years	F	Puldeng	Itang	1 – 8	
12+4	4years	M	Latjor	Gambella	1 -8	
10+3	6yeas	M	Teeluth	Kuergeng	1 -8	

The names of the principals would not be mentioned due to the respect for their ethical rights. As indicated in table 1.,The majority of the school principals had appropriate educational qualification above the lines of their school levels and most of their qualifications are non-educational leadership official with diplomas/ or degree In the table above, we can see that there is complete mismatch between principal's qualifications with what they are supposed to do as leaders of the schools.

The same is true that most of the school principals are dominating personality male it shown that there is in equality between genders balance in school leadership. In subsequent sections, the researcher provided a full account of the data as presented in the themes and categorized in which the interpretation and discussion of the findings were added together.

The first Cycle for some primary schools in Gambella town administration (1-5) levels.

Table 2 Education Background of the school principals and their years of services

Qualification	Years of Services	Sex	School	Woreda (District)	Level of the school	Remark
10+4	1 years	M	Changkuar	Gambella	1 – 5	
10+3	1 years	F	JebJebe	Gambella	1 -5	

The researcher also provided the qualification basis of the schools which were taken as cases under investigation. These two schools were the latest one amongst the rest due to what they were currently opened by town administration order. Due to overcrowded numbers of students from primary schools

There are problems of un enough classes rooms that led to disciplinary problems from both teachers, and school children's due to open fence from these above two schools those stayed without being fenced, there was the problems of used safe drunks water lack of enough toilets facilities and how they used.

There is little balance between the leadership role & responsibility through, men & woman's since men are dominants as you seen in above tables. Lack of empowerment of women from the school leadership in power sharing due to the past trends mine. On my investigation, There were some actives (PTAs) and inactive one from difference primary school those researcher pass through and other are inactive like Changkuar Primary school (PTA,s) are very actives while, JebJebe primary school is inactive. .

PTAs can deal with surrounding school Problems of pupils, teachers and to aware the school community for what is good and what is bad in that, particular of schools. The common problems to all primary schools that researcher was found is the teachers income / incentives, higher turn-over of leadership. Both Changkuar and Jebjebe primary schools are running by non experienced principals. They just serviced for one year amongst the school leaders.

4.2 . Classification of the School under Investigation

Table 3 : Status of the school teachers, principals, vice, and school supportive ,background information for their respondents..

		Teachers			Respondents			
					Principals, vice principals		School supportive staff	Unit leaders
No	Item	No	%	No	%		No	%
1	Sex a. Male	66	66	8	80		5	100
	b. Female	34	34	2	20		-	-
	Total	1000	1000	10	100		5	100
2	Age in years							
	A.25-30	25	25	-	-		-	
	B. 31-36	25	25	4	40		40	
	C.37-40	20	20	4	40		40	
	d. above	30	30	2	20		20	
	Total	100	100	10	100		100	
3	Service in years	10		10	-		-	
	a.1-5	12		12	-	-	40	
	b.6-10	20		20	3		60	
	c.16-20	30		30	4	-	-	
	d.21-25	20		20	2		-	
	e	8		8	1	30		
	f,above 25					40		
						20		
						10		
4	Qualification							
	a.12+1/10+3	45			-	-	2	40
	B.12+2	40		45	5	50	2	40
	c.12+3	-			-	-	-	-
	d.12+4/10+4	15		40	5	50	10	20
	BA/BSC							
	e.12+6	-		-	-	-	-	-
	Postgraduate			15				
				-				
		100		100	10	100	12	100

As indicated in table 1, the majority of school principals have educational above the primary levels and most of these qualifications are non educational leadership officials diploma or degrees. In the above table, we can see that there is complete mismatch between principals,s qualifications from what they supposed to be as the leaders of the schools. In subsections, the researcher provided full account of data as presented in the themes and categories about interpretation and discussion of the findings were added together. The researcher also, provided the conclusion based of the schools which were took as the case under investigations.

Emerging Regions are Regional states of Ethiopia which are classified as under developing in term of primary growth and development in Ethiopia's Economic growth and development. They include, Gambella, Benshangul -Gumuz, afar and Somalia regional States.(2007 reports).

Sex composition of the respondents shows that (66%) of teachers 8 (80%) of principals and vice principals and 5 (100% of the supportive staffs were male Similarly 34 (34%) of teachers and 2(20%) of school principals where females This implies that the idea obtained were almost inequality of male and females. The age limits of majority of the three groups of respondents where above 25 years. The work experience of 78 (78%) were above 10 years, while 9 (90%) of principals and vice principals ranged from 11-25 years mostly.

Similarly 5 (100%) of school supportive staffs from 6-15 years. Accordingly 45(45%), 40 (40%) by qualification respectively , while 15 (15%) of teachers were BA/BSC. On the other hand 100 (100%) of principals and vice principals none of them were not MA/MSc. Similarly 3(60%) of supportive school staffs where above 12+2, while 2(40%) of unit leaders by qualification.

The school under investigation is classified into two categories. First in an “ A” category schools. These are schools which have somewhat better learning environment, like enough classrooms; enough chairs for students and relatively have enough teachers and principals with relatively better educational qualifications. Not only that but also the school who knew the meaning of school Leadership as the learning institutional.

Amongst the ten principals with their vice principals, they responded that the school is the learning institutional to me, according to their opinion on Educational leadership. The leadership

in these schools has a better-established corporation between them, Woreda education Office and community. They also have better facilities like a few duplicating machines for paper and few desktop computers.

They also have better facilities like a healthy school, in which learning environment is serious and orderly and students work hard and respect their school leaders and the community, (Lunenburg and Ornstein, (2000:76). According to them, a health school is characterized by the student, teacher, and principal behavior that is harmonious and works toward instructional leadership success.

In such healthy schools, the principal's behavior is also said, to be healthy which is manifested by friendly, openness, egalitarian and supportive (Smith and Andrew , (19989:3). The leadership principals used to lead the teaching similar to style to administrative workers, yes most of the seven principals with their vices said, in their responded that, they had similar styles in school leadership, with workers. In similar ways, they said, in most of their responded that they had teacher regular evaluation system in their school leadership.

Similarly, also they said, is the department heads who used to evaluated during the teacher's evaluations. For instance, these better facilities, better learning environment and better educational qualifications of teachers and school principals have in these school, the academic performance of the students in some schools is lower than those in “B” category schools, according to annual report of Educational statistical of the regional Education Bureau of Gambella (2008:14).

The categories of “B” School presents the school which has poor learning environment at which level there is acute shortage of classrooms, highly crowded and few rooms, lack of enough and unqualified teacher and school leaders, absence of cooperation between the school leadership and the community (Parent Teacher Association); and lack of cooperation and team spirit between the school leadership and teachers on one hand, and the Woreda Education Office on the other hand. These are types of school category which Lunenburg and Ornstein (2000:77) describe as “ sick school” in term of leadership. According to them, in a sick school, a principal provides little direction or structure, exhibit scant encouragement for the teacher (low collegial leadership).

4.3 Role of Principal as the Leaders of Schools

This theme addresses the role school principals play in making the role of an instructional leadership role on teaching-learning process in the school. The role of principals according to the data was found to be inadequate in supports of the children's learning institutions, principal at, JebJebe Primary school, told to the researcher that, they do not create a learning environment which enables the school kids to enjoy learning because of lack of support they receive from the Woreda Education Office. In addition to this, he explained "we do not have enough training background in school leadership skills too and therefore, we are not effective school principals.

Similar with the Teachers the principals, vice principals and unit leaders were asked what is the meaning of leadership in their point of view mostly is responded that leadership is a learning institution, some of them also responded that leadership is a self learnt, and some of them said, leadership is school training. Teachers also said that, the leadership style of principals is similar to the style used to lead the administrative workers.

Another question were asked to them like this ; Is the leadership style they used to execute an order from higher authorities based on what? Amongst ten school principals most of them had responded that our school leadership it based on work experience, and only one of them from Dal Koch primary school principal told to researcher that, the school leadership style they used based on our interest. The same is true when I went to Changkuar Primary school on (24/04/2018).

The school principal was asked for the same question in order to get the saturated data from different schools. The principals told me that our roles as the school principals are very crucial issues as the principals; to let the school to be a real learning institution, based on school work we used the what so called the team works, not only that but also the school principals roles he explains beyond the work they coordinate in particularly in school leadership as the principals like coordination of weekly lesson plans, monthly lessons and annual school plans in their school and giving feedback to their teachers after evaluation and inform their teachers to be ready before next evaluation and used 1:5 grouping in school cluster work with in the same primary school. He had mentioned their school roles on leadership success also, on the coordination of all school extra-co curricular activities in their school likes; school clubs and others.

Apart from him one of the school (PTA,s) , told me as deeply in his explained their roles also, as the head of the School parent-teacher association committee (PTAS) .The head of the committee within that school. He explained that as the parent's teacher representatives we had made many contributions for success of this school leadership on principals, particularly in Changkuar primary school. They raised - up many issues regarding for related issues of role of school principals non school leadership about school development, agendas he said , not only that but also, the lack of school support from (WEO). He mentions only their support that they got from them is much unlimited that should not be considered to be from them. If we asked the student textbooks, desks and school flat forms they can provide us for but from the others school technical support they are not able to do.

That means school leaders they lack of support and empowerment for their subordinates teachers. The same true from the WOE they are not ready to give support to school teachers' and principals. Regarding the question related to create a conducive learning environment for the school kids of principals, assistant principals and of school unit leaders teachers indicated that the concern of teachers in managing educational resources was low .From the above analysis one can infer that in Gambella town primary school teacher's role in managing educational resources and leadership was minimal. This might have happened due to the fact that:

- a) Teachers may assume teaching as their sole duty and refrain themselves from participating in educational resource management and school leadership activities.
- b)Principals are not willing to delegated their authority to teachers in the area of school resource to management.

Similarly, the above statement indicated that the school principals, as the leaders in school, are not empowered by the Woreda Education Office to run their school activities. On the other hand, educational expert from Gambella told me that, the problem in the schools is the lack of commitment from professional pursuit of the goals of the school by the teachers and school principals though, some of them had taken the leaderships training on school leaderships on principalship. This two ideas can go to the same side like coined, if the Woreda Education Office fail to support their(school leadership) Initiative, they can nevertheless do the right things for the success of teaching learning process in spite of the problem they face”.

According to these school principals are the ones to bear the blames for the problems in the schools. McEwan (1998:32) stated, “effective. Leadership instruction utilize four C4s Namely

Collaboration, Collegiality, Corporation and Creative Problem Solving. Through these four Cs, they build school leadership team to facilitate the evolution of staff development goals for the success and better achievement in the school leadership McEwan,(1998:23), inspire of constraints and absence of external support.

This classification of “B” to compared some primary school with in Town by itself with others primary school who are in Case ” A” Dalkoch / (Dual kuach) primary school (1 -8), The school leadership role, situations and the instructional of the leadership was found to deplorable. This was witnessed by a school, by 16/03/2018 when he explained that, “our Schools most of school children are sitting on dusty floor , not only that but also; he said that there is also a problem of students, textbooks which added to the problems , on16 /16/03/2018 / in support of this above statement said, by the teacher explained that there are only very few students textbooks they are very old that can be found in the school.He said that, he has been doing his level best in asking the WOE to help them but the said that, we always receives no support from the authorities. These things can affect the school principalship and school leadership despite it is outlook. “The indications for this sign of hopelessness were the result of the fact that he was not in most of the to discuss. The school's leadership problems with the teachers,.” A teacher in that school told me that, in her interviewed that was conducted on, (15.03/2018). Joseph and Blasé (2000:2), describe the behavior of principals who had a positives influence on student learning from two broad themes: one is talking with teachers and second promoting potential development amongst the teachers and the rest of the school staff members.



Figure 1. Dalkoch Primary school(partial view). Figure 2. Dalkoch Primary School(partial view).

These Pictures were secretly researcher took it at Dalkoch Primary school that had; completely leadership problematic issues. Students are stood outside of school campus while, their Mathematics teacher ongoing inside teaching from Grades seven B and five C respectively that's, in indications of school disciplinary problems.

The photos above communicated something, lack of school facilities both were in; (section B and C). Each of these sections had more than 115 students. It shows that there is , classes room limited and the leadership problems encounter in that classes is difficult, on April 12, 2018

4.4 Decision Making Role of the Principals

According to the information obtained 2(40%) of the principals replied that they employed the directives of the ministry of finance in managing the school finance. Moreover, 3(60%) of principals, 2(40%) of assistant principals and 3(60%) of unit leaders ensured that their school finance was managed by the directives of the Ministry of Education. Similarly, 3(60%) of the assistant principals, and 2(40%) unit leaders started that they managed the school finance in line with the rules and regulation of the school leadership.

With this theme efforts were made to examine the decision making role of principals. Most case A school were found to be involved not only teachers, student on decision making alone in some of the issues which affects the school, but also, the community at large on educational leadership.

. For instant the principal of Ubur primary school, (1 -8). He told me that, they involve teachers, community, Parents Teacher School Association (PTAS) and student in to, during the decision making concerning the matters which affect the school leadership.

For instant gave me as an involvement of these concerned bodies in the school descision, was when they wanted to constructed a school principals was discussed the situation in the following way: When we constructed the school fence that you saws now in our school, we had call upon community representatives from each of the concerned committees and discuss the problems in an open talk and transparent manner.

The result of this discussion was constructing the fence where each had contributed a share for building the school fence. We also included students to take part in the decision which involves

discipline matters, where they could solely decide on which punishment fits the offense committed by the individual students.

In such related collective decision making is what he considered to be one of the sole factors for their school leadership process in the school and this is what Baurer (1993:1) Called shared decision making. This author, the purpose of shared decision –making (SDM) is to improve school awareness by measuring staff commitment and ensuring that schools are more expensive to principals of their students and community. Another school which had a similar situation with Ubur primary school in “A” category schools was Elay Primary school (1-8). In this school, Decision making was found to be relatively shared between the school principal, teachers, students, and Parents, teacher Association School (PTAS). According to weekly minutes of the meetings I review, in most of their meeting, I found out that all the three parties, namely leadership, students, representatives, parent-teacher associations and sometimes, officials from Woreda Education Office were presented.

This indicates the commitments of the principals to make the school a community of learning organization. The school is also well organized. It has a big fence which keeps the student inside, as rosy compound and appealing learning environment for the school kids.

On the contrary, the situation in case “B” Schools category revealed a completely different scenario. For instance in Dalkoch primary school (1-8) according to the group of teachers I interviewed, the school principal is the only one making all the decisions in the school. Neither the parent-teacher association PTAS nor the student, representatives were invited to any things concerning the school matters one of them argued.

On contrary, the school principals as that as a leader in the school, he works cooperatively with the teachers. However, the principals admitted that students’ representatives are only invited to participate in the meeting like discipline matter. He also explained the parent's teacher associations (PTAs), regularly do not come to the meeting even, when they are called to participated in some surrounding issues.

The failure to do the representatives from these concerned bodies for whatever, reason indicated that real principal in this school is not committed to shared decisions with the rest of the school

community in public at large. However, the researcher observed a difference in opinion between a group of teachers and parents and as well as school principals.

Another problem observed in school of Dalkoch under case “B” category Community resistance to attendant the school leadership meeting is the absence of the school complete fence too, which keeps away the school children within the compound. Principal of that school, in my interviewed with him, (11/04/2018). He told me that, he had been called several meetings with parent Teachers Association (PTA,s). To discuss problems in the school leadership but, none of them often turns up for the attendance. In his words, he explained to me that he has informed the Woreda Education Office (WEO), about the absence of complete school fence and the shortage of classrooms, which made 115 school children to sitting and learned in same classroom, but there is was no cleared responses on this issue.

These blame and counter blames between the school leadership, teachers, students and the PTAs, Parents teacher association made it very much difficult for the school to make a head in achieving its prime objectives and goals..

However, the overall indicated is that the school is the one to bear they blames for not beings able a formidable line by sharing decisions with the rest of the concerned individuals and they cannot solve massive problems the school is facing.

4.5 Team Spirit and Collaboration between the School Leadership, Teachers, Community, and Woreda Education Office

This theme discussed the team spirit between the school leadership, School leadership principals and their deputies, community, Woreda Education Office. The collaboration and teamwork spirit in the school were found to be varying from school to another. In case “A” category schools the team spirist and collaboration between the school leadership, teachers, and community is that of personnat as Goldman and his associates (20012). Put it. According to them, a resonate leadership in the one that attunes to people ’s feelings and moves them in appositive emotional direction. Specially educational support that is given to us by education and capacity building in town administration most of the school's principals are responded differently. One sign of resonate leadership that a researcher was observed in the school is the group of a follower who

vibrate with the leader upbeat that means the school should stay in full of hope and happiness, good feeling and enthusiastic energy to achieve their goals, Goldman, and associate (2002:22).

However, in case B category schools, the team spirit and collaboration between the school leadership and the teachers on one hand, and the community (PTA) and the Woreda Education Office on the other angles, is execratively bad. It's the kind of leadership with dissonance feelings. Feel emotionally dissonant and emotionally disconnected to the purpose they stand for.

With Researcher personal Observation, (on 10-12/04/2018) for two days on Rasgobena primary school (1-8) The interview made with a group of teachers in school, according to them the principal filled to cooperate and collaborate with teachers and the rest of the school line-staffs. Teachers in school were found to be relaxing and enjoying their daily duties. "The existence of this exclusive and team spirit in Ras gobena Primary School is attributed to the formation of a team that comprised teachers, Parent Teacher association (PTA,s) and student representatives". (17/April, 2018).

The principal of the school explained the school leadership in the following ways: The team is tasked with evaluating and providing comments on issues pertained to success or retarding the teaching-learning process," The principal went on.

He told me that, the team usually meets every Friday and reports to the principal and then he would take corrective measures if anything goes wrong. This to me is another point that indicates a positive team spirit and collaboration between the school leadership, the schooling line-staffs, teachers and community in this particular school. In the observation the researcher made in school on (14/04/2018). The researcher found the classroom well organized, clean and tidy with 71 students in the classroom.

Although such a classroom sitting still fall behind the national standard of the number of school kinds required to be a classroom (35-45), it could be rated as one of the "best". In Gambella classroom context in school leadership success. The health of all school, according to Mare (2009:489) reflects a sense of togetherness that bond parties (cohesiveness), a feeling of well – being parties (innovativeness), and creativeness response to environment (autonomy and adaptation).

As characteristics were not seen in any of the school under case B category but a few of them like an autonomy and adaptation were observed. In some of the cases A category schools in Rasgobena Primary School where the principal and teacher were working as a team spirits to achieve a common goals.

Similarly, Lunenburg and Ornstein, (2000:76), said that, in a healthy school leadership is like to work with their colleagues, their students (high teachers with experienced and are driven by the quest for academic excellence”. These authors argued that the leadership in health schools get teachers to do the job high resource support and are also influential with superiors high principals influence) finally, a health school according to Lunenburg and Ornstein (2000:77).

Has instructional integrity where teachers are work in a moral driven passion to serve the community. These features of a healthy school leadership were not found almost in the case B category schools.

A school principal according to Owen, (1998:201). Should be a transformational leader who looks for potential motives in followers, seeks to satisfied higher needs, and engages the full person of the follower. Learning environment should be the very conducive place like what we see in Rasgobena primary school here in the photo.



Figure 3. Ras Gobena Primary and 2nd Cycle School

This means that a leader should motivate the followers and unite with others in sharing a vision of where the school organization should gone throgh and how to got there. He/she should

arouse their personal commitment to the effort to brought about the vision of a better future into being.

For this author, the essence of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may converts leaders as amoral agents. These characteristics were not mostly observed in the principals under case B full category in Case A school category, however, some school principals like Rasgobena principal exhibited behaviors' which included engaging the teachers in activities that could emanate their professional development, like teamwork and group discussion amongst themselves, its activities create an intimacy which is an important factor in social and academic responsiveness between teachers in the school and spirit which is the apparent moral of the group with common purposes, (Owen 1982:182). The classroom overcrowded, Rasgobena primary school as compared to Dalkoch, Chiengkuar, Jebjebe primary school which have a minimum of 90 and maximum 135 in a class, the situation is not worsening well as such. In an interview conducted with two school principals and teachers from case B category schools in urban areas, the result revealed that the collaboration and corporation between the community and town Education Office and the school on others are completely unimaginable issues. For example, the Ubur Primary school principal (14/04 /2018). On how they do the work. He went on to explain even when the researcher asked them, for they provide the direction to, they always tell to us to do things our own way even when their support is needed most".

However, the point is that although they may have a direction from Woreda Education office, they have to take initiative as leaders in the schools, and when they encounter difficulty in establishing relations with the community, it will be call upon the Woreda for help, Riddle, (2005). Says, "principals have moral and ethical imperatives as leaders in the school at work closely with the community, teachers, and students as well. In working cooperatively with teachers, school line leadership can modify school structures, for instance, by changing school schedules to ensure that teachers share common planning time and use that time to discuss and service instruction in the school leadership".

Therefore, instead of seeing community, teachers and students as liabilities, the school principals should view them as asserts and partners with whom they can closely work for the achievement of the school instructional and administrative goals and objectives.

4.6 Leadership Training and Professional Development of Principals

As it's indicated in the above theme; in leadership training some explanations on the need for the professional development principals as school leaders case of training as well. Generally, the result of both observation and focus group discussion (FGD) with research participants indicated that principals are nearly all of the school those I have been came crosses had an adequate knowledge on how to lead their school communities based on which are governed by values and organizations by system procedures, According to Amare,(2009:86).

Teachers completely frustrated and feel handicapped to rescue the every increased deterioration of teaching and learning situations in their schools. They Explained to me that on school leadership, training we are given little or small chance to get training as the leaders of the schools. “As they are expected to be reflective practitioners, school principals, and teacher alike, are not engaging in activities which could promote their professional development”. Assistance school principals explained to me in that ways.

For instance, some of them said, we do not share experiences amongst ourselves from within a school or with another school, nor well we are supported by both Regional and town educational capacities education office (WEO) to took to participate in short-term of leadership and other professional ways like, seminars and workshops”.

As I reviewed what the school principals called “Strategic plan document” three years fiscal plan, I could barely find a point in any of the columns which discussed about professional Development plan of school administrators (principals) and the teachers. When the researcher asked one of the School principals, had some reasons for this. “ As they are expected to be reflective practitioners, school principals and teachers are likes, are not engaging in activities which could promoted their professional development,” assistant schools principals had explained the same way to them .

The researcher was on discussion on the issues of Educational Leadership problem and how transformational leadership in some primary school look is look like venue; at Elay Primary school. (1-8th), (WEO)



Figure 4. Woreda Education Officer

Once he said that, whenever, they includes such activities as professional ranking for a teacher in their plan the Woreda Education Office would automatically delete out their blamed that they do not have enough financial budget for those activities. Second, he told me that, they do not have enough knowledge to develop a well-planned budget that can convinced the Woreda Educational leadership Office.

Here in school category, especially all the ten schools those are found in Gambella town under administration council by those I had divided into five cluster, Like Rasgobena, Elay, Dalkoch, Ubur, Mariam-bet, JebJebe, and Changkuar Primary schools). I had observed them each for one weeks times for the first round at the middle of the march, 2018, and by two weeks of April 2018 respectively I did them revealed in both community, teachers, students representatives, and school principals professional development.

Teachers in those schools are frustrated and as a result, they do not in most of the times come to school and follow their classes regularly. The principals, on the other hand, could not follow up excepted Rasgobena, management to lead teachers properly, in transforming way of life in school leadership. This showed that, there is a mismatch between the training school principals had as leadership in the school and what they suppose to be put into practiced on the ground.

Many of school principals whom I was interviewed mentioned is the problem of misplacement or high turnover, of the current school directors, who have no related to their education qualification degree with those who had. An official told from the Woreda Educational and capacity building Office on, (12/march 2018).

Asserted to me that the current principals some of them do not have relevant degree qualification and experience inline the field of education, or indeed in educational leadership and management (EDPM), and therefore, they need to be replaced because they don't have the necessary qualifications required by the current policy.

The school principal on the other hand argued that the decision to replace them was taken up by both Regional Government at education Bureau and Woreda Education, capacity building Office/ Town Education Office (WEO) for their own meeting as the part of what they called School Business Process Re-engineering”(BPR) /BCS/ Business Card Score, (JEV) , Job Evaluation Verification currently) as the reason according to the principals is because the local authorities want to have new principals in the school and the reforms are just pretext.

The problems as the principals explained to me is the fact that, the decisions is an imposed one because the schools were not even lead to participate in the so-called “BPR/” “JEB” currently. Exercised which led to the decision. This move hadled many into the already existing frustration of the directors which is created by lack of School leadership supports by both Regional Education Bureau and Woreda Education Offices (REB & WEO) respectively.

4.7 Focus Group Discussion (FGD)

The need for this Focus Group Discussion (FGD) is processes whereby meaning is collectively constructed with in each session [Brayman and Emma,2007:514]. The groups was divided into the principals , vice unit leaders, teachers groups and group of officials from Woreda Education Office. Each group was asked about its role as consisting of educational leadership in its support for school improvement or successes. The number of participants in each of these groups was be grouping into fives.

According to weekly minutes of the meetings those o got within group discussion from my present participation in Group discussion, When we constructed the school fence that you see now in our school, we had to call upon community representatives from each of the concerned committees and discuss the problems in an open talk and transparent manner. The result of this discussion was constructing the fence where each had contributed a share for building the school fence. We also included students to take part in the decision which involves discipline matters,

where they could solely decide on which punishment fits the offense committed by the individual students.

4.8 Documents Analysis

The researcher reviewed what the school principals called “Strategic plan document” three years fiscal plan documents , researcher could barely find a point in any of the columns which discussed about professional Development plan of school administrators (principals) and the teachers. When the researcher asked one of the School principals, had some reasons for this.

“ As they are expected to be reflective practitioners, school principals and teachers are likes, are not engaging in activities which could promoted their professional development,” assistant schools had explained the same way to them. Similarly, researcher review, in most of their meeting documents , researcher found out that all the three parties, namely leadership, students, representatives, parent-teacher associations and sometimes, officials from Woreda Education Office were presented. The school principal is the only one making all the decisions in the school. constructed a school principals was discussed the situation in the following way:

4.9 Personal Observations

The existence of this exclusive of team works spirit in Ras gobena Primary School is attributed to the formation of a team that comprised teachers, Parent Teacher association (PTA,s) and student representatives”. (17/ April, 2018).

“principals have moral and ethical imperatives as leaders in the school at work closely with the community, teachers, and students as well. In working cooperatively with teachers, school line leadership can modify school structures, for instance, by changing schedules to ensure that teachers share common planning time and use that time to discuss and service instruction in the school”.

. In the observation the researcher made in school on (14/04/2018). The researcher found the classroom well organized, clean and tidy with 71 students in the classroom. But not like the rest of nine primaries schools those have no teams works spirits, open fences etc....

Although such a classroom sitting still fall behind the national standard of the number of school kinds required to be a classroom (35-45), it could be rated as one of the “best” Researcher stated many reason during is personal observations , some primary schools directors are not willing to work together as the team spirit with their school followers , some are doing it., Other cannot allow the Parent teacher association members to help them in school in order to identified the school problems.

Some school are weeks in leadership success and other are strong for instance there are two current primary schools from grade one up to five those two schools have very low involvement for their teacher in some school issues, t5hey are not practitioner well in school leadership success some case can lead the school leadership to be disappointed like high turnover when I personally observe the school everyone is news for new environment. There is lack of commitments between teachers and school community members some schools teachers and vice principals lacks the school ownership they considered that, the schools belongings to principals alone I some of schools those researcher observed. There is very visible lack of school leaderships trainings and lack of transformational leadership every one deeds by his own way there is no sense of Leadership transformation according to what researcher was observed among nine primaries schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

The purpose of this study was to investigate the role of school principals as educational leaders by exploring some leadership issues which could lead to success in the provision of primary school education in Ethiopia case to Gambella town. In the course of the investigation, the researcher formulated the following basic questions.

- What role, styles do school principals play as the educational leaders to creating conducive teaching and learning environment for the school children?
- How does Woreda Education Office support the school leadership in attaining the goals and objective of the school and the communication patterns?
- How do schools principals perform their duties as leaders in order to achieve the educational objectives?

In order to find the answers to these three above questions, ten primary schools and their vice principals were selected using purposive sampling technique. The schools were categorized according to their performance and leadership style (academic and administrative performance). In addition, the researcher used snowball and theoretical samplings to select key informants for the research.

In these sampling procedures, data were collected from school principals using unstructured interview, focus group which was conducted with groups of teachers, some unit leaders, vice principals, parents teachers associations and administrative supportive and some key informants and documents reviewed. The data collected were then analyzed using pure qualitative data analysis by categorized then the six themes emerged from the data those were generated which includes: The descriptive of the research setting, Classification of school under investigations, leadership, role of principals, shared decision making, Team spirit and collaborative between principals, community and the Woreda Education Office within Gambella

town administrative council and finally professional and leadership training given to principals of the schools as leaders.

These themes were selected from any Grounded theoretical understood of School leadership characteristics. Based on the analysis and decision of the data, the overall findings of the study revealed that the role of most school principals carry out not in line with what is expected to be the role of leaders who led school communities like schools as an learning institutions

5.1 Summary of the Study

To summarize the Thesis the components of this study, its focused mainly on principals and their vice-principals, teachers , few points on Parents teacher associations (PTA,s) school administration supportive on leadership role in school principals at some levels and how transformational school leadership can help the success of primary schools in Gambella town.

The purpose of this study is to investigate the role of school principals as educational leaders. Not only that but also, the educational leadership can be considered to play a great role in school community culture and to create the leaning conducive environment. Leadership needs professional development on education for directive and school supports. The principals role as an educational leader was found to be incompatible with what is taking place in the school. Principals were found to be the sole makers of decisions in school matter and decisions making.

However, the team spirit and collaboration is needed between the school leadership, teachers, community, and Woreda Education officers and the likes. The major function of leadership, the school principals are expected to used the educational resources wisely and planned accordingly.

The findings also indicated that there is a loose of communications patterns between school leadership on one hand, the community and the Woreda Educational Office as well.

5.2 Conclusions

In the conclusion, based on all themes those emerged in the grounded theory findings come out from it; the discussion of the research findings, it can be noted that, there are immense leadership problems in the schools which were indeed seen as stumbling blocks in delivering quality education in primary schools effectives. Their failure to keep watch on the schools leadership they led results in teachers, lack of influence confident on school leadership,

commitments and follow up for their day-to-day teaching activities, those can be conceited that means showing too much pride in their own worthy or goodness in school and having showing an excessively high opinion of oneself, therefore, it led to deteriorated the delivery of quality education.

The communication between school principals and leadership in Woreda Education Office on one hand and communities, on the other hand, to be very appropriate in all levels. The Woreda Education Office (WEO) does not knew what and how the schools are doing very much and the principals are very frustrated and hopeless to always asked for the supports they usually failure to get from the Woreda Education Officials. Generally, there was no appropriate spirits of team work/corporation that has been founded between the principals and teachers, Community and as well as Woreda officials too, in school leadership. Principals are the sole decision makers in most of the school activities became little it being accountable to their bosses/ subordinates. So, the school which is lifted in alone and where it feels irresponsible to solve massive problems they have.

Principals were founded to be having inadequate leadership training in skills and in substance in handling school matters. That means there is not only absence of required leadership training, but even the minimum training they have taken, there seems to be a mismatch between the knowledge they had as a leader of the school and the practical reality lacks in the schools. A community specifically like Parent-teacher association students (PTA's) does not knew more about what they should do as a body which was established to work closely with the school rather than leadership part of its which can be the human aspects of the school environment in its entirety.

5.3 Recommendations

In the recommendations presented in this research are derived from the findings which were based on the solutions of the problem of this study and also suggests possible ways forwards for further improvement from the Government for school transformational leadership success of the Gambella Town Administration and regional education bureau as well.

1. The school leaders suppose to be confidential committed to the implementation for vision, mission, objectives and role of what the school leadership as community's means.

2. It's recommended that, the school principals focused on both school management aspects and school leadership issues which could help the entirely the leadership success in the provision of primary education.
3. It's recommended that, trainings policy documents of school for principal needs to be revisited so, that the leadership of schools' success and roles are need able to be re-included in the trainings packages programs as they are there already existed in the policy.
4. It's advisable that, school leaders invited all stakeholders in decision making, because decision-making needs an involvement of teachers, students school administration supports into school leadership for successful means at primary school levels as sharing School Decision making.
5. The Woreda Education Office is better to work closely with school leadership by nurturing them, empowerment of teacher's , principals for sense of easily school transmitted development.
6. The school principals, vices, Unit leaders and the teachers suggested to work collaboratively together for the benefits of the schools.
7. The high turnover from school leadership on principals and Woreda education school leaderships better to be reduced, why because it harm the school strategies planning in school leadership transformation progress.
8. The regional education bureau and Gambella town education Office suggested to assigned principals for the Gambella town who are qualified enough in educational leadership, and giving them both short-term, long terms training in the form of workshop and seminar for those who took the leadership without having exposure of educational management theories and principalship services.
9. Finally, a transformational structure it's better to be adopted more in Gambella primary schools administration since it's vital to school leadership successful for practices.

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Appendices

Addis Ababa University
College of Education & Behavioral Studies
Educational Planning & Management Department

Dear informant

I am Simon Hoth Chuol. K. of Arts in

Writing for my Master's thesis in (AAU, EdPM) Educational Leadership and Management degree at Addis Ababa University.

here is my research questionnaire. The research **topic** is **“The role of school principals as educational leaders, exploring some issues surrounding the school leadership success in Ethiopia. case study to Gambella town.”**

The research seeks information on practices of leadership. I am asking you to respond on what you feel is practice and possible can be done at your situation.

My request is that you honestly answer all the questions provided to the best of your knowledge to assist in the completion of my research work.

Your information will be treated with absolute confidentiality. And is only used for the purpose of my thesis and no more.

Thanks you in advance for your cooperation,

The researcher (Simon Hoth Chuol . K)

Appendix A ... Questionnaire

Questionnaire to be filled in by 1)principals 2)vice principals 3) unit leaders
4)Administrative supports

Please follow the directions / instructions for each section as you respond. It may be either marking Tick ✓ for your choices from the alternatives OR you may write short phrases as the case may be.

Section A: personal information (Demographic data)

1. Name (optional)_____
2. Name of your school _____ II leadership position
3. Warada_____ and zone _____

Instruction: (Tick ✓ one of the choice brackets that best describes you below) the basis is five years between each.

- Age (in years): a) 13 – 17 () b) 18 – 22 () c) 23 – 27 ()
d) 28-32 () e) 33 - 37 () f) over 37 years. ()
4. Gender : a) Male() b) Female ()
5. level of education attained
a. Primary school () b. High school () c. Certificate ()
d. Diploma () e. first degree () f. Post-graduate ()
6. Service years: A) below 5 years () B) 6-10 years ()
C) 11-15 years () D) above 16 years ()
7. As a teacher, which level in career structure ?
A) Beginner /1-2 years/ ()
B) Junior /3-5 years/ ()
C) Principals /teachers 6-8 years/ ()
D) Senior /9-12 years/ ()
E) Associate head /13-16 years/ ()
F) Head /above 16 years/ ()

9. How many teachers are there in your school?
- a. 20 & below () b. 20-50 () c. 50-100 ()
- d. 100-200() e. 200-500 () f. 500 & above ()

Part Two: Section B: Research contents

10. Do you know the meaning of leadership? A) Yes ☐ B) No ☐
- II. If yes, in your opinion what is the meaning of leadership
- A) Learning institutions ☐ B) Self learnt ☐
- C) School training ☐ D) others _____
11. How do you rate the roles of teachers on school resources management-----?
- 12 Is the leadership of principals, used to lead teach similar to the style used to lead the administrative workers? A) Yes ☐ B) No ☐
- 13 The leadership style you use to execute order from higher authority based on what?
- A) Based on principal's interest ☐ B) Based on work agreement ☐
- C) Based on your interest ☐
- 14.I. Is there any support given to you by education department in town administration/woreda?
- A) Yes B) No
- II. If your response is "Yes" what kind of support is it ? _____
- _____
- 15.Do teacher get feed-back regarding the evaluation results?
- A) Yes B) No
- 16.Which style of leadership do you uses likely most in your school?
- A) All authority in one man hand ☐
- B) Being bureaucratic following strict rules and procedures ☐
- C) Being democratic in dealing with people ☐
- D) Being transformational leader that dealing with servant's. ☐
- E) Giving freedom to employee without control ☐
- F) If, any specify it _____

18.To what extend do you involve teachers and other school staff in decision making process, any judgment giving adequate information to school community in advance? ____

17.Is there any challenges of leader's roles during implementation of school leadership transformational and strategies? A) Yes ☐ B) No ☐

II. If "Yes" what is the major challenge caused by roles leaders play within the school? ____

III. How can this challenge of leader's roles be resolved? _____

IV. Has there been any attempts to alleviate these challenges in the past?

A) Yes ☐ B) No ☐

V) If Yes, how were these challenges resolved?

18.Do you let students participate in decision that already affect them e.g. (exam, schedule issues, and clubs participation?) A) Yes ☐ B) No ☐

II. IF "Yes" in what way you did it for?

Recommendations for corrective measure that promote transformational of leadership success into your school in Gambella town

.19.Your experience, which leadership is the most effective for success of school transformation?

20.The question number 21-24 mainly focus on instructional leadership role

A) How do you do the planning of actual teaching learning process in advance? _____

B) How can you classify and on how to apply the leadership policies procedures that education office set? _____

C) In co-curricular activities _____

D) In international school revenue generation _____

21.I. Is there any way for you to make conference with teachers after classroom, in order to given them a direction to use teaching aids?

A. Yes ☐ B) No ☐

II. If “Yes” how can you do it?

A. Through plasma ☐

B) By the weekends ☐

C. Through preparing materials ☐

D. Through prosecutor if there is a need for improving solve school gaps.

22. Response on the principal leadership style on practice

4= high

3= moderate 2= low

1= very low

No	Items	High 4	Moderate 3	Low 2	V. low 1
1	Providing job description to teachers				
2	Monitoring way according to established rules and regulation				
3	Taking corrective measure for those who do not comply with rules and school leadership regulation				
4	Creating self-confidence on students to perform their leadership style freely				
5	Providing opportunities for subordinates to express their feeling about their responsibility				

Section D: The likert scale (Tick) in the space given for the level that best define schools the measuring is: (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree.

S/No	Items	1	2	3	4	5		
		(SA)	(A)	(N)	(A)	(SD)		
1	Do the Principals allow teachers to express their views in the meeting?							

2	Do the principals makes known the agenda to teachers before the meeting?							
3	Do principals invite students' representative to attendant the meeting of their concern?							
4	The Principals goes around and observe for himself the matters taking place in the school?							
5	Principal model behavior through his own action or by positively reinforcing members who do something that builds emotional capacity.							
6	Its principal's ability to get other involved in solving problem and ability to recognize when a group requires direction							
7	Ability to reach logical conclusions and make high- quality decisions based on available information's on school leadership							

23How do formulate you the annual plan or strategic plan in your school, if at all you have any?

II. Please could you so explains further, what support you receive from the town education bureau /Regional Education Bureau Department/ Woreda Education Department/.

III. And how do you implement the plan?

24.As a teacher in the school, how do you see your participation in school decision making activity? Are you a part of leadership success in the school? So, what is the role of school teachers?

Appendix B
Addis Ababa University
College of Education & Behavioral Studies
Educational Planning & Management Department
Leadership over all progress

1. The school leadership (school principals and his deputy) ever shared issues pertaining to school success, like inviting you to discuss with them on how your school can be the best place for social intellectual and emotional development of pupils?
A) Yes ☐ B) No ☐
 II. If yes, how can you share you thought about your school pupils in order to be a future country development align with school leadership? _____

 III. What could be the best alternatives for you as the educational leaders in order to create the school as the best reputation place for all pupil? _____

2. Do you think/feel that the school leadership is improved both in leadership capacity to lead, in making decision and working together as a team spirit in school? A) Yes ☐
 B) No ☐
 II. If yes how can we involve the other body into decision making empowerment and leadership?
 A. Through participation ☐
 B. To share problems with them and to offers suggestion and appropriate alternatives for completing and objectives ☐
 C. Given unnecessary information in order to do the tasks ☐
 D. Allocates the necessary resources to complete the jobs ☐
 E. Delegate the appropriate levels of responsibility and authority to followers based on their needs and capabilities ☐
 F. Explain to your followers why you have chosen them to do the tasks ☐
 G. If any other specifies ? _____

Recommendation question

3. Why do you think it's important for the school directors to involve teachers in school leadership? _____

4. Does your school have adequate numbers of qualified teachers?

A) Yes ☐ B) No ☐

If yes, what are their contributions in school leadership success in school? And if no, mention the reasons why there are no qualified teachers in your school? _____

Appendix .C
Addis Ababa University
College of Education & Behavioral Studies
Educational Planning & Management Department
Interview Questions to Supervisors and School leaders in Woreda Education officers.

Name of School----- Woreda-----

Instructions you are kindly requested to give your response to each interview questions?

1. What are the major problems encountered in school leadership?
2. What is the leadership between leadership styles of principals practiced in your school?
3. What is the relationship between leadership styles of principals such as autocratic, democratic and Laissez-faire and teachers performance in your school mention some of them-----4.What major factors influence the choice of leadership styles by principals in your school? Mention some of them-----
4. How do principals get compliance form their subordinates mention some of them?
5. What leadership style do you follow for the success of your schools?
6. What measures should be taken to improve school leadership styles of success?
7. What arethe styles that your school leaders use to communicate up on school tasks?

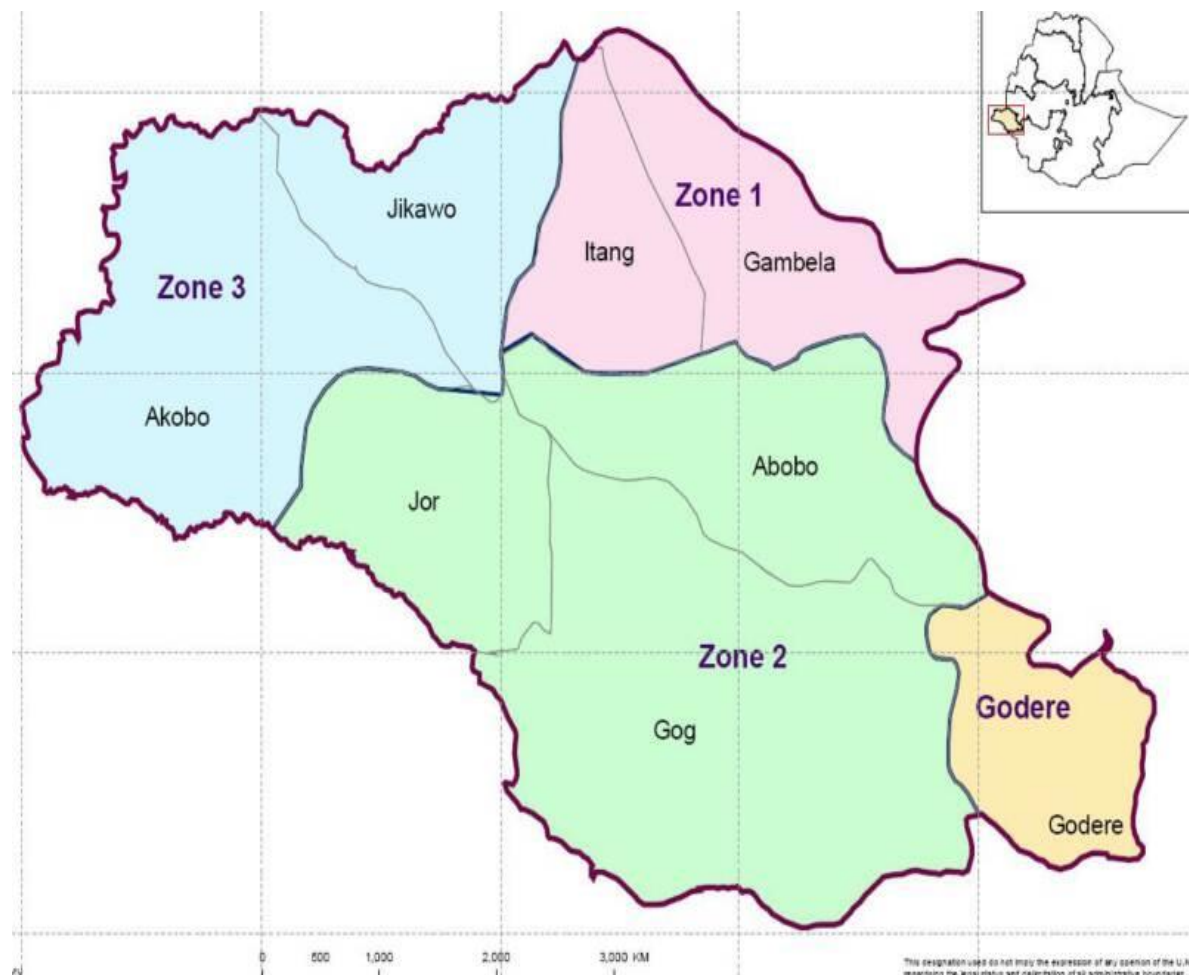
Appendix .D
Addis Ababa University
College of Education & Behavioral Studies
Educational Planning & Management Department
Interview Questions to school administration supportive, in form of (FGD)

1. Keep personal feelings from interrupting and damaging personal relationship with the school staffs .
2. His effective in his /her relations with the community/ seek opinion of associates when necessary?
3. Fostering human relations amongst the teachers and other staff for the success of the school/ Does She /he acts as a group emotional guide:
4. Need to achieve in all activities attempted; evidence that work is important in personal reflection
5. Educational value: possession of a well – reasoned educational philosophy; receptiveness to the ideas and change.

Appendix: E

Maps of Gambella (Ethiopia)

Figure Research site Maps (A maps showing the research site)



Source: Google Maps, Link: [http://www.idp-uk.org/Resources/Maps/Administrative%20Regions/Gambella-Region 12 /9](http://www.idp-uk.org/Resources/Maps/Administrative%20Regions/Gambella-Region%2012%209)