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

**LEADERSHIP COMPETENCIES OF SECONDARY SCHOOL
PRINCIPALS IN NORTH SHOA ZONE OF OROMIA REGIONAL STATE**

BY
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ADDIS ABABA UNIVERSITY

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**BY
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**A Thesis Submitted to Addis Ababa University Department of Educational
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Zone of Oromia Regional State**

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LIST OF ABBREVIATIONS AND ACRONYMS

ETP	Ethiopia Education and Training Policy
ESDP	Education Sector Development program
GSS	General secondary school
M	Mean
MoE	Ministry of Education
NGO	Non-governmental Organization
PSTA	Parents, Student and Teacher Association
SD	Standard Deviation
SIP	School Improvement program

Abstract

The purpose of this study is to assess secondary school principals' leadership competencies in north shoa zone of Oromia Regional state. In this study a descriptive survey design and narrative methods was used. The study was conducted in 8 general secondary schools selected from three woredas and one administrative town by using quota sampling technique 177 teachers, and 4 woreda and town education officers, 4 assistant officers, 4 teacher development process owners and 4 supervisors were purposively used as the subjects of the study to obtain the necessary data. Questionnaire and interviewguide were the instruments used for data collection. The data gathered were interpreted and analyzed by using descriptive statistical techniques: such as percentage, mean value, standard deviation and independent t-value and narration were used. The Findings of the study revealed that general secondary school leaders demonstrated competencies of creating a vision, strategic thinking, communication, decision making, relationship building , ethics and professionalism, and resource management and they were incompetent in creativity and innovation, driving results, development of others (, instructional expertise, and adaptability and change management. on the other hand, study showed that there is statistically significance difference between general secondary school leaders' competencies and preparatory school leaders' competencies on Decision Making, Building Relationship, and communication competencies (at $p < .01$). Based on the findings it was concluded that: secondary school leader demonstrate leadership competencies above the expected mean. Thus, based on the study findings the major recommendations have been forwarded; this include: This study provides a platform for further research to better understand the issues raised here and to add to areas this survey did not address. For example; this survey did not include all principals leadership competencies and what factors making such that the school leaders expected to be have, this could be an interesting area for further research into leadership development best practice principles. Finally, it could be valuable to conduct some in-depth interviews or focus groups discussion on some of the issues raised here to better understand why respondents answered the way that they did.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

The struggle to define leadership and identify leadership competencies has been exhaustively researched from a variety of perspectives in a multitude of organizational disciplines (Northouse, 2004). Behavioral scientists and organizational analysts use competencies to describe various behaviors, activities, processes, and personal characteristics associated with leadership, management, supervisory, and other prevalent positions within organizations (Spencer & Spencer, 1993).

Many different competency definitions exist, some based on the underlying characteristics of individuals and others based on the behaviors that are necessary for success in target positions. In accordance with this (Newsome, Catano, & Day, 2003) stated that for leadership, competencies should describe what effective leaders do to influence individual and organization success. For a leader to be genuinely competent, he needs to demonstrate both professional and leadership competencies. Leader's professional competency rests on a particular expertise of certain professional area. This shows that based on the area of expertise, professional competency varies.

One of the important aspects of an effective leadership quality is leadership competency, which refers to how the leader understands different levels of leadership responsibility and kinds of leadership approach applied appropriately to the right level. For example Leadership in private institutions is exercised differently from leadership regarding public institutions and leadership skill in top level, middle and lower level are different. This shows that in each case the leadership skills are different based on the nature, size and complexity of the institutions. Even though, both professional and leadership competencies are important, the former is not indispensable to a great leadership (Spencer & Spencer, 1993).

Sometimes confusion exists concerning the differences in meaning between the words ‘competence’ and ‘competency’. According to Spencer & Spencer (1993) stated that ‘Competence’ can be defined as the minimum acceptable standard of performance and relates to the aspects of the job that have to perform efficiently. ‘Competency’ refers to what leaders and managers need to bring to their roles to perform effectively. It denotes ability and capability and addresses the behavioral repertoire underpinning excellent performance i.e., what leaders or managers actually demonstrate in performing their role.

According to a 2014 study conducted by the Korn Ferry institute, a world renowned executive search firm, showed that competencies account for between 43 to 64% of job performance. The other factors are experience, disposition and motivators” (cited in PAHRODF 2017: 24).

School is therefore, one of the public organizations that need leadership competencies to achieve its goals. School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources (Holmes, 1993:9). This means School leadership is the process of influencing and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools (ibid).

Strong school leadership is essential for the success of schools, and ultimately for students achievements. School leaders make a direct impact on school culture, positively influence instructional quality and improve outcomes and long-term success rates for students. In Hillsborough County there are five core competencies that fall within three domains all which serve as the foundation for excellence in instructional leadership. These were: instructional leadership domain (contains achievement focus and result orientation and instructional experts competencies), human capital management domain (contains managing and developing peoples competency), system/organizational leadership domain (contains culture and relationship buildings and problem-solving strategic change management competency).

The school leadership and administration play an important role in the coordinating and managing phases due to its vitality for the improvement of student result in schools.

The school leadership and administration include: Director and deputy director, school leadership committees (drawn from teachers, students, parents and the local community) and professionals and officials of education outside of the school (MoE, 2011:10).

Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership competencies with regard to its impact on school improvement and ultimately on students achievement. For example, Harris and Bennett (cited in Harris, et al, 2003:9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice.

In Ethiopia one of the priorities of the education and training system is to promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently (ESDP V: 33). The ESDP V also stated that school principals and cluster supervisors lead, in consultation with a school's Parent, Student and Teacher Association (PSTA), the decision-making and management processes at the school level. As identified by a survey of teachers during ESDIP IV the quality of school administration and human resource management is a critical motivating factor for effective teaching. Quality school management will produce large impacts for student learning performance through innovation, knowledge sharing and the identification and reproduction of best practice.

The leadership and management program supports school principals and cluster supervisors to improve their core leadership and management skills. Competent education leaders are protecting the school day for teaching and learning. They actively support and motivate their teachers for high academic performance and high student's achievements. The success of any school critically linked to the competencies of leadership of the principal.

Indeed, it is from the above backgrounds that the researcher launches this study, which is to assess the secondary school leadership competencies which mean what leaders or managers actually demonstrate in performing their role effectively and efficiently and what someone needs to learn to perform their role.

1.2. Statements of the Problem

School leadership is widely recognized as a critical factor in the process of achieving school effectiveness and improvement (Bush & Oduro 2006; Robinson, Hohepa & Lloyd 2009). This suggests that the manifold transformations occurring in education in contemporary times make leadership development more deserving of considerable attention than ever before. In contexts where leaders have undergone no professional preparation for their role, beyond years of classroom teaching experience, they could be faced with a myriad of contemporary problems. To cope with these new demands and challenges, school leaders require relevant knowledge, skills and competencies to enable them to meet the particular circumstances of the school and also offer better service to the learners, teachers and communities they lead.

Ethiopia MoE (2009) developed the framework of continuous professional development for Primary and Secondary School Teachers, Leader and Supervisors. This framework contains five professional Competencies area (domains) taken together represent the role of the Ethiopian teachers. These competencies include: facilitating student learning, assessing and reporting student learning outcomes, engaging in continuous professional development, mastery of education and training policy (ETP), curriculum and other program development initiatives and finally forming partnerships with the school community. The framework didn't include what types of leadership competencies required from school leaders and how school leaders improve their leadership competencies in their school or out of their schools. But in school improvement program leadership development set as one domain.

According to Workneh (2014) findings indicate that participating teachers in decision-making was found to be low. Most practices of principals were low with regard to communication. Besides, few subordinates were allowed to make decisions within their delegation boundaries. Moreover, she was found out that most principals were less effective in curriculum management and supervisory activities and also they were used to resolve conflicts using only avoiding and compromising methods of conflict management were the major findings of the study. In here study which competencies leaders or managers have or lack to demonstrate in performing their role effectively were not considered. In this study the main focus were what leaders or managers shall actually demonstrate in performing their role effectively and what someone needs to learn to perform their role as leader.

Depending upon the above background and statements of the problem, the researcher intends to assess secondary school principals' leadership competencies in North Shoa Zone of Oromia Regional State in some selected secondary school leadership. Therefore, the study attempts to answer the following basic questions.

Basic Questions:

1. What are the major leadership competencies secondary school principals have? What competencies they lack in performing their role effectively and efficiently?
2. Is there any significance difference between general secondary school (grade 9-10) and preparatory (grade 11- 12) school principals on self-leading, leading others and leading organization leadership competencies?
3. Which identified competencies are more important in leading individuals and organization?
4. What are the overall competencies expected from effective secondary school leaders?

1.3. Objectives of the Study

1.3.1.General Objective

The general objective of the study was to assess secondary school principals' leadership competencies in North Shoa zone of Oromia Regional state.

1.3.2. Specific Objectives

The specific objectives of the study were:

- ❖ To identify the major leadership competencies secondary school principals have and which competencies they lack for success of the school
- ❖ significance difference between general secondary school (grade 9-10) and preparatory (grade 11- 12) school principals on self-leading, leading others and leading organization leadership competencies
- ❖ To determine which identified competencies are more important for leading individuals and for school success.
- ❖ To identify the overall competencies developmental needs for effective school leadership
- ❖ To make basic recommendations relevant to this field investigative study.

1.4. Significance of the Study

This study will be expected to have the following significances:

- ❖ Helps to identify strengths and areas for development in relation to the school leadership competencies
- ❖ Important for school for recruitment of school principals and developments of leaders
- ❖ Other researchers may use this study as a reference material.
- ❖ The study may initiate researchers to make further investigation in the area
- ❖ It courage policy maker to develop competencies model for school leadership

1.5. Delimitation of the Study

The research has been focus on assessing school leadership competencies in North Shoa zone of Oromia region. Due to time and financial constraints, the scope of study was geographically delimited to secondary schools in North Shoa zone of Oromia Region. The other reason for delimited the study to this geographical area was the researcher observed the depth of problem and well know the area to conduct necessary data and at secondary school level leaders and teachers expected to prepare the students for higher education also give high consideration. In North Shoa there are 45(forty five) secondary schools. From 45 general secondary schools three Woredas and one town administration were included in the study.

The depth of the study is also delimited. Regarding the depth of the study even though it seems incorporating independent variables i.e., Creating a Vision, Creativity and Innovation, Communication, Decision Making, Relationship Building, Ethics and Professionalism, Driving Results, Strategic Thinking, Development of others, instructional expertise, Adaptability and Change Management, and Resource Management were assessed only by using some behavioral descriptors for the core school leadership competencies.

1.6. Limitations of the Study

The limitation of the study was the shortage of reference materials related to the study in Ethiopia and shortage of current literature in the area of school leadership competencies that could enrich the study. Besides, most of the available ones are not recent. Therefore, the research was obliged to use foreign sources.

1.7. Definition of Key Terms

Competencies: -are “things” that an individual must demonstrate to be effective in a job, role, function, task, or duty. These “things” include job-relevant behaviour, and technical knowledge/skills (Harvard university competency dictionary)

Leadership competencies: - are leadership skills and behaviors that contribute to superior Performance in school

Leadership: -is the process of influencing employees towards the achievement of Organizational goals and organizational excellence (Naylor, 1999)

Principals: - “The person with the highest authority in an organization, especially in certain

School leadership: - is the process of influencing and guiding the talents and energies of teachers, Pupils, and parents toward achieving common educational aims (From <https://en.wikipedia.org/wiki/Educational-leadership>)

Schools”

Secondary schools: - it is a school of four years durations consisting of two years general secondary education (grade 9-10) and two years of preparatory (grade11-12) (MOE, 1994:13)

1.8. Organization of the Study

This study is organized into five chapters: -The first chapter deals with background of the study, statement of the problem with its basic questions, objectives, significance, limitation and delimitations of the study and operational definition of key terms. The second chapter presents review of related literature. The third chapter presents research design and methodology including the sources of data, the study population, sample size and sampling technique, instrument of data collection, pilot testing and method of data analysis and ethical consideration. The fourth chapter deals with data presentations, analysis and interpretation. The fifth chapter contains the summary, conclusions and recommendations of the study.

CHAPTER TWO

Review of Related Literature

This chapter focuses mainly on four major areas. These are the concept of educational and school leadership; definition of competencies, leadership competencies, and the major school leadership competencies. Regarding to each area, the reflections of some scholars were briefly stated. In addition, concerning major school leadership competencies like creating a vision, creativity and innovation, communication, decision making, relationship building, ethics and professionalism, driving results, systems thinking, development of others, adaptability and change management, and resource management are briefly stated. The school leadership competencies as one of effective school leadership qualities are in detail discussed. Under each point, some important ideas were taken from different literatures that are related with the objectives of the study.

2.1. The Concept of Educational and School Leadership

The term school leadership came into currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that connote stability through the exercise of control and supervision (Waters & Marzano, 2006).

The concept of leadership was favored because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school. School leadership has become popular as replacements for educational administration in recent year. On this view, the term is understood as having been borrowed from business (ibid).

Bush & Glover (2003) states that school leadership can be understood as a process of influence based on clear values and beliefs, leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the dream of a better future

for the school, its students and stakeholders. In accordance with this Grace, G. (1995:13) explains Educational leadership and School leadership as:

Educational leadership is a term often used to describe leadership in a wide range of settings e.g., national and local education policy formation, community and adult education, higher education, etc. School leadership generally refers to leadership in a specific institutional setting i.e., an educational institution for children or young people.

The concept of educational leadership was explaining by different scholars. Let us see few of them. Hallinger's (1994) refining the concept of educational leadership; educational leader is someone whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the school's primary processes and therefore ultimately students' achievement levels. Another example of refining the concept can be found in the work of Hoy and Miskel (1991). In their framework for studying leadership, they include leadership functions and traits, leader behavior, and situational characteristics, including leader role as well as organizational and personal effectiveness.

Finally, Leithwood (1992) states the concept of transformational leadership can be seen as an elaboration of the concept of educational leadership. In this school principals represent change agents. This role arises from the notion that principals should not only perform tasks related to coordination and evaluation of the educational system but also in relation to further developing the educational system via transformation of the school culture. The core purpose of school, that is education and instruction, are at the center of attention, since the teaching and learning processes play a decisive role for the pupils' success. Hence, both the individual teacher and the school leadership provided are of great importance. Gerhard Huber, S. (2004) argued that for all phases of the school development process, school leadership is considered vital and is held responsible for keeping the school as a whole in mind, and for adequately coordinating the individual activities during the improvement processes.

As stated by Huber (2004), one of the approaches to defining school leadership is by leader's roles. Roles are the positions that are defined by a set of tasks and responsibilities of any job. The roles and functions of school leaders have changed in many countries of the world in the 21st century. He also suggests that classification with more than ten roles, some of which are: (1) developer of organization (leader as someone who being change agent is responsible for school

development processes, that is for their initiation, implementation, institutionalization and evaluation; (2) people person (that is a person who wants to have a very good relationship with teachers, pupils and parents; he encourages, counsels and convey (3) homo politicos (able to act diplomatically and committee-politically possessing and applying political intuition; (4) mediator (not only in internal relationships but also in contacts between the school and its environment, that is between internal and external interests); (5) administrator and organizer (the administration of resources); (6) people manager (responsible for the effective and efficient deployment of all teaching and non-teaching staff); (7) financier and entrepreneurs (decide, together with the respective persons on the effective and efficient use of the resources within the assigned budget), etc.

According to Robinson (2007) most successful school leaders are open minded, ready to learn from others, flexible in their thinking, persistent (e.g. holding high expectation of staff motivation and commitment), competent resilient, and optimistic. Generally, the above ideas shows that school leadership have significant effects on the quality of school organization and on pupil learning and school improvement.

2.2. Definition of Competencies

The concept of competency originated in the United States. The person who did most to popularize the concept of competency was Boyatzis, with his book “The competent Manager”. Boyatzis defines competency as “A capacity that exists in a person that leads to behavior that meets the job demands within the parameters of the organizational environment and that, in turn, brings about desired results.” (Boyatzis, 1982).

Woodruffe (1991) defines competence as a work-related concept which refers to areas of work at which the person is competent. Competent people at work are those who meet their performance expectations. Competences describe the things they have to be able to do to perform effectively. These are often described as “hard skills” or management oriented. This development, as he points out, can result in a minefield of misunderstandings and complications. The solution to this problem offered by Miller et al. (2001) is to distinguish between behavioral competencies (soft skills) – how people are expected to behave in order to perform their work well – and technical or functional competencies (hard skills) – what people are expected to know and be able to do to

perform their work well. In this study the focus was given to soft skills or leadership oriented competencies, because the attention was to assess the competencies of school leadership.

A competency is a combination of motives, traits, self-concepts, attitudes or values, content knowledge or cognitive behavior skills. It refers to any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers. It also refers to demonstrable characteristics of behaving, thinking and generalizing across situations that enable him to do a job well (Spencer, et al, 1993). According to this scholar, Competencies can be regarded as a fundamental characteristic of a person, which results in an effective and/or above average achievement.

2.3. Leadership Competencies

Changes in organizations are more and more common. They appear at faster pace and employees are expected to be even more adaptable. Leaders play an important role in setting an example for all those values, behaviours and considerations expected from employees. According to Bennis (1987; cited in Thach et al., 2007), there are a few leadership competencies that have been proven time and again as mandatory for effective leadership. These include the competency clusters of vision and goal-setting, interpersonal skills, self-knowledge and technical competence regarding the specifics of the business in which the leader works.

In addition to commonly referenced competencies include: integrity/honesty, communication, technical competence, diversity consciousness, developing others, results-orientation, change management, interpersonal skills, problem-solving, decision making, political savvy, strategic/visionary thinking, customer focus, business skills, team leadership, influence skills, conflict management, more recently emotional intelligence, social and environmental responsibility, depending on the culture of the organization even humour and innovation (Trinka, 2004; cited in Thatch et al., 2007; Spencer and Spencer, 1993).

There appear to be minor differences in the not-for-profit and profit leadership competency models. Not-for-profit organizations tend to centre on new competencies such as governance effectiveness, boardroom contribution, and service to community (Chait, Ryan and Taylor, 2004; cited in Thach et al., 2007).

Competencies are manifested in performing relatively complex activities and encompass specific integration of knowledge, skills, attitudes and other attributes needed in a specific professional situation. In this sense, the competency approach becomes overarching and integrative as it takes into account traits, skills, knowledge, capabilities, behaviors, roles, etc. However; competencies are skewed toward behavioral approach, as one of its main advantages seems to be possibility to assess competencies through observable behavior. Leader must have a variety of competencies in order to become effective. Determining competencies starts by determining the leadership roles which are then broken down into smaller subunits (practices and related competencies) and indicators used to determine whether a principal is effective (Kruger & , 2012).

For example, MOE (2011) stated that the school leadership and administration shall give special attention to creating a favorable school environment; guiding teachers and staff to positive school vision; effective use (control) of school resources to enhance the performance of schools; proper administration (control) of school teachers and staff to achieve results in line with the goal set by the school; undertaking of appropriate measures in the recruitment, hiring and assignment of teachers and staff; developing the professional development of all teachers and staff; Identifying the training needs of the management and the school community; taking part in management and other training programs; increasing the full participation of the leadership organs and the school community in the process of the school improvement; and developing the participation of parents, the community and NGOs for the success of school improvement.

The managing and leading tasks of school leadership are both complex and interrelated, so that there is no clearly defined, specific role school leadership, but at best a composition of many different aspects. International school leadership research already features a number of different alternatives for classifying school leadership roles. For example, Huber (2004) suggests classification with more than ten roles, some of which are: (1) developer of organization (leaders as someone who being change agent) is responsible for school development processes, that is for their initiation, implementation, institutionalization, and evaluation); (2) people person(that is a person who wants to have a very good relationship with teachers, pupils and parents; he encourages, counsels and convey appreciation; it also includes work with people outside of school; (3) homo politic us (able to act diplomatically and committee-politically, possessing and applying political intuition; (4)mediator (not only in internal relationships but also in contacts

between the school and its environment, that is between internal and external interests); (5) administrator and organizer (the administration of resources); (6) people manager (responsible for the effective and efficient deployment of all teaching and non-teaching staff); (7) financier and entrepreneurs (decide, together with the respective persons on the effective and efficient use of the resources within the assigned budget), etc.

School leadership competence cannot in fact be atomized into isolated single competencies; it is nevertheless useful to illustrate individual areas of competence for a better understanding of their complexity: first of all, school leaders need to possess social competencies, since being skilled in interpersonal affairs is an indispensable basis for successful professional interaction, the importance of which has increased due to the modified framing conditions in which schools are operating. Additionally, personal competences are needed. They include personal abilities and attitudes, like being open to innovation and initiatives, flexibility in thinking and acting, the ability to live with changes and endure uncertainties, analytical skills, and also a wide range of concrete knowledge in different areas. Administrative or organizational competencies are required for performing the tasks related to being managers of the school. This also incorporates the appropriate knowledge concerning education, school law and regulations (Huber, 2004).

Charlotte, NC (2004) states that effective principal behaviors included demonstrating strong leadership, relationship building, providing teacher support, teacher empowerment and leadership building, accessibility, protection of teacher time, and providing quality professional growth opportunities. The behaviors exhibited by principals determine, to a great extent, their effectiveness in leadership and, ultimately, the effect they have on teachers and student achievement. The Center for Creative Leadership has identified some essential leadership competencies that are consistent among organizations. They divide the overall structure into competencies for leading the organization, leading the self and leading others in the organization (McCauley, 2006).

2.4. Leading the self-competencies

2.4.1. Initiative

Initiative means evaluates, selects and acts on various methods and strategies for solving problems and meeting objectives before being asked or required to do so. Behavioural indicators of initiative leaders are recognizes and acts on opportunities, digs beneath the obvious to get at the facts, even when not asked to do so, creates opportunities or minimizes potential problems by anticipating and preparing for these in advance, anticipates needs in different situations and takes appropriate action, requires minimum supervision and is self-directed within the scope of his/her accountabilities (Civell, 1998).

2.4.2. Planning & Organizing

Personal competencies dictionary define planning and organizing competencies as an establishing a systematic course of action for oneself or others to ensure accomplishment of a specific objective. Determines priorities and allocates time and resources effectively. The behavioural indicators of this competencies are: Sets priorities with an appropriate sense of what is most important, realistically anticipates obstacles when planning, tracks progress and completion of activities to accomplish stated objectives, manages time effectively to accomplish what needs to get done, works effectively under short deadlines, modifies planned actions when necessary to achieve desired results, plans with an appropriate and realistic sense of the time demand involved, converts or translates objectives into workable activities and develops systems to organize workflow to ensure quality, precision and timeliness of outputs.

Organizing involves determining how activities and resources are to be grouped. Likewise, Mbamba (1992:75) organizing is “a process of establishing the relationship between the activities to be performed in an organization, the personnel and physical facilities needed.” This idea emphasizes the importance to create relationship among the tasks, people and physical materials in an organization. The school principals’ skills in organizing and coordinating the efforts of teachers and other school community ensure proper utilization of resources and successful achievement of instructional goals (Fullan, 2000).

2.4.3 Motivation

Educational psychologists have long recognized the importance of motivation for supporting student learning. Motivation refers to “the reasons underlying behavior” (Guay et al., 2010: 712). Paraphrasing Gredler, Broussard and Garrison (2004:106) broadly define motivation as “the attribute that moves us to do or not to do something”. The heart of motivation is to give people what they really want most from work. The more you are able to provide what they want, the more you should expect what you really want, namely: productivity, quality and service. Cetro and Appelbaum (1986:759) explain motivation as “individual inner state that causes her/him to behave in a way that ensures the accomplishment of some goals.” From the explanation one can clearly understand that when it is said the school leaders motivates, it means he/she stimulates the staff so that they carry out their tasks willingly. In a way, it could be said that motivation is a means of “getting results through people or getting the best out of people” (Bush and Jon, 1994:233). Success of school is thus largely dependent on the leader skill in motivating his/her staffs. Therefore, school leaders ought to develop skills in motivating subordinates to work. Moreover, it is essential that a leader understands that people have different backgrounds, physical and mental capabilities before setting similar motivational strategies.

2.4.4 Communication Skills

Alison Doyle(2017) state that leaders must master all forms of communication, including one-on-one, departmental, and full-staff conversations, as well as communication via the phone, email, and social media. A large part of communication involves listening. Both verbal and nonverbal communication skills are applied in leadership practices. Note that open and honest communications can build a solid connection between the leader and followers, as well as develop respect and trust in the leadership (Mendez-Russell, 2001).

Words and tone must be used carefully in order to deliver the message accurately while maintaining a good relationship. Thus, global leaders are recommended to receive training in interpersonal relationship and group communication competence (Okoro, 2012).Effective communications can construct the leader’s credibility and increase employees’ commitment and loyalty to the leader and the organization (Choan, 2003). Therefore, every communication opportunity should be treated as an opportunity to sell the leader’s vision and to enhance relationship with employees.

2.5. Enhanced Leadership (Leading Others)

The ability to work with others and take people further than they would go on their own is a key to great leadership. We improve team performance by enabling leaders to get the best from their teams through participating on decision making, development of others, support work performance, building team and value diversity. Demonstrates commitment to employees and empowers and trusts others. Builds high-performing teams and develops the ability of others to perform and contribute to the organization. Promotes leadership at all levels this means develops the potential in others by identifying strengths and providing opportunities for others to take on leadership roles. Delegates effectively and inspires, motivates, and guides others to take initiative and achieve desired results.

2.5.1. Decision Making

One of the most important skills a leader needs is to be able to make decisions and to be willing to do so. When we think about what makes someone a great leader, one characteristic that comes into mind is decisiveness. Effective leaders are effective decision-makers. Mackirman and Tylor (1976) define decision making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve it. Decisions range in importance from the trivial to the momentous. A decision:

- ❖ Must involve a traditional choice among alternatives, each of which has potential impacts that cannot be exactly measured or predicted at the time the decision is made.
- ❖ Must have a measurable effect on the activities of the business.
- ❖ May affect the ethical, environmental, social and political principles of the business.
- ❖ Must be unavoidable, or impossible to postpone, without serious consequences for the business at present time or the future.

In formal organizations such as schools two types of decision makings are common: Programmed and non-programmed. Programmed decisions are those made in accordance with the set policies, rules and procedures. These decisions are generally repetitive, routine in nature and easier for the skillful and experienced principals to make. They are taken in the context of day-today operations of organizations. They do not require much analysis and evaluation and can be made any time needed. The authority for taking these decisions is generally delegated to

lower levels in the organization, for those decisions are taken with broad context of already prescribed policies, rule and regulations in the blue print of the organization (Tripani and Reddy, 1992) Non-programmed decision-making is ill structured and unique in nature, having no standardized procedure. When such conditions prevail in schools, principals face problems to arrive at immediate solutions. Because such conditions in obviously can skillful approach from school executors (Durbin and others, 1989).

The principal is equally responsible in establishing a pleasant climate for teachers' participation in the formulation as well as decision of school matters. Most important of all, whether or not the principal involves the staff in decision making depends on his conceptual skill from which decision emerge and remain integrated with it (Paisey, 1992). Schools can pass if principals and staff have an amiable working relationship to come to an agreement. Participating teachers in decision-making helps promote commitment of greatest achievement Musaazi (1988) suggested that participation of teachers in decision-making is an important factor, which raises the morale of teachers and increases their enthusiasm for the school.

In generally, from the above we can understand that strategic Decision Making competency focuses on moving the organization from the current state to the desired state by translating the vision into an action plan and measurable results. Strategic leaders align systems with the vision, bridge skill and system gaps, and eliminate barriers to achieving the desired state. A strategic leader fills in the details, makes things happen, and measures results, while a visionary leader paints in broad strokes. One who leads through vision and values makes the vision and values meaningful and concrete to others.

2.5.2. Development of others

Leadership roles often call for the ability to develop others in ways that allow people to work together in increasingly productive and meaningful ways. This includes the ability to help others diagnose their development needs, provide appropriate feedback and other learning opportunities, coach and encourage changes in their behaviour, and recognize and reward improvements. Specific leadership practices have been associated with active and effective support of instructional improvement.

According to Leithwood & Jantzi (2000), the most critical practices of school leaders involve:

- ❖ working directly with teachers to improve effectiveness in the classroom, providing resources and professional development to improve instruction,
- ❖ regularly monitoring teaching and student progress,
- ❖ participating in discussions on educational issues, and
- ❖ Promoting parental and community involvement in the school.

2.5.3. Building a Relationship

At the heart of social capabilities is the ability to develop cooperative relationships. In leadership roles, the ability to develop positive relationships with many different types of people is particularly important. The foundation of this ability is the capacity to respect people from varying backgrounds and to understand and value the diverse perspectives that they bring (Ellen Van Velsor, Cynthia D. McCauley and Marian N. Ruderman, 2010).

2.6. Leading the Organization

2.6.1. Creating a Vision

In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision provides guidance to an organization by articulating what it wishes to attain. It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go" (Nanus, 1992). By providing a picture, vision not only describes an organization's direction or goal, but also the means of accomplishing it. It guides the work of the organization. Seeley (1992) describes vision as a "goal-oriented mental construct that guides people's behavior." Vision is a picture of the future for which people are willing to work. However; vision is more than an image of the future. It has a compelling aspect that serves to inspire, motivate, and engage people.

Vision has been described by Manasse (1986) as "the force which molds meaning for the people of an organization." It is a force that provides meaning and purpose to the work of an organization. Vision therefore does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment. For educational leaders who implement change in their school or district, vision is "a hunger to see improvement" (Pejza, 1985). To assist leaders in

developing an appropriate vision, Nanus (1992) maintains that the "right vision" has five characteristics:

- attracts commitment and energizes people,
- creates meaning in workers' lives,
- establishes a standard of excellence,
- bridges the present to the future, and
- Transcends the status quo.

Other descriptions of vision provide more explicit information especially pertinent to educational leaders. Seeley (1992) defines two types of vision, the first and second order changes. Using the construct of first order changes, those that deal with improvements, Seeley asserts that these changes are connected to first order vision or program vision. An example of a change requiring program vision is a school's adoption of a new reading program. Second order changes are those that require restructuring of an organization's roles, rules, relationships, and responsibilities. Seeley (1992) asserts that such second order changes require system vision. "The leader has to visualize not just how a new program or practice would work, but how whole new sets of expectations, relationships, accountability structures, etc., would fit together into a coherent whole" (Seeley, 1992).

Therefore, school leaders not only must have a vision of their school or district but also the skills to communicate that vision to others, in developing a shared one. They invite and encourage others to participate in determining and developing this shared vision. The process promotes collegial and collaborative relationships. Although the process needed for developing a shared vision may be time consuming, the resulting shared commitment to the realization of the vision is the reward for the time and energy invested in such a collaborative process.

2.6.2. Strategic Thinking

Formulates objectives and priorities and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risk. Strategic thinking includes finding and developing a strategic foresight capacity for an organization, by exploring all possible organizational futures, and challenging conventional thinking to foster decision making today. Recent strategic thought points ever more clearly

towards the conclusion that the critical strategic question is not the conventional “What?”, but “Why?” or “How?” There is no generally accepted definition for strategic thinking, no common agreement as to its role or importance, and no standardized list of key competencies of strategic thinkers.

Henry Mintzberg wrote in (1994) that strategic thinking is more about synthesis than analysis. It is about capturing what the manager/leaders learn from all sources (both the soft insights from his or her personal experiences and the experiences of others throughout the organization and the like) and then synthesizing that learning into a vision of the direction that the organization should pursue. Mintzberg argued that strategic thinking cannot be systematized and is the critical part of strategy formation, as opposed to strategic planning exercises.

According to Jeanne Liedtka (1998) observed five major attributes of strategic thinking in practice that resemble competencies:

- ❖ Systems perspective: refers to being able to understand implications of strategic actions. A strategic thinker has a mental model of the complete end-to-end system of value creation, his or her role within it, and an understanding of the competencies it contains.
- ❖ Intent focused: which means the focus that allows individuals within an organization to marshal and leverage their energy, to focus attention, to resist distraction, and to concentrate for as long as it takes to achieve a goal.
- ❖ Thinking in time: means being able to hold past, present and future in mind at the same time to create better decision making and speed implementation. Strategy is not driven by future intent alone. It is the gap between today’s reality and intent for the future that is critical. Scenario planning is a practical application for incorporating thinking in time into strategy making.
- ❖ Hypothesis driven: ensuring that both creative and critical thinking are incorporated into strategy making. This competency explicitly incorporates the scientific method into strategic thinking.
- ❖ Intelligent opportunism: this means being responsive to good opportunities. The dilemma involved in using a well-articulated strategy to channel organizational efforts effectively and efficiently must always be balanced against the risks of losing sight of alternative strategies

better suited to a changing environment. The focus of this study is to assess the school leader's competencies regarding to develop staff, appropriately shares leadership, and builds strong school communities, establishing systems that promote learning, collaboration, and communication throughout the school.

2.6.3. Innovation

Innovative leaders show support and confidence in the work of others and value their contributions. They nurture and promote, when possible, creative people. Leaders encourage innovation when they protect and participate in the innovation process by neutralizing negative people, watching out for organizational systems and responses that quash innovation, and by using innovative thinking in their own work. In accordance with this idea, Ronald Heifetz, (1998:23) says, "leadership is accepting responsibility to create and innovative conditions that enables others to achieve shared purpose in the face of uncertainty. Leaders accept responsibility not only for their individual part of the work, but also for the collective whole".

2.6.4. Systems Thinking

According to Robert Flood (1999:13), drawing from Peter Senge's 1990 work in systemic thinking and business: Systemic thinking explores things as whole and is highly relevant because the world exhibits qualities of wholeness. These qualities of wholeness relate to every aspect of our lives at work and at home life events can be made sense of in a meaningful way only in the knowledge that our actions contribute to patterns of interrelated actions. The world is whole and the whole is complex. It is increasingly complex with more and more information, intense interdependency, and relentless change.

Consider that education is a system comprised of factors, such as students, teachers, parents, administrators, courses, curriculum, legislation, funding and buildings together with a host of related elements, or sub-factors, such as perceptions, ambitions, entrepreneurship, competition, and cultural and spiritual beliefs. This system in turn relates to other systemic factors in society, such as workforce or education leadership, which form more interconnected and complex systems. In accordance with this, Huber, S. (2004) stated that effective leadership starts with the ability to step back, identify these interconnections, and take advantage of leverage points within the system to make the most impactful changes.

2.6.5. Driving Results

Results Driven means guides and inspires others to achieve results and improve organizational effectiveness and efficiency, implements effective control measures and Fosters a climate of reasonable risk taking. Fosters reasonable risk taking and drives execution to determine priorities and sets clear objectives for workgroup. Defines evaluation criteria and continuously collects, shares, and evaluates data to improve organizational efficiency and effectiveness. Takes calculated risks to accomplish organizational objectives and empowers employees to do the same (Towers Watson, 2014).

2.6.6. Adaptability and Change Management

According to Kelley, Carolyn and Peterson, Kent, (2000) stated that Successful school leaders understand the change process and have the leadership and facilitation skills to manage it effectively. Future school leaders need to understand how to provide their staff with experiences and conditions that will create dissatisfaction with the current level of student achievement and with current school and classroom practices. Successful leaders encourage meaningful discussion and dialogue focused on the education of the student even if it generates different ideas and conflicts. Study groups and discussion groups are part of the staff development program.

Effective principals understand that change occurs when other school leaders agree there is a problem and take ownership for it and for the solution. Part of the process of being an effective school leader understands how to organize, lead and facilitate experiences that result in consensus among the departments, parents and communities leaders. Successful leaders challenge people in a way that requires changes in their priorities, their values and their habits. It is never comfortable to be a lightning rod, but successful school leaders understand how to deal with the change process. They are persistent and decisive and they take action (ibid).

In generally, school leaders who are prepared to lead schools designed for higher student achievement need to:

- ❖ Have comprehensive understanding of school and classroom practices that contribute to student achievement;

- ❖ Know how to work with teachers and others to fashion and implement continuous student improvement; and
- ❖ Know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

2.7. School Leadership Competencies

2.7.1. Instructional Leadership Competencies

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence. Hallinger (2010) refers to instructional leadership as resilient leadership concentrated on curriculum and principal instruction. In this study, researcher use instructional leadership to mean the act of principals influencing the culture of teaching and learning through their competencies and interactions with teachers and learners in efforts towards achieving effective curriculum delivery and coverage. Based on the sample of high school principals, assisted by scholar studies of Hallinger (2000) and Opfer and Pedder (2011) the concept of instructional leadership was examined by Peariso (2011) who reviewed behaviors of leaders, contending that an inclusive, distinguished, holistic and learner focused leadership is required. Work on leadership has been drawn from schools in California. On the basis of findings, links were established between leadership and successful skills.

Peariso (2011) highlights three issues dominating leadership, viz. instructional leadership behaviors, principals' pedagogical beliefs and constructivism. He has identified the following eight instructional leadership elements: framing the school goals; communicating school goals; supervision and evaluation of instruction; coordinating the curriculum; monitoring student progress; maintaining high visibility; providing incentives for teachers and professional development of teachers. The study highlights the prominence of instructional behaviors of leaders in effective schools. Similar to the exploration of the behaviors and practices of instructional leaders, my study aimed to assess the principals competencies to understand and enacted their instructional roles, including how they developed themselves and others, as instructional leaders to promote quality teaching and learning.

2.7.2. Human Capital Management Competencies

Human capital Management is managing people development their work activities and their performance with the goal of optimizing efficient use of talent. Focuses on unlocking and channeling employees' potential and sees this as the key to school's success. Involves planning for the development of others, coordinates actions, coaching others and diligently addressing performance issues and conflicts, both at the individual and organizational level. Includes the ability to allocate and assign human capital in the most effective and efficient manner. Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems (Siddiqui, F. (2012).

2.7.3. Culture and Relationship Buildings Competencies

The principals focused on creating a positive school culture by engaging in activities (e.g., making a point to visit each teacher before class started, greeting students as they entered the building, and providing common planning time for teachers) that developed both the students' and adults' capacity for learning and success. Developing these relationships is crucial. Payne (2003) declared that for students from backgrounds of poverty, their primary motivation for success would be in their relationships.

Karns (2005) stated that learning can only take place when teachers have positive relationships with students and with one another, helping them to make connections and to make materials tangible to their backgrounds and prior knowledge, thus making instruction more responsive to the students. He explained that Principals know creating a school culture that ensures positive outcomes for students is not easily done. Yet, bringing staff, teachers and parents together to do the work of the school is not easy. Doing this requires the skill of a strong leader and a highly competent manager. This suggests that leaders must be concerned both with organizational functions typically attributed to leadership working on sustained system improvement and enticing and empowering staff to achieve top performances as well as with organizational functions typically credited to management working within the system and organizing regularized and predictable operations.

2.7.4. Problem-solving Competencies

Effective problem solving is at the core of great leadership and problem solving and decision making are equally important. A key activity of educational leadership is identifying, analysing and solving problems that occur in schools. The skill of understanding and managing the problem solving process is central to all aspects of educational leadership (Sharon Kruse, 2009:1). According to Marzano, Waters & McNulty, (2005) explained that educational leaders who are successful problem solvers see the big picture and ensure that others understand that students' needs or interests are the first consideration in the process of reaching a solution. They begin by identifying the issues that need to be taken into account, and they recognise that there are often tensions between the issues and the range of possible solutions. When attempting to solve problems it is important to involve others in a collaborative process to help reach a full understanding of the underlying issues. It is also important that all relevant considerations are seen to have been addressed in a balanced and thoughtful way.

Principals who are effective problem solvers:

- ❖ Explicitly check their own assumptions about the problem
- ❖ Relate the problem to the wider vision and values of the school
- ❖ Clearly state their own interpretation of the problem, with reasons, and without restraining other views
- ❖ Actively seek the interpretations of others
- ❖ Anticipate obstacles and how they could be overcome
- ❖ Plan a collaborative problem solving process; develop widely shared goals for the process
- ❖ Overtly manage the meeting and discussion processes
- ❖ Express little or no negative emotion, frustration or impatience.

From this idea, one can understand that school leaders expected to have the competencies to identifying, analysing and solving problems that occur in schools and creating a positive school culture by engaging in activities that developed both the students' and adults' capacity for learning and success.

In generally, from above literature review we understand that different scholars defining leadership competencies (Boyatzis, 1982; Bennis, 1987; Spencer and Spencer, 1993, and Huber, 2004) for different perspective like from the role of leaders, personality characteristics, organization the leaders lead and from interpersonal relationship. Different scholars (like Huber, 2004; Hallinger, 2010; Peariso, 2011; Kelley, Carolyn and Peterson, Kent, 2000; Leithwood & Jantzi, 2000) also define school leadership competencies and they identified what types of competencies expected from the school leaders.

CHAPTER THREE

Research Design and Methodology

The purpose of this chapter is to provide an overview of the research design and methodology used to carry out this study. This overview includes the basic research design, data sources, sampling techniques, the construction of the measuring instruments, and the process of data collection, pilot study and data analysis methods.

3.1. Research Design

The objective of this study is to assess secondary school leadership competencies in North Shoa Zone of Oromia Regional state. The research incorporates both quantitative and qualitative approach with more focus on quantitative one. The reason for focusing on quantitative approach is that assessing the current school leadership competencies demands the collection of quantitative data, which could put rigorous quantitative data in a formal and structures manner. In addition, quantitative one is more preferred to qualitative one as qualitative approach is required more time and experience of the researcher. The qualitative approach is incorporate in the study to validate and triangulate the quantitative data. Another reason for using qualitative was for identifying current competencies school leaders have and suggesting the competencies they lack for the success of school leadership and to identify in depth developmental practices for future success.

The descriptive survey research design is selected with the assumption that it was helpful to obtain relevant information from concerned respondents on assessing secondary school leadership Competencies and to gain detailed data from large number of respondents to draw the necessary conclusion. As mentioned by Jose and Gonzales (2002:169) descriptive survey methodology gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Moreover, it helps to gather data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event.

3.2. Source of Data

The data of the study were collected from both primary and secondary sources. Primary data regarding the study was obtained from secondary school teachers, school supervisors, woreda teachers' development process owner, woreda education officer and assistant officer. In addition to the primary sources, secondary sources such as policy documents, regulations, guidelines, school plans, reports and feedbacks were analyzed.

3.3.The Study Population, Sample Size and Sampling Techniques

3.3.1. The Study Area Population

North shoa zone is one of the eighteen Zones in Oromia Regional state, which comprises the thirteen Woredas and one town administration. The woredas included in the study are wacale, Hidebu Abote, Yaya Gulale and Fiche town Administration (see Appendix-03). The study population consisted of 31 general secondary schools (grade 9-10) and 14 preparatory schools (grade 11-12) of North Shoa zone that comprises 45 principals, 90 vice principals, 1217 teachers, 13 Secondary school supervisors, 13Woredas and 1 town administration, 13 woreda education officers personnel (13 officers, 13assistant officers and 13 teacher development process owner or representatives), a total of 1404.

3.3.2. Sample Size and Sampling Techniques

To select the sample size for the purpose of the study two sampling techniques were employed. For the purpose of the study, all the 3 Woreda and 1 town administration of the zone were selected by using simple random sampling (lottery method).The selected woredas and town administration have 14 high schools or grade nine up to ten and 4 preparatory schools or grade eleven up to twelve totals of 18.To determine the sample size of schools out of 14 general secondary schools (first cycle grade 9-10) 4 were selected by random sampling technique. Second cycle grade 11-12 (preparatory schools) was selected by using availability sampling. This is because each sampling woreda has one preparatory school.

The law of inertia of the large sample says that a large sample is more stable or good as compared with small sample. Which means the sampling error is inversely proportional to the sample size the larger sample, the smaller the error (Drapper and Smith cited in Belay, 1992)

The researcher believed that the sample size of 8 general secondary schools would be representative sample and would help to manage the work of the study in terms of time and minimized cost. The respondents in the study were school teachers, woreda education officers personnel (officers, assistant officer and teacher development process owner), and school supervisors. There are 4(four) school supervisors, 12woredas education offices personnel (4 officers, 4 assistant officers and 4 teacher development process owner in the aforementioned 8(eight) sample schools.

All school supervisors and woreda education offices personnel (16 participants) i.e. 100% were selected in the sample using purposive sampling technique for the manageability of their number and because of they is keys informants during interview. The sample size of teachers was determined using by Yamane's formula ($n = N / (1 + N(e^2))$ where n = sample size, N =population size and e = alpha level 0.05) for sample size estimation from a single population (cited in Belay and Abdinasir, 2015). To this end, 177 (55.6%) of teachers in each school were selected in the study i.e., the total number of teachers of the sample schools was 318 (three hundred eighteen). Among these teachers 177 (one hundred seventy seven) teachers were selected as samples. The quota sampling technique was used to select teachers from each school proportional (because the number teachers across school different) to their presence in the population as shown in the following table.

Table 1: The summary of the total population of sample school, sample size and sampling technique is presented (Types of respondents: teachers) as follows:

No.	Name of Woreda	Sample secondary school	Total population	Sample size	%
1	Hidebu Abote	GSS (Grade 9-10)	61	34	55.6%
2	Fitche	Preparatory (Grade 11-12)	21	11	55.6%
	Town Administration	GSS (Grade 9-10)	54	32	55.6%
		Preparatory (Grade 11-12)	33	19	55.6%
3	Yaya Gulale	GSS (Grade 9-10)	44	24	55.6%
		Preparatory (Grade 11-12)	28	16	55.6%
4	Wacale	GSS (Grade 9-10)	45	18	55.6%
		Preparatory (Grade 11-12)	32	18	55.6%
Total			318	177	55.6%

Source: woreda education office of each sample school (2018)

3.4. Instruments of Data Gathering

For the purpose of collecting the necessary data research questionnaires, interview guide and document analysis tools were employed in order to gather the necessary data for the study. The study employed descriptive survey method by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as the leading method through close-ended questionnaire. The questionnaire was conducted by researcher and questionnaire guiders.

Furthermore, the qualitative approach was incorporated in the study with information gained through guide interview and document analysis; and hence, it helped to validate and substantiate the quantitative data. Guide interviews are non-standardized, and are often used in qualitative analysis. Interview was conducted only by researcher because to discuss detail with participants and avoid biased. To validate and triangulate the quantitative data from qualitative methods guide interview are used. Guide interviews allow the researcher to prompt or encourage the interviewee if they are looking for more information or find what they are saying interesting.

The interviewer has a list of issues and questions to be covered, but may not deal with all of them in each interview. The order of questions may also change depending on what direction the

interview takes. Indeed, additional questions may be asked, including some which were not anticipated at the start of the interview, as new issues arise. Responses will be documented by note-taking or possibly by tape-recording the interview.

3.4.1. Questionnaire

The questionnaire consisted of two main parts. These two main parts were personal background (sex, age, work experience and educational level field), and closed ended questionnaire. Closed ended questionnaire were employed to collect quantitative data from selected school teachers about their school leadership competencies by rating (observer assessment) the school leaders. The closed-ended questionnaire contains 63 items which expected to measure different school leadership competencies. The items were prepared using the Likert scale. The value of this scale was between one and five from never at all to all most always for how often respondents observed the behavior and for how important these behaviors are in school improvement from one and five from never important to very critical.

The questionnaires were required 45 minutes to be filled. The questionnaire was prepared by English language. The questionnaire was not prepared by other language. Because it is assumed that the secondary teachers could adequately understand English. For instance English is a medium of instruction in secondary school all the respondents of this questionnaire were expected to have nearly similar skill to read, understand and respond easily all the concepts incorporated. The questionnaire is developed by researcher based on different literature and by discussing and consulting with different educational experts (with two PHD psychology candidates).

3.4.2. Interview Guide

Interview Guide has been used to acquire qualitative data from sample school supervisors and Woreda education office personnel (officers, assistant officer and teacher development process owner). The interview question prepared by English language and translated in to Afaan Oromo to make clear for interviewees. Guide interview is preferred because it has the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. These were help to get relevant information concerning the issue under the study. Therefore, interview guide was conducted with 16 interviewees of sample

secondary schools. Researcher conducted interview with in their offices and to interview one person it has taken on average 20-30 minutes.

3.4.3. Documents Observation

In addition to primary sources, relevant information is included from secondary sources. This technique would help the researcher to cross check the data that would be obtained through primary sources (i.e. questionnaire and guide interview). Document analysis will be focus on such documents SIP implementation plan, monthly and annual reports, feedback committee meeting and policy documents.

3.5. Pilot Study

A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. The latter is also called a ‘feasibility’ study. It can also be a specific pretesting of research instruments, including questionnaires or interview schedules. (Van Teijlingen & Hundley, 2001) The pilot study was done after a clear vision of the research topic and questions was established, the techniques and methods to be applied, and how the research schedule looked like. This was done to try out all research techniques and methods, which were used in this research to see how well they would work in practice. If necessary the instrument could then be adapted and modified according to (Blaxter, Hughes & Tight, 1996). Reliability of instruments (total close-ended questionnaire) were cronbach’s alpha= 0.869.

The pilot study in the current research can be defined as mainly a try-out of research techniques and methods, but also of questionnaires. The instruments were tested in a pilot scale on a population that was as similar as possible to the target population. One secondary school from of Gerar Jarso woreda of the North Shoa used for the pilot study. The piloting included 30 teachers from the school selected. The objective of piloting was to establish whether there would be problems in administering the instruments, test data collection instructions, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study, and allows preliminary (dummy) data analysis. For pilot study the researcher amended four questions and modifies some questionnaire and rejected two questionnaires. The researcher also avoided ambiguous word and corrected instruction.

3.6. Procedures of Data Gathering

Researcher's permission letters together with Addis Ababa University recommendation letter about this study was given to the zone education office under study. Following the letter zone education office wrote recommendation letter to each woreda education offices (see Appendix-04) and copy of it to general secondary schools under study. Following the letter hand over oral explanation concerning the objectives of the study, participants' personal information confidentiality and procedure of the data collection were explained as a high light to the school principal. After common understanding was created between the researcher and the school principal, based on the number of respondents found in the school the questionnaires were given to be filled and collected within three consecutive days.

Next to this, from the selected schools and woreda education offices interview respondents were interviewed separately at woreda level in convenient place and time where no disturbing thing found. During the interview, the responses of the respondents were recorded through mobile for the purpose of data analysis. Lastly, the document observation was done by researcher.

3.7. Method of Data Analysis

Both descriptive survey and narrative methods were used to analyze the data collected through questionnaire and interview guide. In this study, mixed approaches (quantitative and qualitative methods) are employed to analyze the information collected from different data collecting instruments from the aforementioned sources. The responses obtained from close-ended questionnaires were analyzed using Means which means by comparing expected and observed Means form SPSS 21 version analysis. Independent t-test also used to compare secondary school leadership competencies between general secondary school (grade 9-10) and preparatory school (grade11-12). To make clear the researcher also used tables during analysis. Data gathered from interviews questions were narrated qualitatively. Generally, the data obtained during the study are organized, sorted, analyzed and interpreted by using SPSS application. To make decision the researcher used the following Means (arithmetic means) for comparing:

Table 2: summary of expected mean and lists of independent variables:

No	Competencies measured(variable)	Number of items in each competencies	Minimum score	Maximum score	Expected Mean
1	Creating of a Vision	6	6	30	18
2	Creativity and Innovation	5	5	25	15
3	Strategic Thinking	4	4	20	12
4	Driving Results	4	4	20	12
5	Relationship Building	7	4	35	21
6	Decision Making	5	5	25	15
7	Development of Others	5	5	25	15
8	Resource Management	7	7	35	21
9	Adaptability and change Management	5	5	25	15
10	Instructional expertise	5	5	25	15
11	Communication	6	6	30	18
12	Ethics and professionalism	4	4	20	12

3.8.Validity and Reliability of Data Gathering

The use of triangulation is for the purposes of reducing bias that may be inherent in a particular data source or method of construction Kothari (2004). It is for this reason that there is interchangeable use of qualitative and quantitative designs as a triangulation approach. Bias is minimized through this due approach and conclusions drawn that would be the springboard for further studies. The sample size and study population among others are all carefully set to ensure utmost representation of the variables under the study thereby increasing the validity and reliability of the constructs studied. Moreover, in order to enhance the validity and trustworthiness of the study, various instruments of data collection are used.

The data collected;

1. Through questionnaires
2. Through an in depth interviews
3. Referring to files and the documents

3.9. Ethical Considerations

Every researcher needs to consider carefully – before, during, and after the conduct of a research study the ethical concerns that can affect their research participants. By understanding and addressing such ethical concerns, some of which are embedded in governmental regulations, Educational researchers show respect for research participants, protect them from avoidable harm, and honor their contributions to research knowledge. Robson (1993) holds the view that a research should ensure that relevant persons and authorities are consulted and informed. With this view in mind, permission was sought from the head teachers of the four schools where data was collected.

Participants of this study were informed of their rights to withdraw or not participate. The anonymity of the participants of the study was protected by not asking questions that can identify respondents. The results of this study were kept strictly confidential. The participants were assured that the data collected was to be purposely used for this study and not any other purpose.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter has two parts. The first part presents the characteristics of the respondents. While the second part deals with presentation, analysis and interpretation of data gathered through questionnaires, guide interviews and document analysis. The study used both quantitative and qualitative approaches to answer the basic research questions. Two types of questionnaires were distributed to 177 teachers in sample schools. The first type of questionnaire contains about personal data of respondents and the second type of questionnaire contains about closed-ended questionnaires that the respondents rates secondary school leader's leadership competencies and importance of each competencies. Information collected through different data gathering techniques was presented, analyzed and interpreted in the next sections.

4.1. Respondents Characteristics

Based on the sampling procedure described in chapter three, 8 general secondary Schools were included in the study. The sample size of teachers in eight general secondary schools was 177. A total of 177 questionnaires were distributed to teachers. Out of the questionnaires distributed, all (100%) were obtained with usable return rates for the study. No respondents failed to fill the questionnaires.

Thus, the analysis was on the basis of information obtained from the returned questionnaires (100%) of teacher responses. Interview held with sample school supervisors and Woreda education office personnel (officers, assistant officers and teacher development process owners) used as supplementary information. On the basis of the responses obtained, the data regarding the personality characteristics of respondents including their woreda, school, sex, age, level of education and work experience were summarized in the next tables.

Table 3: Characteristics of respondents (teachers) by sex, Age, work experiences and education level of teachers

No	Characteristics of respondents		Total	Percentage (%)
1	Sex	Male	133	75.1%
		Female	44	24.9%
2	Age	20-30 years old	34	19.2%
		31-40 years old	90	50.8%
		41-50 years old	49	27.7%
		51 and above years old	4	2.3%
3	Work Experience	0-3 years	23	13%
		4-6 years	26	14.7%
		7- 9 years	83	46.9%
		10 and above	45	25.4%
4	Education Level	Diploma	10	5.6%
		BA/BED/BSC	157	88.7
		MA/MED/MSC	10	5.6%

As Table 3 Shows, the sex of respondent indicates that 75.1 % of teachers were males and 24.9 % of teachers were females. This indicates the majority of general secondary schools teachers are males. These figure revealed that there is small number of female teachers compared to those of males in general secondary school level. Regarding the age distribution 19.2 % of teachers were between 20-30 years old, 50.8 % of teachers were between 31 and 40 years, 27.7 % of teachers were 41-50 years old, whereas the remaining 2.3 % of teachers' age range 51 and above years. These data indicated that more than half (50.8%) teacher found in age between 41-50 years old.

Additionally, the teachers were asked their work experience. These means for how many years they worked in their currently employed secondary school. Accordingly, 13% of teachers have served between 0-3 years, where as 14.7%, 46.9%, and 25.4% have served between 4-6, 7-9, and 10 and above years respectively. These figure revealed that most the teachers (46.9%) have the experience in sample schools and well know their school leaders behaviors and they could rated the school leadership competencies based on what they have observed during their experiences. Regarding the educational level of respondents, the data of teachers reveal that majority of teachers (88.7%) are bachelor degree holders, a small number (5.6%) hold a master's degree and the remaining (5.6%) hold college diploma.

Table 4: summary of Teacher respondents based on their woreda and school

No	Name of woreda	General secondary school (grade9-10)	Preparatory (grade 11-12)	Total	Percentage%
1.	Hidebu Abote	34	11	45	25.4
2.	Yaya Gulale	24	16	40	22.6
3.	Fitche Town	30	19	49	27.6
4.	Wacale woreda	25	18	43	24.3
	Total	113	64	177	100

The data in table 5 shows that 25.4% of the teachers from total sample population were taken from Hidebu Abote woreda, 22.6% were from Yaya Gulale, 27.% from Fitche Town administration and where as 24.3% were from Wacale woreda. The number of teachers existed in each woredas are varies and the number of teachers in the sample were because of the sample populations.

4.1.2. Presentation and Analysis of closed- ended Questionnaires

- 1. Descriptive Statistics (Mean and Standard deviation) was used in order to identify the major leadership competencies of secondary school leaders have? What competencies they lack in performing their role effectively and efficiently based on observers assessment?**

The means and standard deviations (scores of the Scales) of secondary school leadership competencies rated by school teachers on observed behavior of competencies from leaders were presented in Table 5.

Table 5: Means and standard deviation of variables

No	Leadership competencies	Min.	Max.	Expected Mean	Observed Mean	SD.
A. Leading organization						
1.	Creating a vision	13.00	29.00	18	23.1525	2.98755
2.	Creativity and innovation	6.00	23.00	15	11.3672	3.42213
3.	Strategic thinking	8.00	20.00	12	15.6554	2.48630
4.	Driving results	4.00	14.00	12	8.0734	2.34526
5.	Adaptability & change management	5.00	22.00	15	11.3955	3.43967
B. Leading others						
6.	Decision making	9.00	24.00	15	18.0339	3.70181
7.	Development others	5.00	22.00	15	11.8475	3.92608
8.	Building relationship	18.00	32.00	21	26.0678	3.62848
9	Instructional expertise	11.00	23.00	15	12.5593	3.65393
10	Resource management	20.00	33.00	21	28.2599	2.68206
C. Leading self						
11.	Communication	14.00	26.00	18	21.9887	2.52710
12.	Ethics and professionalism	11.00	20.00	12	16.5876	2.39660
Over all Secondary School Leadership Competencies		170.00	239.00	189	210.9887	11.71246

The above descriptive statistics revealed that the mean value for teachers' scores on their school leaders observed behavior of creating school vision was 23.1525 with a standard deviation of 2.98755. Moreover, scores varied between 13 and 29, in a scale of which the possible minimum score is 6 and the possible maximum score is 30. On the other hand, statistical results of creativity and innovation competencies scores showed that the mean of 11.3675 ($SD = 3.42213$), adaptability & change management competencies scores mean of 11.3955 ($SD = 3.43967$), and instructional expertise competencies was 12.5593 ($SD = 3.65393$) with scores varied between 6 & 23 and between 5 and 22 respectively, in scale of which possible minimum score is 5 and the possible maximum score is 25.

In addition, the above data revealed that the results of competencies rated scores showed the mean 15.6554 ($SD = 2.48630$), driving results competencies scores mean of 8.0734 ($SD = 2.34526$) with scores varied between 8 & 20 and between 4 and 14 respectively, in scale of which possible

minimum score is 4 and the possible maximum score is 20. In generally from the above descriptive statistical table the teachers rated their school leaders on (competencies of leading organization) Creativity and innovation, driving results, instructional expertise competencies, and adaptability & change management below expected mean and they rated their school leader on strategic thinking and creating school vision above expected means.

As depicted on Table 5 from one of leading others competencies teachers rated their secondary school leader's competencies on Decision Making; the calculated mean score was 18.0339 (SD=3.70181), and the calculated mean for Development others competencies was 11.8475 (SD=3.92608), with scores varied between 9 & 24, between 5 and 22, between 11 and 23 respectively, in scale of which possible minimum score is 5 and the possible maximum score is 25. In relation to Relationship Building and Resource Management competencies of the school leaders rated the same Table 5 shows that, the mean score for Relationship Building was 26.0678, SD=3.62848 and the mean score for Resource Management competencies was 28.2599, SD=2.68206. As showed in the above table the teachers rated their school leader's competencies on developments of others below the expected mean and rated the remaining competencies to leading others above expected mean.

Concerning the Communication competencies, the same table indicates that the results of rated scores mean was 21.9887 (SD=2.52710) and the results of rated scores mean on Ethics and Professionalism was 16.5876 (SD=2.39660) with scores varied between 14 & 26 and between 11 and 20 respectively. The teachers rated their school leader's competencies both Communication and Ethics and Professionalism above expected mean. This finding coincides with

2. Independent t-test employed to identify significance difference between high school (grade 9-10) and preparatory (grade 11- 12) school leaders on self-leading, leading others and leading organization leadership competencies? Based on teachers rated:

The following table 6 and 7 showed the Independent t-test Comparison of high school and preparatory school leadership competencies rated by secondary school teachers on the overall and on each components school leadership competencies is displayed.

Table 6: Summary of independent t- test Comparison of general secondary school and preparatory school leadership competencies on each components

Variables	School level	M	SD	t-value	Sig.(2-tailed)
Creating a vision	GSS	22.8938	2.97418	-1.537	.126
	preparatory	23.6094	2.97939		
Creativity and innovation	GSS	11.1681	3.47672	-1.029	.305
	preparatory	11.7188	3.32126		
Strategic thinking	GSS	15.9646	2.02189	2.223	.027*
	preparatory	15.1094	3.08667		
Driving results	GSS	8.1593	2.37384	.646	.519
	preparatory	7.9219	2.30462		
Adaptability & change management	GSS	10.9912	3.32334	-2.098	.037*
	preparatory	12.1094	3.55062		
Decision making	GSS	17.2655	3.98886	-3.808	.000**
	preparatory	19.3906	2.65842		
Development others	GSS	11.5310	3.57089	-1.429	.155
	preparatory	12.4063	4.46047		
Building relationship	GSS	27.1593	3.35561	5.788	.000**
	preparatory	24.1406	3.29438		
Instructional expertise	GSS	18.6106	2.66402	.341	.734
	preparatory	18.4688	2.65455		
Resource management	GSS	28.5929	2.64790	2.219	.028*
	preparatory	27.6719	2.66103		
Communication	GSS	22.6903	1.98242	5.267	.000**
	preparatory	20.7500	2.90047		
Ethics and professionalism	GSS	16.8319	2.47813	1.814	.071
	preparatory	16.1563	2.19826		

Table 7: Summary of independent t- test Comparison of general secondary school and preparatory on overall school leadership competencies

Variables	School level	M	SD	t-value	Sig.(2-tailed)
Leading self	GSS	39.5221	3.84080	4.232	.000**
	preparatory	36.9063	4.13931		
Leading others	GSS	103.1593	9.21040	.784	.434
	preparatory	102.0781	8.05202		
Leading organization	GSS	69.1770	6.23388	-1.156	.249
	preparatory	70.4688	8.52628		

** Equal variance assumed, * $p < 0.05$, ** $p < .01$ $N=113$ for high school and $N=64$ for preparatory school number of teachers those rated each school level leadership competencies.

As Table 6 indicates above, the t-test value showed that there is statistically significant difference in the mean value of general secondary school leaders' competencies and preparatory school leaders' competencies in the some components of leadership competencies according to teachers rated them on each competency. For examples, the t-test value shows that there is statistically significance difference between general secondary school leaders' competencies and preparatory school leaders' competencies on "Decision Making (general secondary school M=17.2655, SD=3.98886 and preparatory school M=27.1593, SD= 2.65842, $t(177) = -3.808$ at $p < .01$), Building Relationship(general secondary school M=17.2655, SD=3.35561 and preparatory school M=24.1406, SD= 3.29438, $t(177) = 5.788$ at $p < .01$), and communication competencies (general secondary school M=22.6903, SD=1.98242 and preparatory school M=20.7500, SD= 2.90047, $t(177) = 5.267$ at $p < .01$)" and components like Adaptability & change management, strategic thinking, and Resource management were is statistically significance at $p < 0.05$), while on the rest of the components there is no statistically significance difference by school level difference among the secondary school leaders. Regarding the leading self component, the t-test value shows that there is statistically (at $p < 0.01$) significance difference between general secondary school leaders' competencies and preparatory school leaders' competencies.

3. Descriptive Statistics (Mean and Standard deviation) was used to identify which competencies are more important compare to each other for school success

Table 8: Summary of descriptive statistics on the importance observed secondary school leadership competencies for success of school objectives

No	Leadership competencies	Min.	Max.	Expected Mean	Observed Mean	SD.
A. Leading organization						
1.	Creating a vision	16.00	30.00	18	24.5706	2.78119
2.	Creativity and innovation	13.00	25.00	15	19.3107	2.84236
3.	Strategic thinking	6.00	18.00	12	13.6610	2.01368
4.	Driving results	10.00	19.00	12	15.5028	1.67916
5.	Adaptability & change management	15.00	23.00	15	18.9718	1.88122
B. Leading others						
6.	Decision making	11.00	21.00	15	15.6723	2.30488
7.	Development others	13.00	23.00	15	18.6441	2.37718
8.	Building relationship	20.00	31.00	21	25.9435	2.50390
9	Instructional expertise	13.00	23.00	15	18.4068	2.29465
10	Resource management	22.00	32.00	21	26.7175	2.13717
C. Leading self						
11.	Communication	14.00	26.00	18	21.9887	2.52710
12.	Ethics and professionalism	12.00	19.00	12	14.8362	1.75203
Importance of overall Leadership competencies		214.00	255.00	189	234.2260	8.51835

N= 177 secondary school Teachers M=observed mean, SD=standard deviation

Table 8 shows that the mean of the teachers rated on the importance of each component of secondary school leadership competencies (the observed mean of Creating a school vision M=24.5706, SD =2.78119; Creativity and innovation M=19.3107,SD=2.84236; Strategic thinking M=13.6610, SD=2.01368; Driving results M=15.5028 SD=1.67916; Adaptability & change management M=18.9718, SD=1.88122; Decision making M=15.6723 SD=2.30488; Development others M=18.6441 SD=2.37718; Building relationship M=25.9435 SD=2.50390; Instructional expertise M=18.4068 SD=2.29465, Resource management M=26.7175, SD=, Communication M=21.9887, SD=2.13717, and Ethics and professionalism M=14.8362, SD=1.75203) were greater than the expected mean on each sub components school leadership competencies.

Concerning the overall components on school leadership competencies the importance of school leaders competencies observed mean was greater than that of expected mean. This implies that, according to teachers rated on each identified competencies competent school leaders are very important for the school success. From the above two tables (table 5 and table 8) someone can understanding that observed secondary school leadership competencies with the importance of these competencies for success of school (observed mean) the school leaders in selected samples lacking or low (rated under the expected) the competencies of Creativity and innovation, Driving results competencies, Development of others, and Adaptability & change management competencies.

4.1.3. Interview Questions

In this study, the researcher used interviewing as a data collecting instrument because the data required had to be based on experiences and knowledge for the sake of a deep understanding. For that reason the researcher valued the contact with key informants of educational leaders in education sector in the research field who could provide privileged information. The researcher relied on the fact that with interviews, information can be obtained not only in terms of participants' words, but also in terms of response on-verbal communication, such as tones of voices and facial expressions. This contributed to more complete and subtle meanings of the collected data.

Guide interview have been used to acquire qualitative data from sample school supervisors and Woreda education office personnel (officers, assistant officer and teacher development process owner). The interviews were conducted with 16 interviewees of sample secondary schools. Researcher conducted interview with in their offices and to interview one person it has taken on average 20-30 minutes and it was done in morning. The purpose of the interview questions was to investigate the role of school leaders played in achieving the major educational objectives, what leadership competencies they have or they lack to perform their role in school and how it could be further strengthened.

Interview questions (see appendix -02) focused on the role of a general secondary school leaders played in achieving the major educational objectives stated as following:

First the researcher would introduced him with the interviewees (with supervisors, woerda education officers, assistant officers and teacher development process owners separately during interview) and read the interview questions more focus on what themes area of the interview. Based on the interviews questions the opinions of interviewees were:

School principal's leadership competencies and professional competencies

Participant's opinions about definition of competent school leaders and difference between leadership and professional competencies were mixed. The respondents reported differently on the meaning of competent school leaders. According to Some supervisors' opinions competent school leaders are the individual persons (principal or vice principal) those have good skill, knowledge and capacity to lead teachers, students and communities to achieve school objectives. They define competencies as individual characteristics. Majority of supervisors defines competent school leaders as the leaders those have good persuasion ability, good academic performance , responsible, accountable, experienced, role model(vanguard) by his/her work, and good relationship with teachers, students and those have high performance in school.

On the other hand woreda education officers, assistant officers and teachers development process owner opinions reported that competent school leaders means those leaders have good understand about objectives his/her school and curriculum, try to improve quality of education in school, doing for students achievement, implementing education policy, improve teaching leaching learning, good relationship with teachers, students and communities as a whole, politically committed and good in both human and material resource management. The above statement indicated the summary of each respondent how they defines competent school leaders.

The major role of secondary school principals

This interview question mainly conducted from woreda education officers, assistant officers and teacher's development process owner. The interviewees reported that the role of secondary school leaders was established by ministry of education in 2011 with school improvement program. Based on the documents they put the major role of secondary school leaders as following:

- ❖ Make the necessary efforts to ensure the availability of favorable learning and teaching environment at schools;
- ❖ Keep parents of students updated on the learning capacity and academic results of their children;
- ❖ Discuss with parents to seek common solution for problems encountered by students in their education;
- ❖ Monitor closely the learning and teaching activity in the school and conduct classroom observations and take appropriate corrective measures on defective issues and assist parents;
- ❖ Enable the school to have improvement or growth vision and facilitate the establishment of solid and continuous relationship between families of students and the school;
- ❖ ;Convene annual meetings for the evaluation of the school activities and managing human and material resource in school

Leadership competencies expected form secondary school principals

Regarding the competencies expected from the secondary school leader's interviewees reported that the leaders have expected to have capacity to coordinate the local and the school community; capacity to score excellent result in planning, implementing and achieving changes in the school; capacity in ensuring that the discipline of students is improved and students develop their self confidence; capacity in maintaining the quality of education; capacity to develop others: capacity in creating favorable atmosphere of learning and teaching and capacity to manage human and material resources are the major one. From four woredas the interviewees reported that secondary school leaders have problem with capacity to maintaining the quality of education (creativity and innovation problems); empowering teachers; creating good relationship with external stockholders, human resource management and improving student's results and managing changes in school.

Specially one woreda education teacher's development process owner explain the problems related creativity and innovation he has forwarded the following opinion:

“..... He said that we give different training at different time for secondary school leaders and for selected teachers in addition to what they learned in college and university on policy and

strategy of education. But nothing is new in school when they returned back. Even each school copy experience of another's without changing the contents.

“He explained this idea by his own language ‘ qalamaa haalu tokko muka garagaraa fi mana barumsa garagara keesaati argaa jira malee geeggessan dandeetii adda addaa qabu mana barumsa tokkoo keessati illee argaa hin jiru jedhe’”.

When translated to English language in literary meaningin secondary school regarding to creativity and innovation most of the time ‘we observed the same painting color on different tree in different school but we didn’t observed one unique and creative school leaders in one single school.

The major criteria used for recruitment secondary school Principals

According to interviewees (woreda education officers and assistant officers) reported that the criteria for recruitment as secondary school leaders considered both academic and leadership competencies. Regarding to academic status any person who recruited as secondary school principal should have masters in educational leadership and management or related fields. Additionally, work experience also considered. But the problem here according to interviewees reported that availability of such person and interest to of doing in leadership position was another problem. The school obligated to recruited none instructional expertise leaders.

With respected to leadership competencies the individual who has recruited as secondary school leader was expected to have the following competencies as respondent’s responses: willingness, readiness, commitment to support the intended change the school; demonstrated leadership ability; self-initiated, team spirited and high ethical standard; good interpersonal communication belief in equality and transparency; are the major required qualities.

In generally, the above data presentation and analysis the results from closed-ended questionnaires showed that the teachers rated the secondary school leaders under expected means on creativity and innovation competencies, development others, adaptability and change management, and instructional expertise and rated their secondary school leaders above expected mean on remaining competencies. In contrary to this the teachers rated the importance of each observed competencies above expected.

CHAPTER FIVE

Summary, Conclusion and Recommendations

The study was intended to assess the major leadership competencies of secondary school principals have and what competencies they lack based the teachers rating reported and looking a significance difference between in general secondary school (grade 9-10) and preparatory school (grade 11-12) principals competencies of North Shoa Zone of Oromia Regional state. In addition to this, examining what are the leadership competencies expected from secondary school leaders and which competencies are more important for leading individuals and for organizational success was the objective of the study.

Data collected from the participants were analyzed using descriptive statistics (frequency, percentage, mean and Standard Deviation), inferential statistics like t-test (two sample and independent sample). The data conducted through interview was also narrated based the respondents reported. As the result of analysis made on the collected data using different statistics the following summary, conclusion and recommendations are made.

5.1. Summary

In order to achieve the purpose of this study, the following questions were raised:

1. What are the major leadership competencies secondary school leaders have? What competencies they lack in performing their role effectively and efficiently?
2. Is there any significance difference between general secondary school (grade 9-10) and preparatory (grade 11- 12) school leaders on self-leading, leading others and leading organization leadership competencies?
3. Which identified competencies are more important to leading individuals and organization?
4. What are the overall competencies expected from effective secondary school leaders?

From the analysis made in chapter 4 the following major finding are summarized as follows:

1. With regarding to the characteristics of the respondents those taken from both general secondary school (grade 9-10) was 113(63.8%) teachers and preparatory school(grade 11-12) was 44(36.2%), it has been found that there were 133(75.1%) male teachers and 44(24.9%) female participants responded to closed-ended questionnaire. In terms of

education level 5.6 % of the teachers were diploma, 88.7% first degree and only 5.6% teachers were master's degree holders. On the other hand concerning teachers' years of experience with in their current school, 13% of the school teachers served 0-3 years, 14.7% served 4-6 years, 46.9% served 7-9 years, and 25.4% served 10 and above years have 1111 teaching in their current school. The interviewees were taken from woreda education officers, assistant officers, teacher's development process owners and secondary school supervisors.

2. Concerning the major leadership competencies of secondary school leaders the study was found that the secondary school leaders demonstrated competencies of creating a vision ($M=23.1525$), strategic thinking ($M=15.6554$), communication ($M=21.2599$), decision making ($M=18.0339$), relationship building ($M= 16.0678$), ethics and professionalism ($M=16.5876$), and resource management ($M=28.2599$) the teachers rated their school leaders observed behaviour on these competencies above the expected.
3. The study also revealed that the secondary school leadership competencies of on creativity and innovation ($M=11.3672$), driving results ($M=8.0734$), development of others ($M=11.8475$), instructional expertise ($M=12.5593$), and adaptability and change management ($M=11.3955$) the teachers rated their school leaders observed behaviour on these competencies below the expected.
4. The independent t-test value shows that there is statistically significance difference between general secondary school leaders' competencies and preparatory school leaders' competencies on Decision Making (general secondary school $M=17.2655$, $SD=3.98886$ and preparatory school $M=27.1593$, $SD= 2.65842$, $t(177) = -3.808$ at $p < .01$), Building Relationship (high school $M=17.2655$, $SD=3.35561$ and preparatory school $M=24.1406$, $SD= 3.29438$, $t(177) = 5.788$ at $p < .01$), and communication competencies (general secondary school $M=22.6903$, $SD=1.98242$ and preparatory school $M=20.7500$, $SD= 2.90047$, $t(177) = 5.267$ at $p < .01$)” and components like Adaptability & change management, strategic thinking, and Resource management were is statistically significance difference at $p < 0.05$)
5. Regarding to competencies like creating of a vision, development of others, ethic and professionalism, driving results, instructional expertise, and creativity and innovation

there is no statistically significance difference by school level they lead among the secondary school leaders(at $p < 0.01$ and 0.05).

6. The study revealed that the mean of the teachers rated on the importance of each component of secondary school leadership competencies (Creating a school vision $M=24.5706$; Creativity and innovation $M=19.3107$; Strategic thinking $M=13.661$; Driving results $M=15.5028$; Adaptability & change management $M=18.9718$; Decision making $M=15.6723$; Development others $M=18.6441$; Building relationship $M=25.9435$; Instructional expertise $M=18.40$; Resource management $M=26.7175$; Communication $M=21.9887$; and Ethics and professionalism $M=14.8362$) were greater than that of expected mean on each sub components school leadership competencies.
7. According to interviewees (woreda education officers and assistant officers) reported that the individual who has recruited as secondary school leader was expected to have both academic and leadership competencies. Academic (professional) competencies considered that expected from one individual who recruited as school principal should have minimum master's holders in educational leadership and other related fields and work experience in education area also considered. Regarding to leadership competencies willingness, readiness, commitment to support the intended change the school; transparency, trust, demonstrated leadership ability; self-initiated, team spirited and high ethical standard; good interpersonal communication belief in equality and transparence; are the major required qualities as respondent's responses.

5.2. Conclusion

According to the finding of the study the following conclusion are drawn.

1. The secondary school leaders of north shoa of oromia Regional state are good in competencies of creating a school vision, strategic thinking, communication, decision making, relationship building, ethics and professionalism, and resource management. This means the school leaders have competencies to provide guidance to an organization by articulating what it wishes to attain, able to understand implications of strategic actions and implementations, the capacity to respect people from varying backgrounds and to understand and value the diverse perspectives etc.

2. According to the finding of this study, secondary school leaders have a competencies problems on competencies of creativity and innovation, driving results, development of others, instructional expertise, and adaptability and change management. On the other hand, the secondary school leaders lacking in the creativity and innovation, driving results, development of others, instructional expertise, and adaptability and change management and they need to have improve.
3. The third conclusion can be drawn from the findings is, there is statistically significant difference between general secondary school leaders' competencies and preparatory school leaders' competencies on Decision Making, Building Relationship, and communication competencies (at $p < .01$) and components like Adaptability & change management, strategic thinking, and Resource management were is statistically significance difference (at $p < 0.05$). This means the level of school the leaders lead (general secondary school and preparatory) made difference in these competencies area.
4. The another conclusion can be drawn from the finding is, regarding to competencies like creating of a vision, development of others, ethic and professionalism, driving results, instructional expertise, and creativity and innovation there is no statistically significance difference by school level they lead among the secondary school leaders (at $p < 0.01$ and 0.05).
5. According to the finding of this study, the school leader who demonstrated leadership competencies are very important for leading individuals in school and for success of school objectives. Thus, this result suggests attention should be given to improve the school leader's leadership competencies for the school improvements.
6. The individual who has recruited as secondary school leader was expected to have both academic and leadership competencies. Academic (professional competencies considered educational level minimum masters in educational leadership and other related fields and work experience in education area also considered. Regarding to leadership competencies willingness, readiness, commitment to support the intended change the school; transparency, trust, demonstrated leadership ability; self-initiated, team spirited and high ethical standard; good interpersonal communication belief in equality and transparency are the major required qualities.

5.3. Recommendations

Based on the findings of this study and conclusions drawn, the following recommendations were forwarded to improve the secondary school leader's leadership competencies.

1. This study has shown that the secondary school leader's lacking a competency of creativity and innovation, driving results, development of others, instructional expertise , and adaptability and change management. It is important for the Woreda Education office in collaboration with secondary school to give special attention in the improvement of educational leadership by providing training to school leaders in the field of educational planning and management by preparing a plan of action and work it in collaboration with educational institutions.
2. As can be seen from the findings of the study there is difference in some competencies area (Example: Decision making, building Relationship, and communication competencies, adaptability & change management, strategic thinking, and Resource management) between general secondary school grade 9-10 preparatory school grade 11-12 leaders in their leadership competencies. Therefore, to improve such gaps the zone and woreda education offices conduct need assessment for leadership and management development in secondary school and identify the gap they have to make intervention based on identified gap.
3. This study showed that, competent school leaders are very important for success of school objectives and higher academic achievement of the learners. The Ethiopia education policy also giving priorities area to promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently. Competency is one of the qualities of effective school leaders. It is recommendable that monitoring and evaluating the implementation of this priority area and improve the competencies of school leaders through necessary intervention.
4. This study provides a platform for further research to better understand the issues raised here and to add to areas this survey did not address. For example; this survey did not include all leadership competencies and what factors making such that the school leaders

expected to be have, this could be an interesting area for further research into leadership development best practice principles.

Finally, it could be valuable to conduct some in-depth interviews or focus groups discussion on some of the issues raised here to better understand why respondents answered the way that they did.

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APPENDIX -01
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and management

Stream: Educational Leadership and management

Questionnaire to be field by school Teachers (observer assessment)

Dear Sir/ Madam,

Thank you for agreeing to fill this questionnaire. The questionnaire is prepared for an academic purpose for the fulfillment of MA degree in Educational Leadership and Management. The Objectives of the study is to assess secondary school principals Leadership Competencies in North Shoa zone of Oromia Regional State. Hence, your genuine response is critical for the success of the research. Your individual responses to this voluntary survey will be kept anonymous and be used solely for data analysis.

Part I: Personal data

1. School:
 - a. high school (grade 9-10)
 - b. preparatory (grade11-12)
2. sex:
 - a. Male
 - b. Female
3. Education Level:
 - a. Diploma
 - b. BA/BED/BSC
 - c. MA/MED/MSC
 - d. other , Specify _____
4. For how many you worked in this school (in your current school)?
 - a. 0-3 years
 - b. 4-6 years
 - c. 6-9 years
 - d. 10 and more
5. Age:
 - a. 20 -30 below
 - b. 31-40 years
 - c. 41-50 years
 - d. 51 and above

Part II

Close-ended questionnaire

A closed questionnaire is prepared and administered to assess secondary school principals Leadership Competencies. It is prepared to measure competencies like creating a vision, creativity and innovation, communication, decision making, relationship building, ethics and professionalism, driving results, systems thinking, development of others, adaptability and change management, and resource management in secondary school.

Read each behavioral statement definition and rate the frequency with which you observed each behavior from your school leaders (principal and vice principals) using the scale 1 (almost never) to 5 (almost always). For each indicator, please rate how often you have observed I requested your feedback engage in the behavior described. Do not rate your school leader's ability to perform the behavior. Rate, instead, how often you have observed the behavior in your interactions with those persons.

1. Please indicate how often you have observed the behavior in your interactions with those persons.
 - **Never at all(1):** - not act in this manner
 - **Almost never (2):** – rarely act in this manner.
 - **Occasionally (3):**– sometimes act in this manner.
 - **Frequently (4):**–regularly act in this manner.
 - **Almost always (5)** – always behave in this way.
2. Using the following scale, you are asked to indicate how important these behaviors are in school improvement:
 - **Never important(1)-** this behavior is not relevant
 - **Somewhat important(2)-** relevant in rare case
 - **Important(3)-** relevant, but you can be successful without application of this behavior
 - **Critical (4) :-**it would be difficult to be successful without application of this behavior
 - **Very Critical(5):-** it would be impossible to be successful without application of this behaviors

APPENDIX- 02

Interview Guide for supervisors, woreda education officer, assistant officer, teacher development process owner.

1. What does it mean by the school leadership competencies?
2. Is there any difference between leadership competencies and professional competence?
Which competencies are more important for school leaders for school improvement?
3. Can you describe in your own words ‘what leadership competencies expected from secondary school leaders? What competencies they have and what they lack to improve school performance (especially students achievement)? Please describe with evidences?
4. What are the criteria your office used for recruitment the school principal and vice principal?
5. What are the major roles of school principals and vice principals in school?
6. What then qualities of effective leadership?

1. Leading others competencies questionnaires

[illegible]

[illegible]

2. Leading others competencies

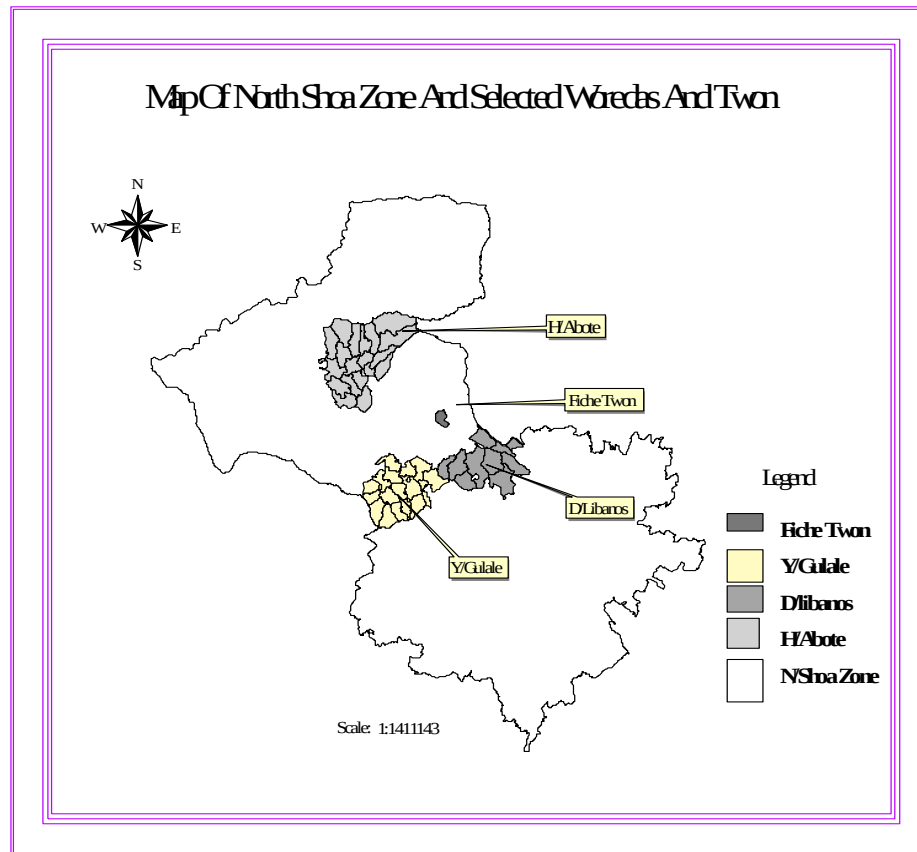
[illegible]

[illegible]

3. Leading self competencies

[illegible]

APPENDIX-03
Map of study Area



Declaration

I, the undersigned, declared that this thesis is my original work and all sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

Advisor Approval

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

Name: _____

Signature: _____

Date: _____