ADDIS ABABA UNIVERSTIY

SCHOOL OF GRAGUATE STUDIES

AN ASSESSMENT OF PRINCIPALS' LEADRESHIP EFFCTIVENESS IN PREPARATORY SCHOOLS OF ADDIS ABABA

A thesis submitted to the School of Graduate Studies of Addis Ababa University in partial Fulfillment of the requirements for Award of the Degree of Master of Arts in educational leadership

SHIBESHI ALEM

June 2012

Addis Ababa

Addis Ababa University

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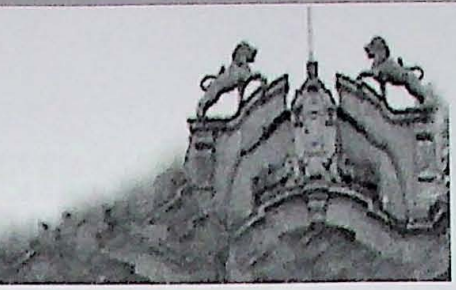

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An Assessment of Principal's Leadership Effectiveness In Preparatory Schools of Addis Ababa

A thesis submitted to the School of Graduate Studies of Addis Ababa university in Partial Fulfillment of the Requirement for Award of the Degree of Master of Arts in Educational Leadership

By Shibeshi Alem

Advisor Tilaye Kassahun (PHD)

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Abbreviations and Acronym

AAEB	Addis Ababa Education Bureau
AAU	Addis Ababa University
EMIS	Educational Managment Information System
MOE	Ministry Of Education
PTA	Parent Teachers Association
SPSS	Stastical Package for Social Science

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Abstract

The main purpose of this study was to assess the extent to which the principals were effective in facilitating the teaching learning process in selected preparatory schools of Addis Ababa. The study also dealt with assessing the actual experience and problems of principals in government schools. The research method employed in the study was descriptive survey. Accordingly, a questionnaire for teachers and principals was prepared and data were collected from 316 random sampling lottery method teachers and 30 principal using availability sampling. In order to analyze the data descriptive statistical tools such frequency, percentage crosstab and employed. The findings of the study revealed that principals are less effective in their instructional leadership due to lack of experience and qualification in the profession. Moreover, the principals were predominantly occupied with managerial function than instructional leadership. The principals were also found to be less effective in promoting and facilitating the participation of the stakeholders in their leadership. Thus, it was recommended that capacity building activities should in place to empower principals in order to let them perform their duties efficiently on instructional leadership than managerial activities; participatory approach of leadership should be encouraged so that the stake holders get the chance to involve themselves in various school-related activities .

CHAPTER ONE

This chapter sets the background of the study. It begins with a brief overview of the issues on the important role of principals in school improvement. It is followed by statement of the problem in section two. The third section presents objectives of the study, followed by significance of the study in section four. The limitation of the study and operational definition of terms are presented in the fifth and sixth sections, respectively. Finally, the organization of the study is presented in section seven.

1.1. Back ground of the study

More than ever, in today's climate of heightened expectation, principals are in a hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, and disciplinarians. Also, they are considered as community builders; budget analysts; facility managers; special programs administrators and expert overseers of legal, contractual, and policy mandate and initiatives. They are expected to be broker the often conflicting interests of parents, teachers, student needs, (Davis *et al.*, 2005). In general, effective principals are strong educators, anchoring their work on central issue of improvement.

The combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear and measurable goals, and the regular collection and analysis of performance data. In this regard, principals should lead their school through the goal- setting process in which student achievement data is analyzed, areas for improvement are identified and actions for change are initiated. This process involves: (1) working collaboratively with staff and school community, (2) identifying discrepancies between current and desired out comes, (3) setting and prioritizing goals to help close the gap, (4) developing improvement and monitoring strategies aimed at accomplishing the goals, and (5) communicating goals and change effort to the entire school community. Principal must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunity.(http://WWW.Mark12. Org/process/ leading/indictors. html).

Previous research indicates that high performing schools are complex institutions. Their core focus is on unwavering expectations of all students to achieve academic proficiency. This requires a dedicated staff with a sense of common purpose, and strong instructional leadership from the principals. Establishing confidence and respect of parents and allocating resources that support the school mission are also necessary in this regard. In high performing schools, all members

of the school community, both individually and collectively, hold themselves accountable for student success (MOE, 2006).

The principals are expected to act as leaders in schools. The success of a school in accomplishing its set goals depends on the ability of the head to lead staff members. So principals should have the necessary professional knowledge, understanding and skills in their assignments to be influential leaders in school and bring about high academic performance. Research on school movement showed that effective schools are those whose students from disadvantage situation (minority status, low socio-economic levels) were performing at average or above average levels in basic skills on standardized achievement tests (Brook & Lezotte, 1979; Edmonds, 1979; Sizemore, Brossard, & Harrigan, 1983; Venezky &Winfield, 1979). In the late 1970s, based on comparative studies of high and low performing schools, researches began to identify characteristics of effective schools. One of the major findings of these research studies was the identification of instructional leadership as a significant aspect of effective schools (http://www.Sedl.org/ change/Leadership/ history. html.) Instructional leadership helps to support teachers to be efficient in their performance and to contribute to effective learning, which could result in best academic achievement of the students.

Effective principals have a vision of what a good school is and systematically strive to bring that vision into life in their schools. School

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Effective principals have a vision of what a good school is and systematically strive to bring that vision into life in their schools. School

improvement is their constant theme. They foster a shared vision, value human resources, and search existing practice to assure that all activities and procedures contribute to the quality of the time available for learning. They are proactive and take risks. They strongly believe that the purpose of schools is to meet the academic needs of students and to make them effective communicators and listeners (http://www. 11/11/2010 sedi.org/change/leadership/history. html).

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

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

attendance for positive school climate and development. However, much is not known about the effectiveness of school leadership in the context of preparatory schools in Addis Ababa administrative region.

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

1.2. Statement of the problem

There is wide spread agreement concerning the role of leadership in school improvement. To bring desirable school improvements, principals should be competent in coordinating the teaching and non-teaching staff members towards attaining school goals. The schools leadership should be effective in establishing safe and positive school climate, which could facilitate the training programs and improve high academic performances of students.

Despite the fact that changes in organizing school levels and education promotion strategies have successively been made, the researcher feels that most school principals working in Addis Ababa seem to be lacking efficiency as expected. The researcher's exposure as school principal for the last eight years in Addis Ababa has provided him the opportunity to observe such gaps.

Therefore, the purpose of this study is to find out the major problems that principals face during their leadership, and identify the factors that affect their effectiveness. To this end, this research study addresses the following basic research questions.

1. What does the effectiveness of principals' leadership look like?

2.What are the major problems encountered by principals during their leadership tenure?

3.What are the possible solutions for the main problems encountered by principals?

1.3. objectives of the study

The General objectives of this study are to assess the role of principles and the possible factors that affect the effectiveness of school principals. More specifically, this study intends to:

- identify organizational factors that affect the leadership effectiveness of principal.
- Differenciate the type of leadership styles that characterize effective principals.
- differenciate the conditions that facilitate or hindre effectiveness of principals as instructional leaders.
- identify the major problems encountered by school principals

1.4. Significance of the study

Various authorities have adequately discussed the characteristics of an effective leadership in schools. However, the relationship between leadership styles and their effect in school performance or outcomes is still a topic of discussion in the academics literature. Hence, study in this and related issues has implications in improving the role of principals as instructional leaders. Generally, this study is important to, (1) identify the characteristics of effective school principals in improving schools, (2) identify the conditions that either facilitate or hinder effectiveness of school principals and thereby suggest the pathways for improvement. Particularly, this study is significant for the following reasons:

- It provides significant information for higher official working at all levels of the education sector in the Addis Ababa Administrative region (Region education bureau, sub-city and woreda education offices) on how school principals play significant roles in attaining the educational objectively of schools.
- It also helps to examine the gap between what is theoretically expected and what is actually happening in schools concerning effectiveness of school leaders.

- This study may also serves to stimulate further study on issues of effectiveness of school principals and the contributing factors.

Finally, concerned bodies may use the findings to take the necessary actions to redress those identified- problems and help improve the leadership effectiveness in school.

1.5. Delimitation of the study

The study was delimited to the leadership effictiveness of the school in preparatory schools of the Addis Ababa City Admistration. It also focuses on the major leadership styles of effective school principals. These include instructional leader, community links, instructional material and financial manger, decsion making and risk-taker, considerable attention was also given to the factors/conditions that affecting leadership effectiveness of principals in preparatory schopols.

1.6. Operational Defination of key term

The following are key terms and phrases, which are frequently used in this study.

1. Leadership effectiveness: an overall function of a leaders' ability in executing leadership domains as perceived by subordinates, superior and the leaders theme selves.
2. Government schools: schools fully run by the government as per the proclamation No.260/1984 in Ethiopia.

3. Instructional Leadership: Refers to the principals' influence mainly on the behavior of the teachers as they engage in the activities directly affecting the growth of students (MurPhy and Louis, 1999:47).
4. Principals: The administrative heads and professional leaders in charge of secondary schools (Good, 1973:436).
5. Preparatory school: Refers to the school system established to offer two years pre- college preparation education.

1.7. Organization of the study

The study is organized in four chapters. This chapter presents the background of the study, statement of the problem, objevtive of the study, significant of the study, delimitation of the study, limitation of the study and operational defination of key term.

The second chapter deals with the review of the related literature, followed by chapter three on methodology of the study. Chapter four provides analysis and major findinmg of the study. Finally, summaries, concisions and recommendations are presented in the fifth chapter.

CHAPTER- TWO

2. Review of related litrature

This chapter presents review of the related literature on the following the theoretical concepts, theories, types and issues of leadership including the role of principals in school improvement.

2.1. The concept and meaning of leadership

There are many ways of looking at leadership and many interpretations of its meaning. Currently, A Google search of articles and books about the definition of leadership indicates 106 million entries. In all those entries, leadership has probably been defined in many ways. Stodgily (1974) cited in yuk/ (2006) concluded that there are almost as many definations of leadership as there are persons who have attempted to define the concept. For instance, According to kindler (2006) leadership is a personal process anchored in mutual respect in which stake holders choose the level at which they will contribute their energy and resources to advance shared groups and common values. Kindler's suggestion is that leadership arises from a mutual respect of the stakeholder to select and willingly follow to each other.

Moreover, according to Robbins (2005) leadership is the ability to influence a group toward the achievement of goals. The sources of this influence may be formal as that provided by the possession of

managerial rank in an organization. But Farhbakhsh (2007) opposes this idea. The author argued that leadership must be a managerial position. He further added leadership is not based on position or status, but authority and prestige. In a similar manner, schermerhom, hunt and Osborn (2000) define leadership as a case of interpersonal influence that gets individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he /she wants from people. Therefore, followers impute is not encouraged with regard to what is to be done. Similarly, Dubrin (2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. This has to do with inspiration change and motivation. It can be concluded that the leader's practice is to build followers' confidence in their job so as to be effective on their job.

According to Yukl (2006) leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively and the process of facilitating individuals and collective efforts to accomplish the shared objective. This definition of Yuki includes efforts not only to influence and facilitate the current work of the group or organization but also to ensure that it is prepared to meet future challenges.

New models began to materialize as researchers sought to identify characteristic of effective leaders. Two prominent theories were transactional and transformational leadership.

Transactional leadership, which is based on exchange uses reward punishment as incentives to manipulate followers in performing tasks (Avolio and Bass. 2002) and served as the basis for the development of transformational leadership (Avolio. 1999; Avolio, Waldman and yammering, 19991). Transformational leadership has been a scribed with effectively change by influencing values, attitudes and behaviors of others (Avolioand Bass, 2002). Furthermore, transformational leaders have been credited with converting followers into leaders and are able to generate commitment, satisfaction and excitement.

Researchers showed that leadership is and has always been the principal approach to convince and motivate employees to do what managers have planned for them in advance. Employees are not always willing to do what is good for the company. An activity must first be of interest, to them leadership by its influence component facilitate the implementation of knowledge activities in an organization Leadership get the process going.

But why are employees willing to follow leadership? Acording to literatures,there are three answers: (1) because they have power, (2) Because they have knowledge, and (3) because of their personal

charisma. These are three sources of authority that lead to different leadership style.

Transformational leadership, although an extension of transformational leadership provides an alternative to contingent rewards, and is credited with enhancing performance and exceeding expectations (Bass. 1985: Burns: 1978: Day, Zaccaro. & Halpin. 2004:DVir et,al 2002).

Especially, educational leadership challenged to create an environment that is good for student's facility, staff, and the community. Because educational institutions differ from all the rest in the range of their functions and of their relationship to other social institutions (Ayalew. 1991).

In conclusion, the definition of leadership is much diversified and has multi – meaning. Generally, writers have one thing in common that leadership is about influencing a group of people to words desired organizational objectives.

2.2. Theories of leadership

There are several competitive and very dynamic theories. The success and failure of an organization is often highly influenced by the presence of leadership effectiveness with a broad organizational perspective. Bubler (1995) stated that leaders are considered effective if they possess the ability to develop and articulate visionary, honesty,

energy, commitment, integrity, internal control and continuous improvement. On the other hand, leithwood (1992) and Harris (2003) attribute the overall leadership effectiveness of the contemporary organizations. Particularly, educational institution's theories and approaches such as trait theory of leadership, behavioral theory of leadership, and contingency theory of leadership.

Fiedler's contingency model, normative decision model, the path-goal theory, Hersey and Blanchard's situational Leadership theory, transformational theory and transactional theory of leadership. Concerning this, Durbin J.A (2007) Robbins. S,p (2005), yuki G.A (2006) and farhbakhshi,s, (2007) discussed briefly As the following

2.2.1. Trait theory of leadership

Before 1945, the trait approach was one of the first systematic attempts to study leadership. In early 1900, leadership traits were studied to determine what make certain people great leaders (Farahbakhash, 2007). Trait theories attempt to describe key theories attempt to describe key features exemplified by successful leaders in the past reflected in the way the "great principals" i.e male principals of nineteenth century were referred (Law and Glover,2000). According to these authors, these theories focus on identifying the key success characteristics of leadership with most concentrating on. For example, inborn intelligence, initiative and self-assurance (traits apparently

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almost exclusively demonstrated by human :), suggesting that leaders are "born and not made" on the other hand, according to hay and miskel (2001) Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it – recognizes the influences of both traits and situation. According to Durbin (2007) a full listing of every personal character styles ever found to be associated with leadership would take several hundred pages, some major and consistently found characters styles related to leadership effectiveness could be discussed. According to him, characteristics associated with leadership classified in to the broad categories: personality traits motive, and cognitive factor, General personality traits of effective leaders are self confidence, humility, trust worthiness, extroversion, assertiveness, emotional stabilityand enthusiasm. Motives are power motives, tenacity, drive and achievement motive and strong work ethic to his end, some of the cognitive factors of the leadership are general mental ability, knowledge of the business, creativity insight in to people and situations, openness to experience and far sightedness and conceptual thinking (ibid. 2007).

Cooper (2003) underpins the fact that leader's trait influences his /her leadership. He further asserts that trait theory should affect their employee performance to the extent that trait theory should not be neglected. It may be argue that a principal who is not confident, tolerant, competent and trustworthy may not be able to lead successfully.

2.2.2. Behavioral Theory of leadership

Trait theory was not without blame. According to Mullins (2005) two of the limitations of trait approach are: there is bound to be some subjective judgment in determining who is regarded as "good" or successful leader and the lists of possible traits tend to be very large and there is not always an agreement on the most important. Accordingly, the discontented researchers with the trait approach let them leader, what the leader does and how he/she does it. According to Dubrin (2007), the theory was initiated by Ohio state university. The research result of Ohio state University indicated two major dimensions of leadership behavior labeled as: "consideration and initiating structure" Dubrin (2007): mullins (2005) Hersey Blanchard and Johnson (1998) According to Dubrin (2007): Farahbakhash (2007) consideration is the degree to which the leader creates an environment of emotional support, wormth, friendliness, mutual trust, and respect. On the otherhand initiating structure referes to the degree in which the leader organize and defines relationships in the group by engaging in such activities as assigning specific practices, specifying procedures to be followed, scheduling work and clarifying expectations for team members (Dubrin, 2007). According to Dubrin, Leader who scores high on this dimension defines the relationship between them and their staff members as well as the role that they expect each staff member to assume. Likert (1961) in Mullins (2005) summarized the findings of the

university of Michigan studies, used the term employee- centered and production – centered.

According to Mullins (2005) the initiating structure of Ohio state university was called "production- centered" while the consideration was called "employee- centered". leaders who were employee – centered were described as emphasizing interests of personal relations they took a personal interest in the needs of their subordinates and accepted individual differences among members (Robbins, 2005) liker in Mullins (2005) and Robbins (2005) arrived at the conclusion that employee- centered leaders were associated with higher group productivity and higher job satisfaction whereas production centered oriented leaders tended to associated with low group productivity and low worker satisfaction. Thus, it can be inferred that a leader's behavior has its most direct impact on the psychological reactions of individual followers and groups and groups of followers and the major drown backs of behavioral theory is that it does not consider the situational factors and influence of these factors on the leadership effectiveness. For leaders, leadership style effectiveness as well situational or contingency theories must be considered.

2.2.3. Situational /contingency theories of leadership

It becomes increasingly clear to those who were studying the relationship phenomenon that predicating leadership effectiveness was more complex than isolating a few traits or prefers able behaviors.

According to Dubrin (2007) Dym& Hutson (2005) the essence of this approach is based on the belief that leadership effectiveness depends on the quality of match between leadership style and situational context in relation to this, Mullins (2005); contended that, Contingency theories are based on the belief that there is no single style of leadership appropriate to all situations. Therefore, theorists defined the style leadership appropriate to all situations which is some times classified as contingency theory; According to Mullins (2005) four contingency theories have received the bulk of attention: Fiedler's contingency model, normative decision model, Path goal theory and Hersey Blanch hard situational model.

2.2.3.1. Fiedler's Contingency model.

Fiedler developed a widely researched and queried contingency model that holds that the best style of leadership is determined by the situation in which the leadership is working.

According to Mullins (2005), Robbins (2005) fielder's contingency model was based on studies of a wide range of situations, and

concentrated on the relationship between leadership and organizational performance. Fiedler believed that an individual's basic leadership style is a key factor in leadership success. Fielder cited on Dubrin (2007): Robbins (2005) created an instrument which he called the least-preferred co- worker (LPC) questionnaire to measure the degree of unfavorably his or her least preferred co worker – that is an employee with whom he/she work the least well. A leader who describes the LPC in relatively favorable terms tends to be relationship motivated. In contrast, if the LPC co- worker is seen in relatively unfavorable terms (a low LPC score), the respondent is primarily interested in productivity and thus would be labeled practice- motivated /oriented Dubrin(2007) Robbin(2005). According to him, there are three variables which determine the favorability of the situation and which affect the leader's role and influence. These are: A) leader member relations B) The practice- structure and C) position power.

According to Howell and costly (2006): Robbins(2005) fiedler's model predicts that practice oriented leaders are expected to produce high group performance in either very favorable or very unfavorable situations. Relationship–oriented leaders will produce group performance when the situation is only moderately favorable: They further added that socio independent leaders (who are mid way between practice oriented and relationship oriented) tend to perform best in situations that are very favorable.

It appears to conclude that a leader/ principal that is relationship – oriented will produce high teachers, performance when the situation is moderately favorable in school situations (Lussier and Achuo 2001).

Fiedler theory has been one of the most widely researched theories in industrial /organizational psychology, and at one time it was used extensively as the basis for leadership training programs. Despite its potential advantages, however, the contingency theory is too complicated to have much of an impact on most leaders (Dubrin. 2007). These drawbacks lead us therefore, to other kinds of situational theory which is normative decision model / theory of leadership.

2.2.3.2. Normative Decision Model

The normative decision- making model was originally initiated by v room and yet ton and was later revised by vroom and Jago (vroom and Jago, 1988 in Howell and costly. 2006). The model involves the degree of participation that followers should be allowed in different decision making situations. According to Dubrin (2007) the normative decision model views leadership as a decision- making process in which the leader examines certain factors with the situation to determine the decision. Marking style will be most effective in the latest version of this model, that has evolved from the work of vroom and Jago, five decision-making style with different degree of employee participation are identified, including decide, consult individually, consult group facilitate, and delegate (v room, 2000 cited in Howell and costly, 2006). According to Howell and costly (2006) the normative decision model contends that each of these decisions – making style is appropriate in

different situations. These are A) Decision acceptance B) Decision quality C) Decision timeliness D) costar decision making and E) followers development.

According to Howell and costly (2006) normative decision model provides guidance for managers to identify properties of a situation and determine appropriate decision making style.

When the leader concludes that group – decision making is appropriate, moral will often be elevated (Dubrin. 2007). By implication, in an educational setting the principal needs to assess the situation properly to know when and how to involve teachers in decision- making. Nevertheless, the teachers' full participation in decision making is important especially when such decision will demand the teacher to alter their program and make some changes. For example, if the students' general academic performance is not pleasing to the principal and he/she thinks that extra lesson and an increase in study period will make a difference, the principal cannot afforded to leave the staff out of such decision because successful implementation depends on the staff's willingness to sacrifice some of their personal time. However, Howell and costly (2006) criticizes normative decision model that it only tells the leader which decision style he/ she should use to make a decision. It doesn't tell the leader which decision alternative is best. This paves a way to path- goal theory.

2.2.3.3. The path Goal theory

The path- goal theory of leadership effectiveness derived from the expectancy frame work of motivation theory by house and dessert.

According to Mullins (2005) the model is based on the belief that the individual's motivation is depend upon exceptions that increased effort to achieve an improved level of perception will be successful, and exceptions that improved perception will be instrumental in obtaining positive towards and avoiding negative outcomes. To put it in other words, wthans (2004) contends that this model attempts to explain the impact that leader behavior has on subordinate motivation, satisfaction, and performance. In similar fashion, according to Durbin (2007) the major preposition of path- goal theory is that the manager should choose a leadership effectiveness that takes in to account the characteristics of the group members and the demands of the practice. To achieve the outcomes of productivity and morale the manager chooses one of the four leadership effectiveness depending on; a) the characteristics of the situation and b) the demands of the practice. House (in Dubrin 2007: Howell and costly 2006: Robbins, 2005: Luthons! 2004) incorporates four major types. These are: Directive style, supportive, participative, Achievement oriented.

According to Robbins (2005) unlike fielder's view of leaderrs' behavior assume that leaders are flexible, path- goal theory implies that the same

leader can display any or all of these styles depending on the situation. In conclusion, the success of to thoroughly motivate the subordinates because the subordinates are satisfied and work hard if there is an indication that their efforts leads to things that they have highly vowed as rewards and promotion. As a leader the school principal can drive specific benefits from the path- goal theory that have a major impact on motivation and satisfaction of group members and apply it. Despite the potential contribution of path- goal theory, it contains so many nuances and complexities that it has affricated little interests from mangers.

2.2.3.4. Hersey and Blanchard's Situational Leadership Theory

According to Howell and costly (2006) this model which was developed by Hersey and Blanchard suggests that the terms practice behavior and relationship behavior are used to describe concepts similar to initiating structure and consideration of the Ohio state studies. Blanchard and – Johnson (1998) recommends four possible combinations of practice behavior and relationship of practice behavior and relationship behavior. Hence, the first quadrant labeled high practice low relationship, second, high practice and high relationship; third, high relation and low practice and fourth, Low relationship and low practice,

According to Nelson and Quick (2002), the leader behavior should be adjusted to the maturity (readiness) level of followers to accept

responsibility for completing their practice. Ability is the knowledge, experience, and skill that an individual or group brings to particular practice or activity whereas willingness is the extent to which an individual or group has the confidence, commitment, and motivation to accomplish a specific practice (Hersey, Blanchard and Johnson- 1998). In the words of Hersey, Blanchard (1998) there are four Leadership styles which are: telling (S1), Selling (S2), participating (S3) and delegating (S4). There are also four types of situations in terms of readiness level R1, R2, R3and R4. According to Howell and costly (2006) Rl is described as Unable and Unwilling Reflecting low competence and low commitment. R2.is described as unable but willing, where the follower has low ability, but is motivated and making an effort. R3 is characterized as able but unwilling, where followers have the ability to perform the practice but are insecure and apprehensive about doing it on their own. R4 described as able and willing where followers have the ability to perform, and are confident and committed to practice.

According to Dubrin (2007) a key point of Hersey and Blanchard's situational model is that no one style is best: an effective leader uses all four styles depending on the subordinates, developmental level on the given practice. He added the most appropriate leadership style among S1 to S4 corresponds to the subordinate readiness levels R1-R4 respectively.

Though the model is useful, it has some weaknesses. In this regard, Dubirn (2007) assets that the leader has to stay turned in to which practice a group member is – performing at a given time and then implement the correct style. He added that his model presents categories and guidelines so precisely that it gives the impression of infallibility. Thus it appears that the leadership process in real organizations particularly school is more complex than these four quadrant suggestions.

2.2.4. Transformational leadership

The idea of transformational leadership was first developed by James MC Gregor Burns in 1978 and later extended by Bernard and categorized leaders as either transactional or transformational (Avolio and Yammarino. 2002). Neither Burns nor Bass studied higher education institutions but rather based their work on political leaders, Army officers, or business executives. Although there have been few studies of such leadership in higher educational institution and the definition of transformational leadership wheather it is in educational institution setting or a business environment (Hoover and others 1991! leithwood and Jantzi 1990).

Leadership theories have evolved from trait theory, through behavioral and situational studies to transformational (Krill, Carter, Williams,

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Leadership theories have evolved from trait theory, through behavioral and situational studies to transformational (Krill, Carter, Williams,

1997). Focus changed from the leader's attributes and actions to an assessment of the relationship between the leader and follower.

Transformational leadership, which is an expansion of transactional leadership, does not place major emphasis on exchange or rewords within the system. Instead, transformational leadership challenges followers to disregard self- interests and encourages pursuit of institutional goals, interests of the group, and moves followers gradually from concerns for exchanges to concerns for- achievement and growth (Bass and Avolio, 1994). Transformational leadership is "the development of a relationship of mutual needs, aspirations and values in which the leader looks for potential motives in followers, seeks to satisfy higher needs and engages the full person of the followers (Burns, 1978). Bottery (2001) Deemed transformational leadership as having grater values than its transactional counterpart. Bass (1985) later suggested that both transactional and transformational leadership styles were needed for effective leadership, fairhorlm (1998) credits transformational leaders with transforming themselves, followers, and the organization. Tichy and Devanna (1996) as cited in krill, et- al. (1997) describe transforming leaders as change agents because of their ability to translate their dream for the organization in to a vision shared by followers, Transformational leadership tries to build confidence in followers, there by converting them in to leader, "True transformation leadership occurs when followers adapt

institutional objectives as part of their own self- concept and pursue their own personal fulfillment by achieving collective purposes" (chemers. 1997).

This leader listens, delegate's tasks as a means of developing followers, and offers direction or support as need. In addition to that encourage superior results from followers by using a full range of leadership, which is composed of one or more of the following components or behaviors (Antonakis and House, 2002: Barnett and Mc Cormick, 2004). Transformational leadership includes the following five factors.

i. Idealized influance (attributede)

It also referred to as attributed charisma, describes followers' perceptions of the leader's power, confidence, and inspirational ideals. This emotional aspect of leadership is credited with shifting follower self- interest to a global perspective that places the welfare of the organization first.

ii. Idealized influance (beavirioes)

It also referred to as behavioral charisma, includes leader behaviors that reveal the leader's view and beliefs, ethical and moral view, and vision. This type of leader models appropriate behavior for followers. Power is used only when necessary and power is used only when necessary and never for personal gain.

iii. Insparational motivation

It encourages followers to excel. Followers are motivated to achieve objectives that have previously been thought unattainable. The leader raises expectations and communicates confidence in followers that encourage the achievement of ambition's goals; Enthusiasm and optimism are results of this leadership behavior.

iv. Intelectual situation

It encourages followers to question assumptions, invites creative and innovative thinking and reframes problems in order to gain new perspectives. Followers are encouraged to try new approaches and have the right to fail.

v. Individualized consideration

It refers to leaders who act as mentors and pay attention to individual needs for growth and achievements. The leader encourages followers to strive for higher levels of attainment by pursuing challenges.

2.2.5. Transactional leadership

Burns (1978) as cited in Roueche, Buker, and Rose (1989) defines transactional leadership as, "one person taking the initiative in making contact with another for the purpose of an exchange of valued things, such as paying wages to employees for their effort and skills" . Transactional leadership is structured and concerned with

maintainning efficiency and supports the use of power to influence followers to complete transactions. Avolio and yammarino (2002) define transactional leadership as being characterized by exchanges and self- interest and report leaders who do not use transforming leadership must influence- followers through rewards and sanctions. Transactional leadership is sometimes called bartering. It is based on an exchange of services (from a teacher, for instance) for various kinds of reward (such as a salary) that the leader controls, at least in part.

Transactional leadership is often viewed as being complementary with transformational leadership. Thomas sergiovann(1990) considers transformational leadership a first stage and central to getting day- to – day routines carried out. However, it doesn't stimulate improvement (Leth wood ,1992)(Mitchell and Tucker 1992) added that transactional leadership works only when both leaders and followers understand and are in agreement with which tasks are important. Transactional leadership requires agreement between the leader and the follower on the need to attain a specific goal. To facilitate goal achievement, objectives are developed, and the follower understands what is necessary to reap the reword or punishment (Roueche, Baker, and Rose, 1989). Thus transactional leadership involves either positive or negative exchanges, depending on the follower's performance (Bass and Avolio, 1994). Once the exchange is completed, there is no further need to interact unless another process of contingent reward is

introduced (Avolio and Yammarino, 2002, Baker, 1992). Avolio (1999) and Avolio and Bass (2002) identify three components of transactional leadership. They are ccontingent reward involves on exchange, management by exception involves corrective action and lasses faire is the voidance or absence of leadership.

2.2.5.1. Contingent reward involves on exchange

This Method of leadership clarifies roles of followers and the rewords that will be issued for desired outcomes. In other words, the leader rewards follower upon successful completion of tasks or assignments. This style is effective, but too lesser degree than transformational leadership.

2.2.5.2. Management by- Exception involves correctives action.

Management by exceptions (active) is a corrective or negative transaction and occurs when the followers deviates from the norm. The leader actively monitors followers performance and takes corrective action when a mistake occurse. While it may not be as effective as other leadership styles, it is often necessary. When a leader monitors performance and takes corrective action as needed, active management is being utilized. However, if the leader waits until a mistake occurs and then corrects, passive management is being utilized.

2.2.5.3. Laisees- faire leadership

Laisees- faire is the voidance or absence of leadership that is management by- exception (passive) is similar to management by – exception (active): however, passive leaderrs do not actively monitor performance, but instead wait until deviations occur and then implement a corrective action. Lasses fair leadership, the third category in FRLT, describes the absence of leadership. This type of leader avoids making decisions and is the most inactive form of leadership (Antonak is and House, 2002), and has not been credited with credited with encouraging any type of transaction. Not only is it deemed the most inactive, but also the most ineffective. Transactional leadership which assumes the leader has control over available reward. Followers, who are in pursuit of the rewards, allow leaders to extent control and influence (Bottery, 2001). Burns (1978) argues that this working relationship is not permanent, as the followers and leaders are not jointly seeking a common a goal. Although transactional leadership dominated research in the 1960s, sergiovanni (1992) suggests that it may not longer be viewed as the preferred leadership style because it limits human potential.

2.3. Role of leaders for school vision

The role of effective and successful leader in organization has a great effect to attain organizational vision.

Effectiveness is qualitative expression that will be determined based on some form of check list against the intended purpose. It is obvious that leaders play different set of activities in the life of organization and group activates at different stages.

Huber /2004/ overview that leader has significant factors in determining school outcomes. In completion of group activities leaders have the involvement at various amount depending on the type of work, type of group members and other determining factor. However, for the sake of classification, most leaders have team building motivating work group and task accomplishment roles. These role and activities are in cooperated as generic role for the vision of the organization. According to Adair /2005/ successful leaders perform different important area of organization.

As to planning, determining and providing resources to achieve its goals On the other hand leaders develop individuals' motivation through proper provision of their income and gaining their satisfaction from their job.

It includes training and retraining delegation and the like. Finally leaders also ensure effective team working, clarity of standards. Developing trust among team embers and ensuring two way communications in organization. Furthermore, Hubbard /2005:18/ contends the consequence of effective leader on organizational effectiveness.

Effective leadership is integral to organizational effectiveness effective leaders create positive organizational cultures. Strength motivation clarity mission, and organizational culture and objectives and steer organizations to move productive and high performing.

2.3.1. Effective Schools

Mortimore (1988) defined an effective school as on one in which pupil's progress is further than might be expected from consideration of its intake. In other words, an effective school adds extra value to its student's outcome in comparison with other schools serving similar intake. If the following tasks and objectives are implemented in schools, the school is likely to be effective in all areas increases. These tasks and objectives include the following.

1. Strong instructional leadership provided by the principal
2. A comprehensive curriculum –emphasis on learning objectives, learning activities and appropriate achievement measures.

3. Measurement- regular monitoring of student achievement and staff/student attendance
4. A safe, orderly, disciplined and supportive school climate.
5. High expectations for quality work supported by staff and students.

These practices are known as "correlates of effectiveness". Edmond (1979) also identified the following five factors that contribute to school effectiveness:

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

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

1) Professional leadership, which includes three characteristics to be associated with successful leadership.
    - Firm and purposeful- strength of purpose, involve proactive management, an emphasis upon recruitment of people who "fit"the school and the generating consistency and purpose within the school management team.

- A participative approach- sharing of leadership positions and the involvement of teachers in school management and curriculum planning and to consult teachers about policy decisions.
- The leading professional- the head teacher's role as the leading professional implying involvement in and knowledge about what goes on inside the classroom, including the curriculum, teaching strategies and the monitoring of pupil progress.

2) Shared vision and goals- schools are clearly more effective when the staff builds consensus on the aims and values of the school and where they put this into practice through consistent and collaborative way of working.
3) A learning environment- the ethos of a school is partly determined by the vision, values and goals of the staff and also by the climate in which pupils work. Two key aspects of this factor are: an orderly atmosphere and an attractive working environment.
4) Concentration on teaching and learning- this includes the proportion of the day given to academic subjects, the proportion of time given in lessons devoted to learning or to interaction with pupils, the proportion of time spent on work

matters rather than on administrative /maintenance activities and the existence of well managed lesson transitions.

5) Purposeful teaching -this is to mean an efficient organization preparing lessons in advance with clarity of purpose, structured lesson and adaptive practices.

6) High expectation- this involves the teachers taking a more active role in helping pupils.

7) Positive reinforcement- clear and fair discipline with direct and positive feedback such as praise and appreciation add weight to the effectiveness of schools.

8) Monitoring progress- well established mechanisms for monitoring the performance and progress of pupils, classes and the school as a whole contributes to the efficiency of programs.

9) Pupils `right and responsibility- good staff/pupil relations and shared out of school activities between teachers and pupils will have a positive effect to take responsibility within the schools, thus conveying trust in pupil and setting standards of mature behavior.

10) Home- school partnership- encouragement of parental involvement in their children's learning.

11) A learning organization- shows schools-based staff development if the items that discution above are benchmarks /yardsticks to measure leadership effectiveness. Effective leadership is integral to organizational effectiveness effective leaders

2.3.2. Practice and responsibility of principals

The school principals are very crucial personnel improving effective leadership and brining reforms to the school in the current challenging reforms to the school in the current challenging environment. Davis (1998) says the substantial progress in defining principals instructional leadership has great function in addition, Henc (1998) cited that school principal are exercise a measurable leadership affecting school effectiveness and students achievement, concerning this Davis (1998) has also suggested different function like

- Creation and implementation of a shred school vision
- Provide different instructional leaders ship
- Facilitate improved academic program
- Establish positive working relationship
- Employ situations appropriate to behavior

According to MOE (2002) the major function of principals are stated as planning, organizing leading coordinating following, up, and controlling, the teaching learning process. According to tanner (1994) indicates that the principals encourage and recognize individual effort and provide direction and guidance based on the individual needs. In line with this Mccermick (2004) effective educational leaders should engage staff students, and community in goal setting and problems solving for the fact that contribute to more responsible furthermore,

Harries (2004) reinforces this view by saying that effective leaders exercise an indicate and powerful influence on the effectiveness of the school and on the achievement of the students however the responsibility and practice of the principal are principals as responsible for financial operations, building maintenance, student scheduling, personnel public relations, school policy regarding discipline, coordination of the, instructional program and other overall school matters.

The relationship between quality of leadership and school effectiveness bring the educational reforms. Moreover, Joiner (1987): says leader of education demonstrate the initiative structure respond the human as well as task aspect of their schools that could integrate all aspect of the school works.

2.3.3. School principals as instructional leaders

Principals play a pivotal role in the school that affect the quality of education individual teacher's instruction and level of student achievement and degree of efficiency in the school functions. Regarding this Findley (1992:102) states the effectiveness of school depends on the instruction leader ship of principals. In addition Hghes (1992) claims that principals address creation managerial tasks and ensure the effectiveness school by focusing on activities, which pave the way to the high students achievement, and ability, which can be measured

through their performance in their academic aspects. In line with this Leith wood (2004) stated about the practice replaced mission of the school through practice centered supervision and evaluation and managing the instructional programs are instruction coordinating monitoring students progress in their academic performance furthermore, Hunny (1987, 209) believes that effective principals are expected to be effective instructional leaders, the principals are must know lead gable about supervision staff development and teachers evaluation. In line with this, Andrew (1990:29) believes that effective instructional leaders must have,

- Have vision for the organization which focus on desired out comes
- Communicate that vision to everyone connected with the organization support to obtain support for it.
- Provide or obtain resources needed to accomplish the vision (material, information to opportunity.

Moreover, Hanny (1987) forwarded skills for principals to be effective instructional leaders. The technical and interpersonal skills. The technical observation and evaluation where as interpersonal skills. The technical observation and evaluation where as interpersonal skills are those of communication, motivation, and decision-making problem solving and conflict management of innovative academic programs. According to Compbell (1997) viewed instructional leadership as a

Plural terms that embodies professionally trained person involved in and responsible for the schooling and education process. On the other hand, Muraphy (1985) says leader ship concept to used most aspect of school leaders ship actions that concern the learning process of the students accordingly Huber (2004) includes management as well as leader ship oriented activates like suitable applications of resources for teaching and promoting cooperative leadership between staff high lightened student learning should be at the center of what principals do and this includes the activities like, setting high academic expectations, reviewing lesson plans.

2.3.4. Principals as Community Links

The school exists in the society. The school community links are mutually beneficial relationship in which the principal can play leading role. Concerning this, Dimmock (1993) The community can assist the learning climate of a school in many ways like in providing direction in recruiting climate of a school in many ways like in providing direction in recruiting volunteers to help for school functions. In addition Harris (2004:11) recognizes that student's achievement is higher when parents are actively involved in their children education furthermore, Buffie (1998) suggests about ways in which principals can open the school to the community as the school works for the society improvement and advancement. As a result the involvement of the community helps the school on what issues to make decision parent and community groups

can be included in decision that the school makes. Moreover, Buffie 1989 school-community councils are formulas for exchanging ideas about how to improve students' achievement among the school stakeholders: principals teachers, school staff patents, and communality members at large. The school community council could be selected by their peers and help to ensure the needs of students of all students, which help to address in all education plans and create open discussion in solving all the problems of school leadership.

The main reason that is important to support school community council is based on three common senses. Dimmock (1993)

- Individual closest to students should be more involved in making significant decision to enhance the instructional program of the school
- A school plan to improve students' academic achievement receives more support when stake holders understand and help to create the plan
- When family participates in a variety of ways in their children's education, inclosing decision making their children and the school is more successful.

Therefore, to strengthen the community school relations, successful, principals take their basic responsibility in organizing the school-community concerning links

Principals as managers of student's services and activities

Students come to school from different family back ground, culture, socio-economic and political diversities. For this reason, it is school principal that has to work defiantly to manage all these diversities and challenges in order to create factorable educational atmosphere. Concerning this Andreul (1990) says powerful binding form of teaching and learning process instructional leader's methods that succeed in many schools may not be effective in all schools. Instructional leader in high diverse contexts help identify and implement the form of teaching and learning that are appropriate and effective for the population they serve. In addition crating strong community in the school is crucial to engage and motivate the students to learn. Furthermore (http// www cep.agse. Rutgers.edu/what we know.pdf) indicates that the students discipline problem is becoming one of major issues which should be managed effectively in schools. Leaders and teachers are forced take their time to handle the problem. According to Andrew 1990 says there are important factor which will influence the effectiveness of the school leaders and teachers are there perception of the cause of the students discipline problem, and approach they utilize teachers should respond to the problems by identifying the possible causes of the students' disciplinary problem.

2.3.5. Principals as instructional materials and financial manager

The existence of sound material and financial management, which facilitate the smooth running of teaching-learning process, is very essential. Nowadays as the number of school functions increases, there should be organized and managed system of financial and material so that the school fulfill their objective efficiently and effectively. However in Ethiopia, the principals are required to fill requisition forms and provide data that express their need to the higher-level official (ARAya 2007). Units above the school level shoulder the major responsibility of purchasing school materials and supplies centrally. But they can do so many activities related with finance beginning from planning to implementation.

Therefore principals are responsible for the proper custody. Control management as the implementer of the objectives of the school could use some materials and financial resources, if there is no proper management and handling of those resources accordingly the objective of the school might not be achieved. Hence every school and skill to develop sound financial management and according system in order to safe guards the use public funds.

2.3.6. Principal's as Decision Makers.

Effective school leaders should be able to make good decision timely and in well-considered manner. There are different decisions making in organization.

Decision making is defined as responses to same question problems or choice between two or more alternations according to Mc GRATH [1984 -85] According to mc Grath [1984-85] ability to make decision is highly related to making choice from alternatives out of the other hand Hammand [1999] says decision making can also be referred as problem solving and process of recognizing problems.

i. Authoritarian decision making

In this approaches of decision making all decision are made without consulting the group members. According to thighs [2006-364] the principals make decision based on the knowledge he/she gathered and doesn't worry about acceptance because he/she has so much power over the followers. This kind of decision making has disadvantage in addition frank link [2k003-112] of says such types principal must explains decision to the group and gain acceptance relatively on the other hand mhmle file//F 18/3/2011 says this type of decision making is advantageous as it takes minimum time in decision making process more over frank line [2003-112] also says this types of decision making is advisable in simple routine administration decision making is

advisable in simple routine administration when littlie time is available to make decision.

ii. Expert decision-making

In this types of decision making the expert is selected from the group this type of decision making is full when one person in the team has over whelming expertise according to Franklin [2003] selection of expert may be unclear because there is no group interaction and the group member may have different opinions the this approach of decision making is highly dependent on specific expertise of the leaders and clear choice of the expect to fit to the purpose intended.

iii. Consultative Decision

In these types of decision making leaders separately asks each team member decision and opinion and make averages the result to make the decision. This appropriates of decision making is very advantageous to the group members and for the acceptability of the decision made and it is also use full when it difficult to get the group to gather and make urgent decision. However according to Franklin (2003) the group international is very low and the member are not truly involved. As a result, commitment to decision making may not be strong and it may damage the future team effectiveness.

iv. Group Decision

The group decision ideas and analysis and agrees up on decision do implement it. According to mhtml: file :/F 18/03/2011 the group decision making has value ,feeling and reactions a which is quite different from those leaders supposes .Consequently this approached of decision making does not need time for explaining decisions and gaining acceptance .From its efficiency points of view stand points group decision making is better because it has been discussed many times that the group prefer to implement it .

v. Decision through consensus

This approach is useful when time available allows consensus to be reached .The team us sufficiently skilled to reach consensus the team commitment required to implement the decision.

Frankline (2003) says it takes well- practiced communication skills by all team members. The disadvantageous of this approach is that one person can block the decision where as the advantage of this approach is it is most effective method of decision making where all team members express their thought.

vi. Participatory Decision

According to Franklin (2003), participatory decision-making results in better quality decision. The leaders call for meeting and present the issue and listen the discussion from the team and announce the decision. However, the team is not part of decision. The commitment from the team to implement in school should encouraged decision result form a shared decision making structure. According to mhtml: file HF 3//8/2011 teachers should be given trust and confidence to participate in decision making as they guys, teach and motivate students in the academic performance and profess.

The principals play a key leadership role in introducing planning change according to Hmmond (1999) the major educational reforms resulted from leadership and success of implementation mainly depends on the interest's commitment, involvement and support of leaders.

In addition, Mc Gath (1984) says effective and typical principles behavior in determines the effectiveness of the school from this, principals behavior al factors posed by effective and clear cut and priority of their goal, work closely and regularly with others to identify class room instruction and means of achievement .Hence they establish cooperative interpersonal prelateship as a means of influence, achievement and they provide planning time for teachers ,monitoring class room progress in achievement oriented leadership.

vii. Principals as Risk taking and change agent

Leadership effectiveness knows how to get things done; they know how to work the system even in an irregular manner (Ubben and Hughes 1997). That means, good leaders seem to know when it is more important to take a risk having to "big forgiveness" than to ask permission. Some have called this discretionary dis-obdiencs, which is labeled as creative insubordination (1986: Falk and smith 2003). Whatever it is called, the risk taking behaviors oleos seem to be common among effective leaders. In a study conducted in Australia, on leadership in schools and education training. It was found that innovation and risk taking is highly connected with educational institutions to their survival. Teachers, Students and managers also state its positive outcomes. The following is what principal of one secondary school in Australia speaks of its positive outcome.

We did change direction and we did step outside the guide line to get it done and I guess that is getting back to that risk-taking and just taking the initiative on Some things that were not written in agreement...and I think that trenches on some of the qualities leadership.

I guess that, we would all agree are really important and that's the ability to take a risk occasionally, like a responsible risk (Falk and smith, 2003:49)

It is true that decision-making is also inevitable involves risk for its outcomes cannot be guarantee (MC Guite, 2002). However, making a rational and timely decision is another quality of effective educational leader. Form this it is possible to conclude that taking a risk and making an appropriate decision are among the major qualities of effective leaders, particularly in educational organization.

CHAPTER THIREE

3. Research Design and methodology

This research intends to investigate the leadership effectiveness of principals in some selected government schools of Addis Ababa city Administration. This chapter presents the research design and methods employed in this study. It begins with a brief overview of the design and then followed by selection of participants of the study, sources of data and sampling techniques, data collection instruments and methods of data analysis.

3.1 The research approach and methodology

The study employs dominantly the quantitative design, where both quantitative and qualitative research approaches are used to investigate the problem under study. The quantitative approach was used to get information from a wider population of teachers regarding their perceptions, believes and practices concerning leadership effectiveness of school principals in preparatory schools. The qualitative approach was employed to enrich and complement the quantitative data and gets an in-depth understanding of the issues studied.

In order to engage to the research, the descriptive survey method will be employed. This method will be preferred, because it enables together data from relatively huge number of study subjects with

minimum cost in a limited period of time support to investigate the current situation and finally reach in conclusion. This method is preferred since school principals, assistance principals and teachers, effectively reflect their assumptions on the research issue supporting this concept (Best, 2004)

A descriptive study describes and interprets what is concerned with conditional or relationships that exist opinions that are held. Process that are on going or effects that are evident or trends that are developing. It primarily considers actual events and influence as they relate to the current conditions. The objective of this research is to assess the existing situation of school effectiveness leadership and it is dominantly quantitative in its design. The survey descriptive method is employed to analyze the leadership effectiveness of principal.

3.2. Source of Data

The population of the study consists of all 10 preparatory schools in Addis Ababa city administration. According to the statistical abstract of the Addis Ababa City Adminstration Education Bureau, the total population of teachers and principals are 1110 out of the total population (927 males and 233 females) working with in 10 governments Preparatory School.

3.3. Smple and sampling techniques

Both primary and secondary sources of data were used in this study. The primary sources of data were collected from teachers, principals and assistant principals of the select governmental preparatory schools of Addis Ababa. A total of 898 teachers (848 males and 232 females) were randomly selected from the 10 Pereparatory School operating in Addis Ababa City Administration. Also, a total of 28 principals (27 males and 1 female) were included in this study. The Simple random sampling technique(lotery method) was employed to select a representative sample from teachers . Availability sampling was used for principals across the 10 preparatory schools included in this study.

3.4. Data collection instruments

Both quantitative and qualitative data were collected using questionnaires and observation. Each of these

Questionnaires- Questionnaires is one of the most widely used tools for gathering in quantitative data ARAYA et al; (2002) Questionnaires was the primary data collection used in this study. In this study, questionnaires were used to gather data from teachers and principals concerning the leadership of effectiveness of school principals and its relation to school improvement. This enables the researcher to get sufficient information from a reasonably large sample of teachers and principals across all preparatory schools.

Observation was used to get firsthand information concerning the actual leadership parctice of principals and changes in cshool climate and related issues. Obserrvation is advantageous in ternms of its directness in describing and understanding the phenomena as they occur in their natural things(Patton, 1987).

3.5. Procedure of data collection

First, the researcher contacted the Addis Ababa Educational Bureau officials to get the relevant statistical data about government secondary school. The next task was preparation of plan to contact and communicate educational department heads of the sub cities to obtain the exact information concerning principals of secondary school and data about teachers' working experience and other issue related. The objective and overall intention of the research was explained to all participants before the distribution of the questionnaires to the sample respondents. Additionally, the student researcher makes sure that the participants' responses to each item will not harm them by any means. More ever, a rapport was established with participants by assuring them that their responses will be kept confidential to the researcher's full ability. Hence, the questionnaires were distributed to the selected respondents and collecting by drop- off and pick- up methods. A reasonably adequate time was given to the respondents to complete to properly complete the questionnaires. Concerning the observation and documentary analysis, the researcher used a checklist that guides

observation of the key school characteristics in the respective schools. Relevant policy documents, guidelines, reports and manuals were consulted across the study schools.

3.6. The method of Data Analysis

Appropriate statistical techniques such as descriptive (frequencies, mean and percentages) and chi-square test were employed to analyze the qualitative data. The qualitative data were also properly encoded, transcribed and interpreted. Field notes on the summary sheets were analyzed. The participants will categorize according to their nature and frequency count will be used to analyze the characteristics of the population. The factors affecting the leadership effectiveness role of the school principals in schools were identified, thematically.

CHAPTER FOUR

4. Presentation and Analysis of data

This chapter deals with the presentation and analysis of data obtained from the sample respondents of the study through observation and questionnaires. First it presents characteristics of the

4.1. Characteristics of the subjects of the study

Of the total 344 questionnaires distributed to the respondents, 93.3% of the principals and 100% of the teachers properly filled and returned the questionnaires. About 70% and 96% of the principals participated in this study are above the age of 35 and male, respectively.

4.2. Teachers' perception about the leadership effectiveness of school principals'

Teachers were asked about their willingness to be principals. Their responses indicated that majority of them are not willing to be principals (See Fig. 4.1 below).

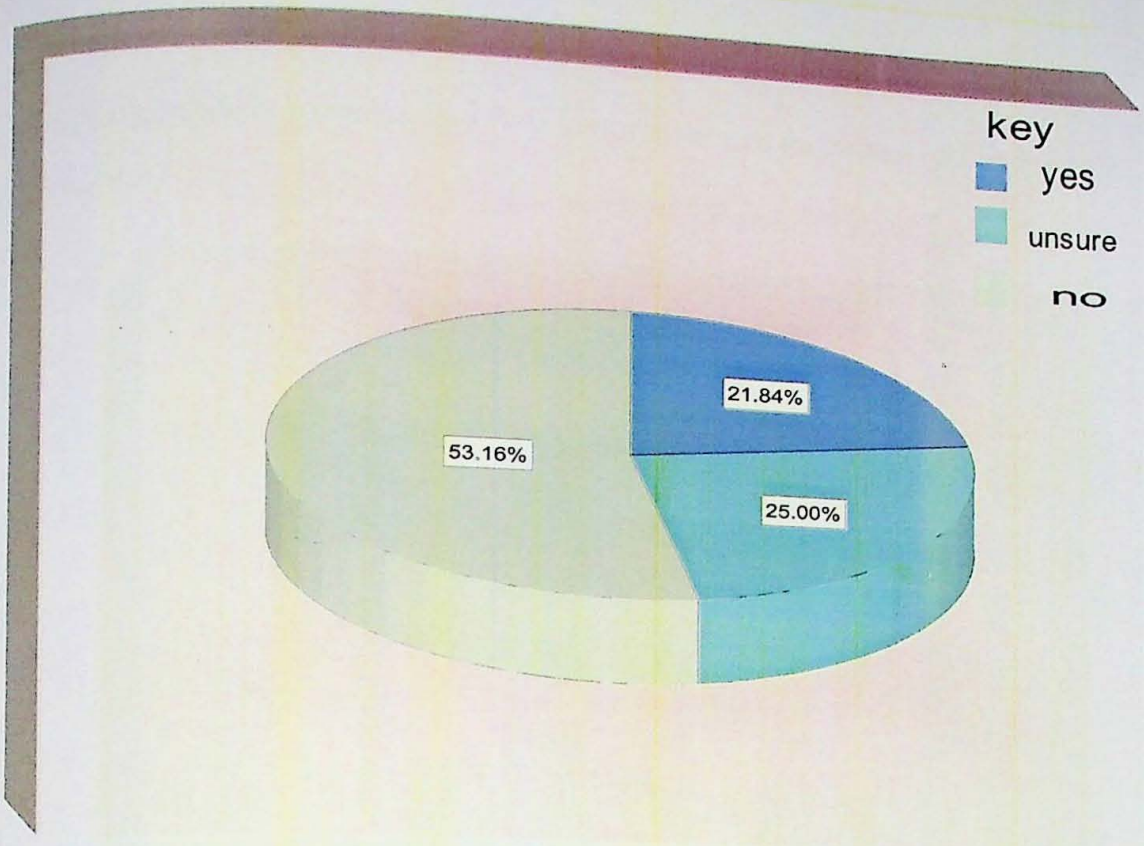

Figure 4.1 Willingness of participants to be school principals.

The main reasons for unwillingness of respondents to be principals include the following

- Principals are under great pressure within and outside the school, which makes the profession less attractive.
- In addition to being obliged to bear the burden of the responsibility school principals face confrontation and resistance from teachers, students and even from higher officials.

Due to these reasons most respondents do not want to take position of school leader ship. They prefer to remain in their teaching profession.

Participants were also asked concerning their views on the methods of assigning schools principals. Their responses are summarized in Fig. 4.s below.

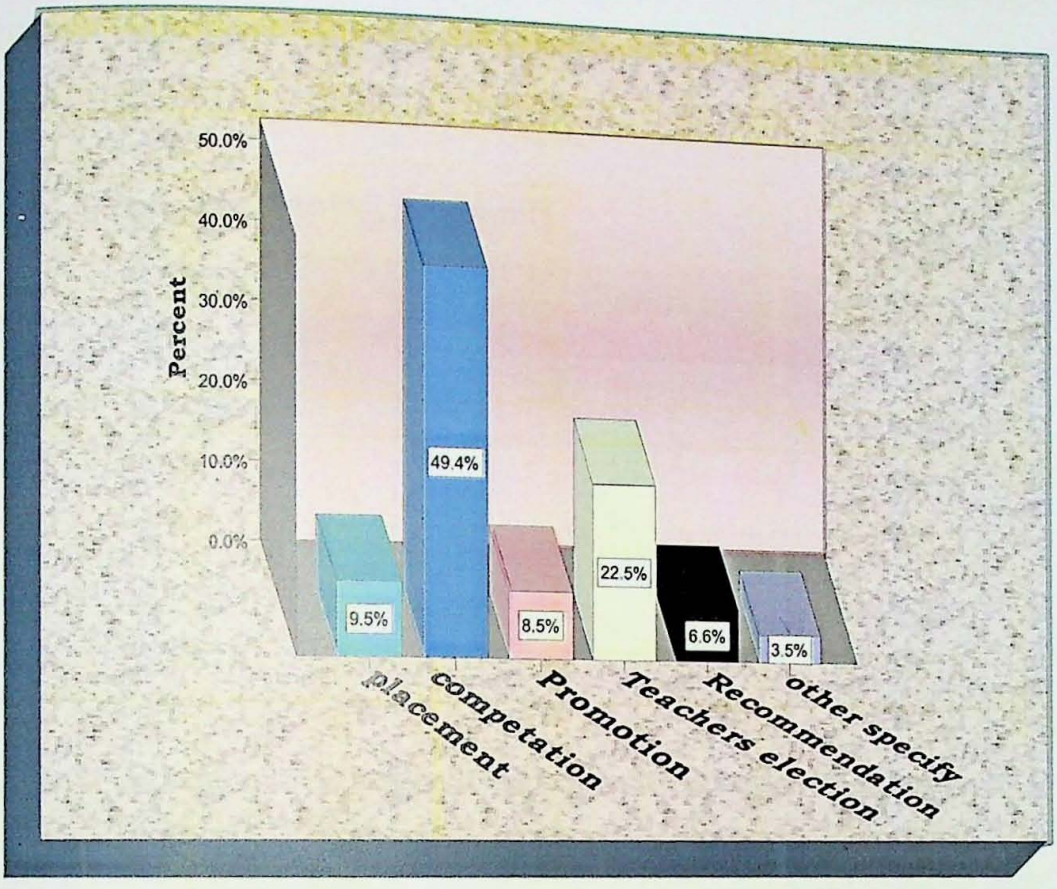

Figure 4.2 Participants ratings of the most appropriate way of assigning principals

As can be seen form Fig.4.2, 49.4 % of the participants rated competition as the most appropriate way of assigning school principals, followed by election of principal by teachers. Placement and promotion are noted considered by participants as appropriate ways for assigning school principals. These results indicate that assigning principals based on competition is an acceptable method among teachers.

Further analysis of data was also carried out to see the current practice in assigning school principals. In this regard, respondents were asked to show their opinions about the actual practice and procedures concerning assignment of principals across schools. Summary of their responses is presented in Table 4.3 below.

Table 4.1.Ways of assigning principals

No	items	Teachers' response	
		Frequency	%
1	Placement	150	47.5
2	Competition	57	18.0
3	Promotion	40	12.7
4	Election	16	5.1
5	Recommendation	26	8.2
6	Demotion	1	3
7	Other	26	8.2
Total		316	100.00

As shown in the above table, 47.5 % of the respondents reported that their principals are assigned based on placement. There is significant difference in response of the participants across the categories.

This implies that placement rather than competition is the major method of assigning principals in the schools.

4.2.2. Teachers' perceptions about Effectiveness of School Leadership

This section presents analysis of data concerning the experience of principals in educational leadership, the factors that explain principals' participatory approach of leadership and how this affect students' academic performance. Results of data analysis regarding this are presented in the subsequent tables.

Table 4.4. Factors Explaining Quality of effective Principals (as Perceived by Teachers)

No	Item	Scale					
		Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Total
1	Providing clear vision	18	29	43	166	60	316
2	Communicating and sharing vision	14	28	36	172	66	316
3	Setting direction	17	28	53	149	69	316
4	Planning and working towards ensuring high academic achievement of the student	13	40	47	144	72	316
5	Confronting difficult issues	16	46	54	56	143	315
6	Supporting other towards achieve objectives	15	31	59	142	69	316
7	Knowledgeable work and educational policy	14	25	68	124	85	316
8	Encouraging counseling Team work	12	37	63	146	58	316
9	Mobilizing resources	15	40	62	136	63	316
10	Evaluating and making fair judgments	21	33	59	146	56	315
11	Skills in programming & scheduling	17	30	66	159	44	316

12	Working cooperatively with staff to solve problems	14	28	60	149	65	316
13	Encouraging staff participation	28	37	70	128	53	316
14	Arranging programs that promote highest results	14	31	70	133	68	316
15	Creating good relationship with stakeholders	17	34	50	137	78	316
16	Ensuring continuous follow-up of school activities	22	33	47	134	79	315
17	Creating conducive atmosphere in school compound	25	33	62	121	75	316

The results in Table 4.4 indicate that majority (more than 57%) of the teacher respondents agreed that all the listed factors ranging from providing, sharing and communicating clear vision to creating conducive atmosphere in school compound can be used to explain quality of effective school principals. There is significant difference among teacher respondents in their ratings.

4.5. Teachers perceptions concerning the Experience of School Principals as Instructional Leaders

No	Item	Scale					
		Very High	High	Moderate	Low	Very Low	Total
1	Ensuring alignment of classroom instruction with schools through visits	39	74	104	62	36	315
2	Monitoring the proper conduct of teaching & learning	32	88	103	64	28	315
3	Evaluating teachers to improve instructional practice	30	99	102	58	27	316
4	Providing feedback to teachers	37	102	80	69	98	316
5	Motivating teachers for better performance	54	95	76	63	28	316
7	Devoting time to support teachers	64	106	77	52	17	316
8	Encouraging teachers to attend professional development training	58	114	81	45	18	316
9	Coordinating staff to exchange their experiences	34	108	85	65	23	315
10	Organizing professional development programs based on teachers and school needs	46	99	82	63	26	316
11	Encouraging and supporting the teacher' s individual plans for professional development	54	93	86	65	17	315
12	Ensuring availability of materials and resources useful for teachers' professional practice	36	100	93	57	30	316
13	Encouraging in-built supervision in school	37	118	101	48	12	316
14	Encouraging teacher to analyze and use data about student learning progress	45	111	103	40	17	316
15	Working with teachers in to setting standards for high academic achievement of students	43	116	98	41	18	316
16	Using information and teachers' feedback to motivate students for high academic performance	48	124	78	43	23	316

From the results in Table 4.5, we can observe that the ratings of majority of the teacher respondents concerning the factors that indicate experiences of principals as instructional leaders ranges from moderate to very low, except for the items on devoting time to support teachers and encouraging teachers to attend professional development training. Majority of the teacher respondents rated the items on devoting time to support teachers and encouraging teachers to attend professional development training from high to very high as the experience that characterize principals as instructional leaders. There is significant difference in the ratings of respondents across all the items.

Teacher respondents were also requested about their perceptions concerning effectiveness of principals in improving and facilitating school environment. The findings are summarized in the Table 4.6 below.

Table 4.6. Teachers perceptions concerning effectiveness of principals in improving and facilitating school environment

No	Item	Scale						χ^2
		Very High	High	Moderate	Low	Very Low	Total	
1	Working towards change and school improvement	49	133	81	35	17	315	218.7*
2	Clarifying and communicating school rules and regulation to all school community	58	120	81	46	11	316	104.3*
3	Making the best use of available finance and resources	55	107	93	40	21	316	82.1*
4	Creating collegial relationship in school compound	62	110	82	48	14	316	82.2*
5	Encouraging formal and informal groups to contribute to the school development	56	115	82	51	12	316	92.7*
6	Creating orderly atmosphere and attractive work environment	57	104	94	43	18	316	80.7*
7	Encouraging teachers to participate in school management and decision making	53	99	88	53	23	316	58.9*
8	Taking more time to improve school instruction	60	98	77	59	22	316	49.5*
9	Organizing different co- curricular activities for students	60	93	86	59	18	316	55.0*
10	Working to ensure safety and secured school environment	69	107	84	44	11	316	86.9*
11	Helping student organize student councils	73	113	86	36	8	316	108.9*
12	Working to improve students disciplinary problems	77	94	87	40	18	316	67.8*
13	Entertaining student diversity	93	117	75	22	9	316	135.3*
14	Making office open to all stakeholders	87	123	75	24	7	316	142.0*
15	Arranging programs that ensure parent participation	68	118	90	29	9	315	294.7*
16	Working with school community	61	128	96	20	10	315	158.3*
17	Creating strong link between the school and parents	70	118	89	30	9	316	122.7*

*P<. 001

The results in Table 4.6 indicate that, the ratings of majority of the respondents on most of the factors that characterize effective principals ranges from high to very high, except for the factors related to

encouraging teachers to participate in school management and organizing co-curricular activities. There is significant difference in the ratings of respondents across all the items. This suggests that majority of the respondents perceived their principals as effective in terms of facilitating and creating the conditions necessary for improving school environment.

Further analysis of data gathered from principals was conducted to substantiate these findings. These are presented in the section that follows.

4.2.3. Principals perceptions about their leadership effectiveness

This section presents analysis of data concerning the principals' perceptions of their effectiveness as school leaders. The tables that follow present results of data analysis concerning profile, quality, and role of principals as instructional leaders and the factors that explain principals effectiveness.

Table 4.7. Principals profiles

Variables														
Sex		Age					Qualification		Experience		Specialization		Leadership Training	
M	F	≤25	26-35	36-45	46-55	>55	BA/Bsc.	MA/MSc.	≤5	6-10	EDPM	Subject area	Yes	No
27	1	3	5	7	8	5	24	3	21	7	6	22	9	19

The results in Table 4.7 above shows that almost all of the school principals are male, which indicates gender disparity in school leadership. Moreover, most of the school, principals are within the age range of 46 and above. Similarly, majority of the principals have an educational qualification of Bachelor degree and the specialization of majority of the principals is in subject areas to the determinate of the specialization in education planning and management. Also, majority of the principals do not have training in school leadership. This shows that the qualification level and relevance of the specialization of majority of the school principals is not to the required level. The education and training policy requires a Masters degree with the relevant training for the position secondary and preparatory school principals.

Furthermore, data on the actual leadership practice was also analyzed and the findings are presented in the subsequent Tables.

4.7. Actual School Leadership practices as perceived by principals

No	Item	Scale					
		Very High	High	Moderate	Low	Very Low	Total
1	Formulating & communicating the school vision and strategic plan	21	7	-	-		28
2	Discussing school academic goals & plans with teachers	21	7	-	-		28
3	Discussing school academic goals & plans with students	6	18	4			28
4	Discussing school academic goals & plans with stakeholders	6	15	5	2		28
5	Ensuring collaboration among teaching & support staff, and parents to improve academic achievement	7	20	1			28
6	Creating opportunities for community to participate in solving school problems	9	9	9	1		28
7	Generating additional resources	3	16	9			28
8	Stimulating teachers' motivation, creativity & hardworking	7	14	7			28
9	Ensuring that teachers relate their lessons with students expectation and educational objectives	4	17	6	1		28
11	Delegating responsibility to others	12	10	6			28
12	Designing mechanisms to improve teachers professional & career development	11	10	7			28

As the results in Table 4.7 indicated, majority of the principal respondents perceived the effectiveness of their leadership practice as

high/v. high. That is most of the respondents reported that they are effective in creating and implementing the necessary conditions for school improvement such as formulating and communicating school vision, academic goals and plans; ensuring collaboration among school community; involving community and generating resources, etc. There is significant difference in the ratings of respondents across all the items. These findings, however, are not in congruent with the perceptions of teacher respondents regarding the effectiveness of principals as instructional leaders.

Additional data on perceptions of principals regarding their role as effective instructional leaders was also analyzed and presented in Table 4.8 below.

4.8. Perception of Principals Regarding their Role as Effective Instructional Leaders

No	Item	Scale					
		Very High	High	Moderate	Low	Very Low	Total
1	Introducing teaching and learning policy, rules & regulations	11	17				28
2	Conducting class supervision	5	14	6	3		28
3	Implementing continuous assessment	11	12	5			28
4	Institutionalizing in-built supervision	10	15	3			28
5	Enhancing teacher professional development	9	11	8			28
6	Providing feedback to teachers concerning their strengths & weaknesses	9	13	5	1		28
7	Implementing reward mechanisms to encourage best performance	3	17	5	2	1	28
8	Ensuring that teachers employ methods to improve student achievement	7	15	6			28
9	Establishing good relations with parents and other stakeholders	12	10	5	1		28
10	Assuring quality of the instructional process.	6	12	8	1	1	28

We can observe from Table 4.8 that majority of the principal respondents rated all the items related to their role as effective instructional leaders as high/v. high. Again this is contrary to teachers' perceptions of principals as effective instructional leaders.

Further analysis of data collected through observation was carried out to substantiate the findings presented in the preceding tables. The results are presented in the paragraphs that follow.

The observation results indicate that the class size in grades 11 and 12 is from 50-60 students and most students attend classes frequently in the morning sessions. In the afternoon session, the number of students attending class is below average.

Regarding infrastructure facilities, the physical condition of classrooms is good and most of the rooms have necessary materials such as blackboard, plasma TV, chair and desks. There are, however, no adequate ICT faculties in most of the schools observed, and even some students do not get the chance to touch the computer let alone to do some practical exercises using computers. Additionally, the pedagogical resource center in most of the observed schools is not adequate and well equipped. Similarly, laboratories are not well-organized and equipped with adequate materials and facilities that are necessary to teach specially the science subjects. The newly published textbooks are distributed in the target schools, although they are not adequate vis-à-vis the number of students.

With regard to the educational process, most of the observed schools conduct the teaching and learning process, although there are shortage of adequate and up-to-date materials and support services. That is, the

teaching and learning process going as a usual business in a situation where there are no adequate facilities and services. This obviously has implication to the quality of education provided in the target schools.

From the observation, the researcher learnt that majority of the school principals do not conduct scheduled and continuous supervision concerning the smooth functioning of the teaching and learning processes including assessing absentee teachers and students from the their normal duties. Most of the school principals in the observed schools are engaged in office managerial activities than frequent class supervision and facilitating the instructional process. Most of the schools posted their mission in a visible way. They also posted honored students in notice board based on their academic performance. This facilitates learning motivation among students.

The administrative work is well organized, but they give less attention to the academic activities such as visiting classrooms, conducting built in supervision, follow-up teachers and students attendance in classes and providing feed aback to teachers about teaching and learning process. There is no delegation and shared responsibility between the principals and teachers concerning the instructional process. Consequently, students do not respect their learning time and attend classes properly in the afternoon and the school compound is disturbed. This leadership practice is contrary to what is stated by the Ministry of Education as follows.

> Principals should act as inter personal mediator and simile provider for the school and staff member initiating learners and delegate activities for teachers so as to implement teaching learning process smoothly in their leadership effectiveness (MoE, 2009)

Generally, lack of adequate materials and facilities as well as absence of effective instructional leadership are major constraints in the observed schools.

Data on major problems of principals were gathered through open-ended questionnaire and observation. Results of the analysis are summarized in the paragraphs that follow.

Majority of the school principals have witnessed that the major problems they encountered during their leadership tenure are:

- The assignment of most of the principals is not based on academic merit (qualification and specialization). Some of the principals lack communication skills, which lead to misunderstanding, unequal treatment and dissatisfaction of teachers. As a result, they face resistance and confrontation from staff and they become less influential as instructional leaders.

- Majority of the principals are forced to spend most of their time in meetings and other managerial activities in the expense of activities related to school improvement. This is a hindrance in establishing good relationship with teachers and students.

- Pressures and interference from external bodies affect the leadership effectiveness of principals. This results in principals lack of confidence in decision making and taking actions, lack of acceptance and stability in leadership.

- Some principals do not get the necessary support from parents due lack of parent's interest in school involvement.

- Most of the principals are not empowered to decide on resources (finance, materials and facilities) needed for improvement of instructional process. Some of the challenges that affect the effeteness of leadership of principals include:

    - Delay and scarcity of budget
    - Lack of autonomy to use their income
    - Inefficiency in material distribution
    - Lack of freedom to allocate their own budget.

Principals were also asked about their opinion concerning the measures to be taken to improve the existing problems and challenges in their leadership task. The findings are summarized as follows.

- The assignment of school principals should be based on competition that takes into account relevant qualification, specialization and experience. This may include skills in motivating and creating good relations with staff and students; coordination and

interpersonal skills to bring all stakeholders (parents; supporting organizations and the community) towards school improvement.

- Principals should provide instructional leadership and ensure staff participation through training, workshops, built-in supervision as well as establishing school rules and regulation and educational policies.
- Principals should take more time in facilitating and improving the instructional process. This may involve organizing and implementing both curricular and co-curricular activities that strengthen student participation and engagement, awareness concerning their rights, duties and responsibilities.

CHAPTERFIVE 5

5. Summary,Conclusions and Recommendations

This study investigates the leadership effectiveness of principals in some selected preparatory of the Addis Ababa Administration Region. The study employs both quantitative and qualitative research approaches to collect and analyze data. This chapter presents summary of the major findings, conclusions and recommendations of the study. It begins with summary of the findings in section 5.1, followed by conclusions in section 5.2. Section 5.3 presents recommendations of the study.

5.1 Summary

The main purpose of this study was to examine the leadership effectiveness of principals in government preparatory schools of Addis Ababa. It also explores the main problems faced by principals during their leadership including teachers' attitude towards school leadership. To this end, the following research questions were addressed in this study.

- What is the assessment of teachers' towards the actual experience of principals in setting and articulate school vision?

- What is the principals' role in coordinating staff and achieving schcool mission, goals and objectives?
- To what extent do principals play their role as instructional leaders?
- To What extent do school principals involved in decision making?
- What is the major problem encountered by principals during their leadership tenure?
- What are should be done to improve the current situation in school leadership?

A descriptive survey method was employed to collect data from teachers and principals. Quantitative data were collected from a total of 316 teachers and 28 principals working in 10 preparatory schools using questionnaires. The researcher in the selected schools also conducted observations. The quantitative data were analyzed using the SPPS software. Results of analysis of quantitative data were interpreted and integrated a with the observation data during. Accordingly, summary of the major findings are presented as follows.

- The findings indicate that most of the teacher 53.16% respondents have no willingness to be school principals. The main reasons for such negative opinion include: assignment of principals is not based on academic merit (training, specialization, competence and experience); principals are not free of external and internal

interference and pressures in their normal duties, internal resistance from teachers, etc.

- With regard to the background of principals, almost all the school principals (96%) are male and most of them are in the age of 46 and above. This shows that gender and age disparity in the placement of school principals. The findings also indicate that the qualification of most of the principals is bachelor degree with subject area specialization and most of them do not have special training in school leadership and management. This is contrary to the requirements of the education and training policy for school principals. The policy requires Masters Degree with relevant specialization and experience for preparatory school principals. This could be due to problems of translating the policy requirements in assigning and placing principals. In relation to this, majority of the teacher respondents witnessed that assignment and placement of principals is not based on competition and merit. This has implication to the effectiveness of principals in coordinating staff and achieving school mission.
- Majority of the teacher respondents reported that most of their principals not are effective in setting and articulating school vision and the condition necessary for school improvement on paper. But their effectiveness in translating vision into action is very limited, as perceived by majority of the teachers. The

findings indicated that most of the principals are engaged in routine managerial activities on the expense of the activities related to improvement of instructional process. This is substantiated by findings of the observation data that most of the target schools do not have built-in supervision and other follow-up mechanisms of the actual teaching and learning process.

- The findings also indicated that the extent to which principals play their role as instructional leaders is (45%) low. Most of the teacher respondents perceived their principals as ineffective instructional leaders. Whereas most of the principals rated themselves as effective instructional leaders. This, however, could be that principals are not over critical about themselves. The observation data also compliments the finding that the features of instructional leaders ranging from continuous classroom visit and monitoring, mobilizing and involving parents and stakeholders in school improvement to designing training programs and feed back mechanisms for teachers are not characteristics of the principals observed in the target schools. This suggests that most of the school principals are not effective instructional leaders in terms of facilitating and creating condition for improvement in quality of the instructional process.

- The findings in this study revealed that lack of effective instructional leadership a major problem in realizing school improvement efforts in the observed schools. Also, teacher resistance, external pressures and interference in the leadership task of principals, lack of parents' support, lack of autonomy to decide on resources, delay in budget allotment and material distribution are also some of the constraints for effective leadership in schools. These problems are attributed to the assignment of principals on the basis of criteria other than professional competence and experience.

5.2 Conclusions

Effective leadership is crucial for school improvement. Effectiveness of school leadership depends on different factors. First, the school principals should have adequate training, professional competence and experience in school leadership and management as well as commitment and integrity in their job placement. Additionally, effectiveness of school leadership requires a synergy of collaboration among all actors, which includes active participation and support of all stakeholders (school community, parents and government bodies). This, however, is not the case in the observed schools, as this study shows. This suggests that all the policies and efforts concerning school improvement in general and quality improvement in particular

remains to be rhetoric without ensuring capable and effective instructional leadership in schools.

5.3 Recommendations

The following recommendations are suggested based on the findings of this study. To improve the effectiveness of instructional leadership in schools:

- The government should establish a system that enables to select and sign school leaders who have the professional training and competence, commitment and integrity. This involves setting policy direction that values merit, professional competence and experience in selecting school principals.

Ensuring continuous training and professional development of principals and empowering schools in decision-making in affairs related to their internal administration.

School improvement endeavors require a collaboration and involvement of all concerned stakeholders. This requires creating awareness among parents, students, teachers and other stakeholders regarding their role in improving quality of

- Governiment should assign principals based on their qualification, competencies and experience for the effectiveness of their leadership and school improvment.

- Principals should be instructional leaders instead of being devoted on routine managerial activities in their day today performances soas to bring expected effectiveness in the school improvement.

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Appendex

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION & BEHAVIORA SCIENCE

SCHOOL OF GRADUAT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS

Dear Representative Principals

The purpose of this questionnaire is to gather relevant information about leadership effectiveness at government preparatory schools in Addis Ababa. The questions contained in this questionnaire deal with the current leadership skills and capabilities of principals and vice principals at prerparatory schools.

The questionnaire has four parts. Part one focuses on the background information of the respondents. Part two asks about the leadership effectiveness of principals' and vice principals. Your response to the items will remain confidential and the data will be used for the purpose of this study. We hop you will be able to take time and carefully complete this questionnaire. You can use a tick "✓" mark to indicate your responses for items with alternative responses. Please briefly write answers to the open-ended questions.

thank you for your time and kind cooperation.

I. **Background information**

1.1. School Name_____

1.2. sub city _____

1.3. Sex female ☐ male ☐

1.4. Age☐ Total year of experience as school principal☐

1.5. Educational qualification: First Degree ☐ Second Degree ☐

1.6. What is your present post? Principal ☐ Vice principal ☐

1.7. Field of specialization_____

_____

1.8. Have you taken additional training in school leadership and management?

Yes ☐ Please mention the duration and type of training_____

No ☐

II. Effectivenes of the Actual Leadership Practice of School Principals

Items 2.1-2.10 ask about your actual leadership practice as a preaparory school peincipal. Please read the items carefully and indicate your responses by making a tick mark a "✓" under the column of each item.

2.	To what extent are you engaged in:	Very high	High	Medium	Low	Very low
2.1.	Formulating and making known the vision and strategic plan of the school					
2.2.	Discussing the school academic goals and plans with teachers, students, and stakeholders through different meetings?					
.3	Ensuring collaboration among teaching staff, support staff, parents and other stakeholders to improve students acdemic achievement.					
.5.	Creating opportunities for school community in solving school problems and participate in decision making					
.6.	Generating additional resources in collaboration with parents, NGOs and other stakeholders					
7.	Stimulating motivation, creativity and hardwork among teachers to improve					

	the school environmnet					
2.8.	Encouraging teachers to relate their lesson with students' expectations and established educational objectives.					
2.9.	Delegating responsibilities to others in iniating and implementing a new strategies and procedures					
2.10	Designing mechanisms for career and professional development of teachers					

Part III. Performance of schoolprinicipals as instructional leaders

	What is the degree of your involvement in:	Very high	High	Medium	Low	Very low
	Introducing rules, regulation and policy thye govern the teaching,learning and assessment practices					
	continuous class supervision and follow up of lesson contents					
	The implementation of continuous assessment for instructional improvement					
	Institutionalizing in-built supervision to enhance experience sharing among teachers					
	Enhancing teacher professional development					
	Giving immediate feedback on teachers strength and weaknesses					
	Implementing reward mechanisms to encourage the best perfor ing teachers					
	Ensuring that teachers employ methods to improve students achievement					
	Establishing strong relationship staff, parents, school management and student on issues related to student learning					
10	Assuring quality of instruction though different mechanisms inluding the application of technology and continuous followup					

Part V Major Challenges and Constraints facing school principals

4.1. Please list down the major internal problems that hinder the accomplishment of your day to day responsibilities_____

_____

_____

_____

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4.2. Please mention some of the external fcators that affect the proper execution of your leadership responsbilities_____

_____

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_____

_____

4.3. What do you thing are the measures to be taken to improve the leadership effectiveness in schools?_____

_____

_____

_____

_____

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_____

_____

_____

Observation checklist

Name of the school_____

1. Visible displayed of the schools' mission ☐ yes ☐ No ☐
2. Maintaining visible presence by the principal yes ☐ No
3. Recognition of students who d superior on academic work observing-bulletin board

   Report Cared and any other mechanisms used by the principals

4. Appearance of the school

   Comfortable yes ☐ No ☐

   Clean yes ☐ No ☐

   Safe yes ☐ No ☐

5. Teachers' attendance Yes ☐ No ☐
6. Visitation of the school's facilities

	Adequate	inadequate	not available ata all
A. Pedagogy center	☐	☐	☐
B. Library	☐	☐	☐
C. Laboratory	☐	☐	☐
D. ICT center	☐	☐	☐
E. Classrooms	☐	☐	☐
F. Sport facility	☐	☐	☐
G. Availability of text book	☐	☐	☐
H. Plasma	☐	☐	☐
I. Others	☐	☐	☐

Appendix-B

Addis Ababa University

College of Education and behavioral Science

School of Graduate Studies

Department of educational planning and management

Questionnaire to be completed by teachers

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

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

I would like also to appreciate your genuine response to the questionnaire in advance.

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

Thank you

I. Background

Directions:-

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

1. Name of the school _____

2. Your present job title:

   a. Department Head ☐ b.teacher ☐ .

3. Sex female ☐ male ☐

4. Age ☐

   a. 25 years and blew ☐ b. 26-35 ☐ c. 36-45 ☐ ☐

   d. 46-55 ☐ e.56 and above

5. Level of education

   a. BA/BSC/Bed ☐ ☐

   b MA/MSC c. other (please specify)_____

6. Total years service:

   a. 5 years and below ☐

   b. 5-10 years ☐

   c. 11-15 years ☐

   d. 16-20 years ☐

   e. 21 years and above ☐

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

Yes ☐ unsure ☐ no ☐

8. How was your principal assigned?

a. By placement ☐

b. By competition ☐

c. By promotion ☐

d. By teachers election ☐

e. By recommendation ☐

f. By demotion ☐

g. Others specify ☐

9. Which of the following is most appropriate in assigning a principal?

a. Placement ☐

b. Competition ☐

c. Promotion ☐

d. Teacher election ☐

e. Recommendation ☐

f. Demotion ☐

g. Other specify ☐

Part II.

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

1= highly disagree; 2=disagree; 3= undecided 4=agree; and 5= highly agree

10) Quality of effective principal

No	Quality of effective principals					
10.1	The principal is capable in providing a view of the future clear vision					
10.2	The principals is skilled in developing a school mission, goals and objectives					
10.3	The principal is communicating the vision in order to have common understanding and shared value in the school					
10.4	The principal is capable in setting directions and encouraging the staff towards achieving the expected					
10.5	The principal plans and works towards highest academic achievement of the student					
10.6	The principal is courageous and able to confront difficult issues					
10.7	The principal influences and support others to work strongly towards achieving objectives					
10.8	The principal influences and support other to work strongly towards achieving objectives					

10.9	The principal is knowledgeable about his work and educational policies					
10.10	The principal is effective in developing, representing and counseling teamwork in the school					
10.11	The principal uses and mobilizes resources to efficiently and effectively					
10.12	The principal capable of evaluating and making fair judgments					
10.13	The principal has the skill in developing different programs and schedule					
10.14	The principal works cooperatively with staff for solving problems and making participatory					
10.15	The principal encourages the staff to participate in school plinning and budgeting					
10.16	The principal arranges different program's in the school that promotes highest results in the national examinations					
10.17	The principal works to create good relationships with the surrounding environments					
10.18	The principal encourages continuous follow up on students attendance					
10.19	The principal works strongly on continuous attendance of teachers					
10.20	The principal works to create conducive atmosphere and good staff relationship in the school compound					

Part III.

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

1= very low 2= low,
3=moderate,

4= high 5= very high

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

No	Instructional leadership measurement item	Very low	Low	Moderate	High	Very high
11.1	The principal visits the class room continuously to ensure classroom instructional align with school goals					
11.2	The principal monitor classroom practice for alignment to the curriculum					
11.3	The principal evaluate teachers to improve instructional practices					
11.4	The principal evaluate teachers to improve instructional practices					
11.5	The principal provide private feedback to teacher					

11.6	The principal motivate the teachers for best performances					
11.7	The principal is always available in his office to support the teachers in their instructional improvement					
11.8	The principal encourages the teachers to attend professional development activities that ate aligned to school goals					
11.9	The principal coordinate the staff to exchange their experiences					
11.10	The principal works to organize professional development around teachers wants and needs on school level					
11.11	The principal encourages and support teachers on their individualized plan of professional development					
11.12	The principal furnishes useful professional materials and resources for teachers					
11.13	The principal encourage in-built supervision with in school					
11.14	The principal encourages teachers to use data analysis of student academic progress to improve their instructions					

11.15	The principal works with the staff to set high but achievable standards for the student					
11.16	The principal use information and feedback from teachers to motivate students for their best academic performances.					

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

No	Improving and facilitating the situation	Very low	Low	Moderate	High	Very high
12.1	He works for change and improvement in the school					
12.2	He clarifies and makes known school rules and regulations to all school members					
12.3	He makes the best use of the available budgets to provide resources					
12.4	He creates collegial relationship in the school compound					
12.5	He encouraged informal and formal groups to contribute to the school development					

12.6	The principal creates an orderly atmosphere and attractive working environment					
12.7	Teachers are encouraged to participate in management and decision making					
12.8	He takes more of his time in improving the instruction					
12.9	The principal arranges different co-curricular and entertaining programs for the students					
12.10	He work to ensure the safety and security of the school for the students					
12.11	He helps the students to organize strong councils (student Association) and encourages them to participate in school leadership					
12.12	He works continuously to improve students disciplinary problems in school					
12.13	He helps all the student population without discrimination (He works with diversity)					
12.14	The principal makes his office open for parents participation in the Scholl leadership					
12.15	The principal arranges continuous programs that encouraged parents participation in school activities					
12.16	He works with the surrounding community in organizing strong PTA (parent-teachers Association)					

12.7	He creates a strong like between parents and the school to improve the instruction and the student's academic results					

Part V. Please answer the following questions briefly

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

_____

_____

_____

_____

14) What steps should be taken to improve the teaching-learning process?

_____

_____

_____

_____

_____

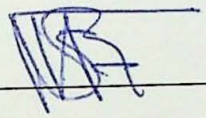
_____

Staement of Declaration

I Shebeshi Alem ,declare that this study entitled as 'AsAssessment of Principals` Leadreship Effctiveness in Preparatory Schools of Addis ababa City Admistration',is my own Work. I have carried out independentlty the research work with the guidance and support of the research advisor.This study has not been submitted to any degree/diploma in this or any other institution.It is done inpartial requirment of the M.A Degree in Educational Planning and Managment

Declared by:

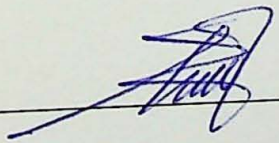
Name SHIBESHI ALEM

Signature 

Date 21/10/04

Confirmed by Advisor:

Name Tilaye Kassahun (PhD)

Signature 

Date 21/11/2004