

**PRINCIPALS' LEADERSHIP EFFECTIVENESS IN THE
GOVERNMENT SECONDARY SCHOOLS OF NEFAS SELK-LAFTO
SUB-CITY, ADDIS ABABA CITY ADMINISTRATION**

By

ABDULBER MOHAMMED

**ADDIS ABABA UNIVERSITY
SCHOOL OF BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

JUNE 2013

ADDIS ABABA

**PRINCIPALS' LEADERSHIP EFFECTIVENESS IN THE GOVERNMENT
SECONDARY SCHOOLS OF NEFAS SELK-LAFTO SUB-CITY, ADDIS
ABABA CITY ADMINISTRATION**

By

ABDULBER MOHAMMED NASIR

**A THESIS SUBMITTED TO THE SCHOOL OF BEHAVIORAL STUDIES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR
THE REQUIREMENTS OF THE DEGREE OF MASTERS OF ARTS IN
EDUCATIONAL LEADERSHIP**

JUNE 2013

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PRINCIPALS' LEADERSHIP EFFECTIVENESS IN THE GOVERNMENT
SECONDARY SCHOOLS OF NEFAS SELK-LAFTO SUB-CITY, ADDIS
ABABA CITY ADMINISTRATION**

By

ABDULBER MOHAMMED NASIR

Approved by Board of Examiners

Signed by Examining committees:

Yelcunwamlak Alemu YekusA
Chairman of the Dep.
of graduate committee

01/07/2013

Date

Kenenissa Dabi

Internal Examiner

[Signature]
Signature

01/07/2013

Date

Demewoz Admasu

External Examiner

[Signature]
Signature

01/07/2013

Date

Ayalew Shibeshi (Asso. Prof),
Advisor

[Signature]
Signature

03/07/2013

Date

Acknowledgements

First and for most, I would like to express my sincere and whole hearted gratitude to my thesis advisor, Ayalew Shibeshi (Asso. Prof), for his indispensable advices in the research. I am very much indebted to him for his professional and constructive comments which enabled me to complete this research.

I also wish to express my indebtedness to my dear mother Eshir, my beloved brothers and sisters sefiyu, Nur, Hayat, Mebuba, Teyiba, Seada , Ayeshi, Semira Abraham and Muktar for their assistance and encouragement through the laborious years of my post graduate study.

I would like to extend my thanks to the respondents of the questionnaire and interviews (teachers and department heads, principals, supervisors, the sub-city education office and experts), who benevolently sacrificed their precious time and energy to provide me with the necessary data.

Finally, I would like to thank Hanna Tsegaya for her unreserved support and every access to the documents and materials relevant for the study.

Abdulber Mohammed Nasir

Table of Content

<i>Contents</i>	<i>Page</i>
Acknowledgements.....	i
Table of Content	ii
List of tables	v
List of Abbreviations	vi
ABSTRACT	vii
CHAPTER ONE	
Introduction.....	1
1.1.Background of the Study.....	1
1.2.Statement of the Problem.....	3
1.3.General and Specific Objectives	7
1.3.1.General Objective.....	7
1.3.2.Specific Objectives.....	7
1.4.Significance of the Study	7
1.5.Delimitation of the Study	8
1.6.Limitations of the Study.....	8
1.7.Definition of Key Terms	9
1.8.Organization of the Study	9
CHAPTER TWO	
Review of Related Literature.....	10
2.1.Definition of Leadership.....	10
2.2.Theories of Leadership.....	11
2.2.1.Trait Theories	12
2.2.2.Behavioral Theories	13
2.2.3.Situational Theories.....	14
2.3.Leadership Styles and their Characteristics	16
2.3.1.Autocratic, Democratic, and Laissez-faire Leadership Styles.....	16

2.3.2.Situational Leadership Style	18
2.3.3.Three-Dimensional Leadership Styles	19
2.4.Leadership Skills.....	19
2.5.Leadership Effectiveness.....	21
2.5.1.Characteristics of Effective Leadership	22
2.5.2.Leader's Effectiveness	23
2.5.3.Elements of Effective Leadership	24
2.5.3.1.Empowerment by Principals	24
2.5.3.2.Leadership and School Improvement.....	25
2.5.3.3.Creating an Orderly School Climate.....	25
2.5.3.4.Creating and Communicating an Actionable Vision	26
2.5.3.5.Human Resource Development in Schools	27
2.6.School Leadership	28
2.6.1.School Leadership and School Success.....	29
2.6.2.A Paradigm Shift in School Leadership	29
2.7.The Role and Function of School Principals' Leadership	31
2.7.1.Instructional Leadership	31
2.7.2.Planning in Schools	32
2.7.3.Building Good Relationships	34
2.7.4.Conflict Management.....	36
2.7.5.Effective Community Interrelationship with the School Leadership	37
2.8.School Leadership Experience in Ethiopia	39
Summary	40

CHAPTER THREE

The Research Design and Methodology	41
3.1.Research Design and Methodology	41
3.2.Source of Data.....	41
3.3Sample size and Sampling Techniques.....	41
3.4.Data Gathering Instruments	43
3.4.1.Questionnaires	43
3.4.2.Interview.....	43
3.5.Pilot study	44
3.6.Procedures of Data Collection	44

3.7.Methods of Data Analysis.....	45
CHAPTER FOUR	
Presentation Analysis and Interpretation of Data	46
4.1 Characteristics of the Respondents	46
4.2.Principals’ Effectiveness in Preforming Leadership Functions	48
4.3.Strengths and weaknesses of principals’ on leadership styles and skills	58
4.4.Problems of Principals’ Leadership Effectiveness.....	61
4.5.Mechanisms Used To Improve Leadership Effectiveness	70
CHAPTER FIVE	
Summary, Conclusions and Recommendations	77
5.1.Summary of findings.....	77
5.2.Conclusions.....	79
5.3.Recommendations	81
Bibliography	83
Appendices	
Questionnaire to be Filled by School Teachers and Department Heads.....	I
Questionnaire to be Filled by School Principals	V
Questionnaire to be Filled by School Supervisors of Sub-City	IX
በወላጅ-ተማሪ እና መምህር አባል ሰብሳቢ የሚሞላ.....	XIII
Interview Guide Lines for Sub-City Education Office Head Experts	XVI
Summarized results of the data from the respondents	XVIII

List of tables

TABLE 1: NUMBER OF SELECTED SCHOOLS WITH THEIR RESPECTIVE RESPONDENTS	42
TABLE 2: RESPONDENTS BY SEX AND EDUCATIONAL QUALIFICATION	47
TABLE 3: RESPONDENTS BY AGE AND SERVICE YEAR.....	48
TABLE 4: PRINCIPALS' EFFECTIVENESS IN PLANNING PROCESSES.....	49
TABLE 5: PRINCIPALS' EFFECTIVENESS IN ENSURING COMMUNITY PARTICIPATION	51
TABLE 6: PRINCIPALS' EFFECTIVENESS IN INSTRUCTIONAL LEADERSHIP ROLES.....	52
TABLE 7: PRINCIPALS' EFFECTIVENESS IN BUILDING TRUST.....	54
TABLE 8: PRINCIPALS' EFFECTIVENESS IN ELEMENTS OF LEADERSHIP	55
TABLE 9: STRENGTHS AND WEAKNESSES OF PRINCIPALS ON LEADERSHIP STYLES	58
TABLE 10: STRENGTHS AND WEAKNESSES OF PRINCIPALS ON LEADERSHIP SKILLS	60
TABLE 11: PRINCIPAL LEADERSHIP EFFECTIVENESS PROBLEMS ORIGINATE FROM SEO ...	62
TABLE 12: PRINCIPALS' LEADERSHIP EFFECTIVENESS PROBLEMS ASSOCIATED TO THEMSELVES	67
TABLE 13: PRINCIPALS' LEADERSHIP EFFECTIVENESS PROBLEMS ASSOCIATED LOCAL COMMUNITY	69
TABLE 14: MECHANISMS USED TO IMPROVE LEADERSHIP EFFECTIVENESS BY SEO.....	70
TABLE 15: MECHANISMS USED TO IMPROVE LEADERSHIP EFFECTIVENESS BY PRINCIPALS	74

List of Abbreviations

DH:	Department Heads
EdPM:	Educational Planning and Management
ESDP:	Education Sector Development Program
MoE:	Ministry of Education
PSTA:	Parent-Student and Teachers Association
SEO:	Sub- city Education office
SIP:	School Improvement Plan
WM:	Weight Mean

ABSTRACT

The purpose of this study was to assess principals' leadership effectiveness in the government secondary schools at Nefas selk-lafto sub-city in Addis Ababa. Under this title, planning and communication aspects, styles, skills, and elements of leadership were given emphasis. A descriptive survey research method was favored best and employed in the study. One sample sub-city was selected for this study namely: Nefas selk lafto sub-city. Under this sub-city seven government secondary schools were selected out of eight for this study. 190 teachers and department heads, five supervisors, 21 principals, one SEO head and three experts were primary sources of data. Questionnaires and interview were used for the purpose of collecting relevant data. Data obtained through questionnaires were analyzed using statistical tools like frequency and mean. The findings of this study revealed that principals were found to be least effective in accomplishing major leadership task and most elements of effective leadership. In the study, it was also noted that principals heavily relied on autocratic leadership style. Based on the findings, it was concluded that: 1/ principals were seriously lacking trainings on school leadership, 2/ the SEO and education bureau did not assess the practical implementation of various guidelines meant to govern the activities of principals, 3/ principals did not give credits to the resources of their staff members and local community and did not allow them to actively take part in school leadership and contribute their resources. Based on the findings it was concluded that principals were least effective in many tasks and elements of leadership, guidelines had short comings during implementations, and principals excluded large majority of teachers and community members from taking an active part in school leadership processes. It was recommended that: 1/ the SEO and education bureau have to assess the needs of schools in this level for trained principals in the field of EdPM, prepare a plan of action and work on it in collaboration with educational institutions in order to produce enough graduates who would take the post of school leadership, 2/ the SEO and education bureau should carry out field assessments on implementation of guidelines and should make necessary amendments, 3/ principals should give credits to resources of staffs and community members, develop, and make use of these resources during school leadership.

CHAPTER ONE

Introduction

In this chapter, the background of the study, statements of the problem, objectives of the study, significance of the study, scope of the study, the limitation of the study, operational definition of key terms and organization of the study were discussed.

1.1. Background of the Study

Scholars have many theoretical explanations about effectiveness of principal leadership, yet they do not have common understanding on what constitutes effective principals' leadership. Harris et al (2003) confirm that there are a number of conceptual understandings about leadership which offer some insight into effective practices. Effectiveness of principals can be manifested when they create visions for success, demonstrate high expectation for student achievement; build the capacity of the leadership, demonstrate ethical and moral leadership, and involve staff members in decision making. Supporting this, Mackenzie (1994) argued that effective school leaders are those in charge of individual school who are responsible for mobilizing the abilities and efforts of teachers to provide effective educational program and also those who are anchoring their work on central issues of learning and teaching and school improvement.

School leadership is now high on the research and policy agendas of many countries. Our country Ethiopia is among those countries which gave high policy emphasis in recent years to school leadership. The government of Ethiopia has put a policy direction regarding the management and organization of schools stating that it will be, professional, coordinated, efficient and effective with an overall coordination of and democratic leadership of committees consisting of members from the community (MoE, 1994). Here, it was highlighted that maintaining efficiency and effectiveness of principals at all schools levels of schools in general a policy emphasis in our country.

According to Porter et al. (2006), the functions of effective school principals involve realizing objectives for proper use of available resources, setting policies to implement objectives, formulating place and identifying activities to achieve the schools objectives,

organizing the school activities in to group(departments), defining the school tasks that need to be done, solving school problems by making sound decisions, initiating school activities through motivation and communication and setting up systems of control to ensure the achievement of school objectives. This implies that organizational success depends on the crucial necessity of effective leadership that depicts cooperation of members and stimulation of group thinking on the real problem that confronts the organization. Therefore, it is believed that what is good to the society in future depends on the success of schools in performing their function effectively.

Several scholars have admitted that school leadership is a specialized field that requires deep theoretical knowledge and skills in the science of school leadership and management. In conformation with this, it has been stated in the policy that secondary schools leaders should possess a minimum of a degree in teaching and should qualify satisfactorily to accomplish training on leadership (ESDP IV, 2010). This is one of the indications that the government has given emphasis for professionalization and maintaining effectiveness of school leadership.

It has been implied in Covey (2004) that effective principals create trust which is the most important thing for the success of an organization among teachers and students. Principals really care about their own duties and keep focus to build trust by articulating a proper direction for the school.

Barth (2006) supports that, effective principals do their best to reduce the uncertainties within the school. They also do not grasp the opportunities to step over others, but rather stretch out a helping hand for teachers to overcome weaknesses and limitations. Such effective leadership principals also consistently practice integrity in everyday operation to create trustworthiness by maintaining high standards of moral and ethical conduct in every service(Covey, 2004 ; Barth, 2006).

School Principals have many duties and responsibilities which, if successfully accomplished could guarantee their effectiveness. Regarding this MoE (2005) stated that school principals are given the power and responsibility to encourage teachers enhance

their efficiency, to address the ethical problems on the part of teachers and students, to facilitate a favorable situation to the teaching learning process, to appropriately manage the overall educational activities in schools and thus seek and maintain active cooperation of the community in the management of schools which formally explains their level of effectiveness. The schools, in which the training program and the education sector strategy link with it.

Effective school principals are important personnel in the successes and preparation of school plans. When it comes to realizing these plans, it is almost impossible to expect it without developed and effective principals. Confirming this, Harris et al (2005) indicated that research evidence concerning school improvement underlines the importance of developed leadership at all levels of school. Sergiovanni, (2001) also underlines that principals are key players in the school improvement who play a variety of roles. Therefore, to achieve success in the implementation of school improvement programs, in Addis Ababa in general and in Nefas selk-lafto sub-city in particular, it was vital to carry out a research of this kind that would investigate problems of effective leadership in schools and eventually propose mechanisms of tackling these problems. The policy emphasizes on the need for professional and effective leadership at all school levels for the overall success of school development plans is the rationale that initiated the student researcher to undertake this research.

1.2. Statement of the Problem

The school principals can play key leadership role in transforming their institution towards higher/better achievement and success. Initiatives must be taken, resources must be gathered, and exemplary principals are the central figure of school organization. What they say, do or think has a significant effect on organizational performance. A principal's interaction and participation can increase learning climate, productivity, achievement and school reputation (Sergiovanni, 2009). The accomplishments of a school and even whether or not it achieves its goals and mission can be determined by the principal's effectiveness in their vision, both foresight and hindsight.

Principals' effectiveness can have a positive effect on students' academic achievement, organizational management and staff development. Their leadership can promote human relationships, management motivation, collegial relationships, school improvement, and collaboration with stakeholders including students, teachers, parents, staff, and the community.

A good principal envisions a mission for the school that accomplishes the needs of the community (Barth, 2006). Only effective principals can deal with the fast-paced changes and the demanding expectations of today's society. Without effective leadership, it is not possible to have harmonious development of each student. Only effective principals can excite the support of stakeholders.

Effective principals provide teachers with opportunities for professional growth and development by providing feedbacks (Sergiovanni, 2009). They also use reward and recognition (both intrinsic and extrinsic) to empower their teachers and staff (Sergiovanni, 2000). Effective principals provide training, seminar, conference, workshop, and other services for teachers and students to increase the school standards. They clarify the practices and reinforce positive interactions within the school (Mandel, 2006).

Schools need the entire community working together towards an improved educational system. The school principal, by clearly setting an action plan and indicating how parents should get involved in school affair is primarily responsible for the task of maximizing community participation. According to (MoE, 1998), community participation is a development strategy in which the beneficiaries have strong influence on the direction and execution of development projects that will help them improve their economic and social life. When we see community participation in schools of Addis Ababa, it is below satisfactory level. Budgetary constraints, for instance, are among the major complaints of school principals. Principals often forget local community's potential as one reliable means of alleviating material and financial constraints at a time when schools are struggling with serious financial constraints. Community's participation under the PSTA is very much limited to managing disciplinary problems of students and making some

minor administrative decisions. From these observations, it can be said that principals are ineffective in mobilizing the local community towards school improvement.

Regarding promoting human relationships, providing motivation, collegial relationships, school improvement, collaboration with stakeholders, creating suitable learning climate, students' academic achievement, organizational management, and staff development, etc., have not been implemented effectively by educational personnel's (experts, officers and school principals etc), and these days school leadership in Addis Ababa city administration particularly in Nefas Selk-Lafto sub-city is facing a number of problems that are largely to do with principals themselves. Some originate outside the schools which are related to community involvement, personnel and officer in Wereda and Sub-city Education bureau, and rules and guidelines being implemented by this sector. Among these problems being related to school leadership were: lack of vision and mission, the absence of standards set educational training for school leaders (MoE, 1999). Principals need to have the theoretical knowledge, skill and experience in leadership which ultimately have an impact on academic success of student and to fulfill the role of effective leadership.

Due to the increased enrolment of student population and diversified characteristic of internal and external factors, the current conditions of secondary schools are becoming very complex. As a result, principal leadership activities are becoming increasingly challenging to cope up with. For the achievement of educational objectives, there should be shared or distributed school leadership responsibilities and accountability, participatory decision making, and designed collaborative school activities. Currently, however, school principals are not behaving and working like that. Principals should have the capacity and perspective to clearly define the goals and objectives of schools. In this regard, the long trends in most secondary schools have been planning for different works, but they did not implement in what they planned, just plan for the sake of planning. School plans have not been need-based, have not been participatory during process of planning and implementation, superficial, sometimes unavailable or not prepared (2012, sub-city report).

The school leadership less effectiveness in secondary schools in Addis Ababa City Administration especially in Nefas selk-lafto sub-city seems to be less effective when implying the leadership roles of principals. For instance, all stakeholders are not involving in the overall decision-making activities and there are no well-structured and collaborative school activities. Hence, if school leadership responsibilities are not shared among all the concerned stakeholders, decision-making is not participatory, and it does not have designed collaborative school activities as the result school objectives could not be achieved.

School principals need to have the knowledge and skill of effective communication so that they can communicate the interests, attitudes and values of teachers working with them formally and informally and also to motivate them accordingly. Conforming this, Harris et al (2003) state that to demonstrate effective leadership in improving students' achievement, the principal also must have the knowledge and understanding of effective communication strategy. However, resolving disagreements between principals and teachers were one of the regular activities that took ample time, finance and energy of employees. This ultimately signifies that there was poor inter-personal communication marked by mistrust and hatred. This blame lays largely on school principals who should take the priority in clearly and openly communicating with their co-workers and builds trust and avoid conflicts.

Having mentioned the above school leadership problems in Addis Ababa City Administration especially in Nefas Selk-Lafto sub-city, school activities imply less assessment was done regarding to problems of principals' leadership effectiveness. This research, therefore, would fill the awareness gap regarding obstacles to effective principals' leadership in human, technical and intellectual aspects that would prevail among principals themselves, teachers, policy implementers and middle level managers. The researcher tried to seek possible answer for the following basic research questions:

1. What does the extent of principals' leadership effectiveness imply in government secondary school in the sub city?
2. What are the factors affecting principals' leadership effectiveness in government secondary schools?

3. What can be done to improve principals' leadership effectiveness in government secondary schools?

1.3. General and Specific Objectives

1.3.1. General Objective

The main objective of the study was to assess principals' leadership effectiveness in the processes of planning, in enabling to accomplish elements of leadership and maintaining proper styles and skills of leadership and thus to recommend some possible strategies to improve principals' leadership effectiveness of the sub city secondary schools.

1.3.2. Specific Objectives

Specifically, the research paper addressed the following specific objectives. These were

1. To identify the practices of principal's leadership roles in government school leadership of the sub city,
2. To assess the extent of principals' effectiveness in government school leadership of the sub city,
3. To assess what accounts for less effective school principals' leadership at present government school leadership of the sub city, and
4. To explore mechanisms/strategies for improving principals effectiveness in the sub city.

1.4. Significance of the Study

The results of this study are very useful to create awareness for secondary school principals by indicating what sort of leadership roles they lack during leading and how they should fill these gaps so that they can enhance their effectiveness in leadership. Hence, it was believed that this study contributes to that very limited work done in this spare so far. In addition, it was hoped that the findings of this study may contribute to others who may have interest to undertake similar study and it was also intended to give insight to the leadership practices. School leaders may gain pertinent information towards school leadership and make self-improvement. The findings of the research have the following significances to the concerned stakeholders.

1. Would be very important to create awareness among school principals by indicating their levels of effectiveness on key roles, styles and elements of

leadership. As the result effective principals' leadership would be created in government secondary school in the sub city.

2. It would also be helpful for policy implementers and middle managers as an important source of information on what kind of leadership problems do principal face and subsequently take appropriate measurements. So that policy implementers could address principals' leadership problems.
3. To improve learning of students by improving the method of learning in government secondary schools.

1.5. Delimitation of the Study

Since leadership is very broad area, the study was delimited to principals' leadership effectiveness because quality education could mainly be assured through effective educational leadership and effectiveness of leadership with reference to the principals' performance in the process of planning, major elements of effective principals' leadership, leadership styles and skills as applied by principals, problems of effectiveness in school leadership and strategies to tackle those problems. It was also limited to government secondary schools leadership effectiveness from grade 9-10 of Nefas Selk-Lafto sub-city because finance and time restrict.

1.6. Limitations of the Study

Any task could not always be free of limitations. Time was a biggest constraint in this study as the teacher respondents were overloaded with teaching and non-teaching activities in their school. Hence, delay in returning the questionnaires happened. The school leaders were not available in their office most of the time to obtain the required information through questionnaires. Poor record system in the sub-city education offices was also another limitation in finding out up-to-date documents and reports concerning school principals. Therefore the time problem hindered me from completing the paper on the scheduled given and the data recording system being poor prevented me from including document analysis as an instrument in the research.

1.7. Definition of Key Terms

Effectiveness: is concerned with the ability to produce a desired result or goals. In the study principal leadership effectiveness towards their smart planning, conflict management and participated stakeholders in improving school were manifested

Leadership: is formal and informal net influence in desired by the person holding offices (Cohen et al, 1983).

Leadership style: is leader's typically way of behaving towards group members or subordinates (Heck, & Hallinger, 1999).

School leaders: are personnel (principals) who take the ultimate responsibility of running the day-to-day activities that would lead to improvement of the schools. For instance, planning process, involving community, providing mechanisms to address school problems

School Leadership: refers to the leaders' influences on school community to setting and accomplishing educational objectives focusing on curriculum, teaching and learning and students' assessment. That is, in diagnosing and solving problems in the teaching learning process (Dimmock, 2000).

Secondary school: in the sub city the government secondary school grade 9-10

1.8. Organization of the Study

This study was organized into five chapters. In the first chapter, background of the study, statement of the problem, objectives, significance of the study, delimitation of the study, limitation of the study, and organization of the study were treated. In the second chapter, review of related literature was incorporated. The third chapter presented methodology which included the methods to be employed, source of data, instruments of data collection, sample population and sampling techniques, procedures of data collection, and data analysis. The fourth chapter dealt with presentation, analysis, and interpretation of data. The last chapter incorporated the summery of the major findings, conclusions and recommendations.

CHAPTER TWO

Review of Related Literature

In this chapter of the study, the concept and definition of leadership, the theories of leadership, styles and characteristics, skills, elements of Effective Leadership, School Leadership, Principal Leadership roles and functions and finally the principals' leadership developments in Ethiopia were reviewed. This would help to show how different researchers and scholars treated the art at different times.

2.1. Definition of Leadership

The acknowledged expert on the subject, Warren Bennis, says that he has come across over 350 definitions of leadership (Porter et al. 2006) and many researchers have proposed their own definition of what leadership is. In spite of the numerous studies and writings on the subject, there is yet to emerge a universally accepted definition (Peretomode 1991), which means this concept does not still have one common definition that is agreeable by scholars in the field. Among the many definitions ever recognized, the most common ones are treated as follows.

According to Kotelnikov (2001), leadership is the process of directing the behavior of others toward the accomplishment of some common objectives. Leadership is a factor that helps individual and groups to achieve the goal. It is the process of influencing and supporting employees or others to work enthusiastically toward achieving the objective (Mishra, 2001). According to the above definition, there are three important features of leadership. The first one is influencing or supporting, the second is voluntary effort and the third one is goal achievement, in this sense leadership is essential for guiding the activities. Therefore, according to that scholar, leadership is a complex activity involving:

Hughes, (2006) echoes that, leadership is a complex phenomenon involving the leader, the followers and the situation. The leader, as an individual, brings unique personal history, interests, character traits and motivation to the leadership equation. The followers even though their role has not been appreciated, the followers' expectations, personality traits, maturity levels, levels of competence, and motivation affect the leadership process too. Many scholars call this a ripple effect or reciprocity. The

situation, even if we knew all, we could know about a given leader and a given set of followers, leadership makes sense only in the context of how the leader and followers interact in a given situation.

As can be seen from these components of the leadership equation, leadership is the product of the reaction and awareness of the leader and the follower in that given situation. It is the researcher's view that there is no single, correct statement that defines leadership as the concept is complex and newly developing too.

Lunenburg and Orstein (1991) again have given us the following samples of representative definitions of the term leadership among many which are results of empirical investigations by many researchers and practitioners. These are: It is the process of influencing group activities toward the achievement of goals, it is influencing, guiding in direction, course, action, and opinion, it is a dynamic interaction between a leader and each of his or her subordinates, and it is the influential increment over and above the mechanical compliance with routine directives of the organization. The above definitions highlight that leadership is an art of inducing compliance or an exercise of influencing the behavior of subordinates towards institutional goal achievement.

2.2. Theories of Leadership

Researchers have long tried to find out one leadership theory that is universally accepted and applicable to every situation of organization. Gamage (2006) acknowledges that even though some useful insights have been found, no comprehensive theory of leadership has received universal acceptance. They have been making efforts to find out leadership theories, how leaders behave in a way they do, what enable them to act at a given organizational situation, and which of these behaviors and actions are suitable to organization in any place and/or of any kind. Below is a discussion of the leadership theories proposed by several researchers at different time. The common ones are trait, behavioral and situational (Terry and Franklin, 2003). Therefore, it is essential to deal with these three theories for the sake of the study.

2.2.1. Trait Theories

Trait theories are theories that believe leaders are born, not made. These mainly focus on the personal traits of leaders and attempt to identify a set of individual characteristics or traits that distinguished leaders from followers, and successful leaders from unsuccessful leaders. According to trait theory, all those who are likely to assume leadership roles tend to have some common personality characteristics. However, Lunenburg and Orstein (1991) indicated that several years after widely quoted survey of leadership studies, other researchers concluded that the numerous studies of personalities of leaders have failed to find any consistent pattern of traits that characterize leaders. Disappointing results such as these are partly attributable to combining leadership studies from varying situations, each of which may have different leadership demands. When we take this concept to school leadership, the effectiveness of principals is determined by the traits they are endowed with. Those principals who possess the specific traits of leadership can be effective while those who do not possess them will not be effective.

In this regard, Dennis (2004) has enumerated that the oldest tradition in leadership theory and research, and one most familiar to the public, is that leadership is a stable quality possessed by some but not others. He also notes that leadership is stable across situations; that is the person who lead in some context are, to some extent, the same persons who lead in other setting, some trait or cluster of traits can predict which persons, in a given setting, are most likely to lead, and certain traits are necessary or sufficient for a person to be an effective leader.

According to Sexty and Starke (1995), the approaches run into trouble for the following reasons: People who fail as leaders, as well as people who never become leaders, may have some of the same traits as successful leaders; Many traits are not directly observable, nor are they easily measured; even if they could be measured, it is not known how much of a certain trait is necessary for leadership success, and focusing on leader traits ignores the environment in which the leader works.

In spite of these shortcomings, many people continue to believe that the trait approach is a useful way of identifying potential leaders. Among these are, Kouzes and Posner who surveyed over 7,500 managers from across the United States who identified honesty, competence,

forward-looking, inspiring and intelligence as positive traits admired in superior leaders. Kouzes and Posner (1995) have mentioned that contrary to the myth that only a lucky few can ever decipher the mystery of leadership, their research has shown them that leadership is an observable and learnable set of practices.

2.2.2. Behavioral Theories

Three widely known studies of classic behavioral theories of leadership were conducted at the University of Iowa, Ohio State University, and the University of Michigan. Each theory is closely identified with the sponsoring university.

An early attempt to classify and study the effects of different styles of leader behaviors on the group was conducted at the University of Iowa. In the series experiments the Iowa researchers manipulated three leadership styles to determine their effects on the attitudes and productivity of subordinates. Leadership was classified in to three different types according to leader's style of handling several decision-making situations during the experiments. The first one is authoritarian leadership in which leaders are very directive and allow no participation in decisions, the second one is democratic leadership in which leaders encourage group discussions and decision-making, subordinates were informed about conditions affecting their jobs and encouraged to express their ideas, and the third is laissez-faire leadership in which leaders gave complete freedom to the group and left it up to subordinate to make individual decisions on their own.

Another well-known leadership theory is the Ohio state leadership theory. Lunenburg and Orstien (1991) indicated that the Ohio state leadership studies. The research at the Ohio state University aimed at identifying leader's behavior that was important for the attainment of group and organizational goals. Specifically, researchers sought to answer the following questions: what types of behavior do leaders display? What effects do these leaders' behaviors have on work-group performance and satisfaction? These two questions led to the identification of two important leadership behaviors: initiating structure and consideration. Initiating structure refers to the extent to which the leader structures and defines the activities of subordinates so that organizational goals are achieved. It has also been called production-orientation or task-orientation. Consideration refers to the extent to

which leaders are concerned with developing mutual trust between themselves and subordinates as well as showing respect for subordinates' ideas and concern for their feelings. It has also been called people-orientation or human relations-orientation (Sexty and Starke 1995).

While the Ohio state leadership studies were being conducted, a series of leadership studies were in progress at the University of Michigan's Institute for Social Research. The Michigan researchers used an approach to identify leaders who were rated as either effective or ineffective and then studied the behavior of these leaders as an attempt to develop consistent pattern of behavior that can differentiate effective from ineffective leaders. Lunenburg and Orstien (1991) have discussed that; the Michigan studies identified two distinct dimensions of leader behaviors which were called Production-centered leadership and employee-centered leadership. Leaders, who are production-centered set tight work standards, organize tasks carefully, prescribe work methods to be followed, and closely supervise their subordinate's work. Leaders who are employee-centered tend to have supportive relation with their subordinates, use group rather than individual decision-making, encourage subordinates to set and achieve high performance goals, and endeavor to treat their subordinates in a sensitive and considerate way. The difference between these two was that production centered leaders give high emphasis to accomplishment of tasks while employee-centered give much attention to maintain positive relationship with the employees they lead.

2.2.3. Situational Theories

Situational leadership theories propose that the effectiveness of a particular style of leadership is dependent on the context in which it is being exercised. From situation to situation, different styles may be more appropriate. An emphasis is placed on developing the ability to work in different ways and change management style to suit the situation. Two common situational theories include Fiedler's contingency model and House's path-goal theory.

Fiedler's contingency model suggests that leadership effectiveness depends on both leadership style (being task or human orientation) and the degree to which the situation gives the leader control and influence.

Dennis (2004) notes that situational factors affecting a leader's control and influence in Fiedler's theory are identified as leader-group relations, task structure, and position power. The leader-group relations factor refers to the leader's acceptance by group members, whether it is based on referent, expertise, or friendly legitimate sources, the tone of the personal relationships between the formal leader and his or her subordinates, especially key subordinates. Task structure concerns how routine a job is. Highly structured and routine tasks such as those of an assembly line worker or file clerk are clearly defined, and employees usually know exactly what to do. Also it is defined by the degree to which the final decision can be verified as correct or incorrect, the ease with which procedures for accomplishing the task can be specified, the number of ways to approach the problem, and the number of solutions that equally correct or good. Position power refers to the legitimate, coercive, and reward power bases from which a leader can operate. They include the power to hire, fire, promote, demote, give salary raises, or withhold rewards. It is defined by the formal authority in the leader's organizational role and the leverage over the rewards and punishments meted out to the group members. The situational variables identified by Fiedler contingency model are important components of school leadership.

Angelo Kinicki (2008) has noted that the path-goal theory proposes that the effectiveness of leadership is influenced by the interaction of leadership behaviour and contingency factors, including employee characteristics (ability, experience, need for achievement, etc.) and environmental factors (task structure, authority system, team dynamics, etc.).

Lunenburg and Orstien (1991) described the path-goal theory of leadership as a situational theory that is deliberately phrased so that additional variables can be added as the effects of these variables become known. The immediate inspiration for this theory seems to be the challenge to reconcile the contradictors' findings from field studies concerning the effects of leader initiating structure. The theory has been expanded to include several classes of leader behavior and a number of moderator variables. The path-goal theory considers that, the leader's behavior is satisfying to the extent that it meets the immediate wants or needs of subordinates and should support their team by setting a clear path to follow and removing roadblocks in order to allow them to achieve their goals. The leader is expected to adopt different leadership behaviors fluidly according to the situation. Four leader

behaviors have been identified: Directive path-goal clarification; Supportive leadership; Participative leadership, and Achievement-oriented leadership.

In path-goal theory, the effectiveness of different styles of leadership is dependent on the combination of a particular set of employee characteristics, task and environmental factors. This suggests that an effective leader will utilize aspects from various leadership styles, depending on the individual situation.

Situational theories emphasize a need for applying different leadership styles to adapt to different situations and factors in the organizational environment and in the capabilities and degree of motivation of team personnel.

2.3. Leadership Styles and their Characteristics

The classic leadership studies (Trait and Behavioral Approaches) and the Contingency theories of leadership all have direct implications for what style the leader uses in managing human resources in his/ her organization. The term style is roughly equivalent to the manner in which the leader influences subordinates. In the school, the leadership style tells the way that principals exercise his/her different powers in the school compound (O'Connor, 1994). Accordingly, Agrawal, (1993) identified that styles of leadership refers to "the underlying needs structure of the leader that motivates behavior in various interpersonal situations." Thus styles of the leadership is the different abilities and behaviors to enhance and encourage his/her followers towards the desired goals by showing the direction, implementing the plans by taking the first row the accomplishment of each tasks.

Effective school leadership must always know his/her staff members more efficiently to work with them and must be a situational according to his/her follower not necessarily only follow the structure, program and design of the school. Let's take look at some of the leadership styles that you can use.

2.3.1. Autocratic, Democratic, and Laissez-faire Leadership Styles

Studies at Iowa and Ohio universities yielded three known leadership styles Autocratic leadership style results in practically all authority centering in the leader. The leader

enforces decisions by the use of rewards and the fear of punishment. Conformity and obedience on the part of the followers are suggested by this model. The potentially offsetting disadvantage may be the effect of autocratic leadership upon group morale. Democratic leadership style, in contrast to the autocratic style, takes in to consideration the wishes and suggestions of the members as well as those of the leader. It is the human relations approach where all members of the group are seen as important contributors to the final decisions. Laissez-faire Leadership Style is a style in which the leader attempts to exercise very little control or influence over group members. A member is given a goal and mostly left alone to decide how to achieve it. It is characterized by complete freedom for group or individual decision, with a minimum of leader participation.

Mbama (1992) and Chandan (1994) also briefly stated those three leadership styles as follows. **Autocratic Leadership Style:** Autocratic leadership style in most cases raises much more on centralized power and punishment and more consideration is given to the leader. Under this style the leaders are very directive and staff participation is not known. All authority power and responsibility are only on the hands of the leaders. Moreover, leaders assign the staff to clearly expressed tasks and the communication between leaders and subordinate is only one side which is downward flow of communication only allowed. In general under this style the subordinates are no right to do what they have to do but only the order of the leader what they have to done. What is going to be performed depends up on the interest and the willingness of the leader. The main characteristics of autocratic leaders are love of power, wickedness selfishness ruthless, and greed and desired to be flattered. In general, autocratic leadership can create obstacles for coordination and group cohesion and unity of objective may be destroyed;

Democratic Leadership Style: Under this style as the name indicates that it exercises the subordinate the concept democracy. Everybody in the style is activity participate and involved in the leadership process and allowed to function and interact freely. In this style, everybody is the leader of himself according to the school program. Group decision making process has not got more attention and acceptable since the style of the system decentralized the power as well as delegated. When decisions are made the idea of subordinate taken in to consideration before the final decision is taken in to account. The

characteristics of this style is more known by work is divided and assigned on basis of participatory decision making and active two way flow of upward and downward communication between subordinate and leaders are official. Hence this style is more popular and known one since the style treats handles subordinate equally by their interaction in the school and represented for their knowledge and ideas according to their talents and status.

Accordingly, Wallace and Huckman (1999) have argued that a collegial style of school leadership has become the official model of good practices. So, because of its good approach to the subordinates, this style is more selected by the subordinate since he/she considered himself/herself a part of one crucial person in decision making and enhances his/her morale. Hence, democratic leadership will create self-confidence in workers and help the leader to win the confidence, loyalty and cooperation of all the subordinates. Democratic leadership paves the way for better labor relation, high employee morale, collective decision making development of skill and abilities reduction of employee complaints and more job satisfaction for workers; and **Laissez-fair Leadership Style:** In this style of leaderships, leaders give complete freedom to the staff and left it up to subordinates to make individuals decision on their own. However, the leader is still responsible for the decisions that made. Such a leader hates crises, tries to satisfy everybody in the system and prefers to hold meeting with individual members of the staff to seek support rather than open the whole subject of discussion. It is used when employees are able to analyze the situation and determine what needs to be done and how to do it. Additionally, it is used when the leaders have the full trust confidence in the people below them.

2.3.2. Situational Leadership Style

A well-known and useful framework for analyzing leadership behavior is Paul Hersey and Keneth Blanchard's situational Leadership Theory. It identifies two key leadership behaviors. These are; 1/ Task behavior; in which the leader engages in a one way communication by explaining what each subordinate is to do, as well as when, where and how tasks are to be performed, and 2/ relationship behaviors; in which the leader engages in a two-way communication by providing "socio-emotional" support, and "facilitating

behavior" The key for leadership effectiveness in Hersey and Blanchard's model is to match the situation with the appropriate leadership style. Four leadership styles are in the model. These are; 1/ Directing style in which a high task- low relationship style and is effective when subordinates are low in motivation and ability, 2/ Coaching style that is a high task-high relationship style and is effective when subordinates have adequate motivation but low ability, 3/supporting style which is a low task- high relationship style and is effective when subordinates have adequate ability but low motivation, and 4/ delegating style which is a low task- low relationship style and is effective when subordinates are very high in ability and motivation.

2.3.3. Three-Dimensional Leadership Styles

William Reddin developed another useful model for identifying the leadership styles of practicing school administrators. By adding an effectiveness dimension to the task behavior and relationship behavior dimensions of the earlier Ohio state leadership models, Reddin has attempted to integrate the concept of leadership styles with situational demands of a specific environment. According to Redden, in Lunenburg and Orstien (1991) when the style of leadership is appropriate to a given situation, it is termed effective, when the style is inappropriate to a given situation, it is termed ineffective. Redden proposes that any of the four basic leadership styles may be effective or ineffective depending on the situation.

2.4. Leadership Skills

For an organizational leader to be effective, he/ she must be able to develop various skills. There are various classifications of skills. Accordingly, MoE (2004) categorizes leadership skills as technical, conceptual, human and political. There are: **Technical skill** Refers to the understanding and proficiency in the techniques and mechanisms of specific field of work including: Decision making skills; Supervisory skills; Assessment and evaluation skills; Administrative skills; Planning and implementation skills; and Communication skills. **Conceptual skill** is the ability to see the organization as a whole. This may involve: Recognizing the various functions of the organization; Understanding the interrelationship among the various functions of an organization; recognizing the interaction and relationship between the organization and

the internal and external environment within the organization; Creative ability to implement organizational policies and plans; and Integrating and coordinating the activities of staff to improve effectiveness. **Human skill** focuses on the ability to: Work effectively with others/teams; Build cooperative group relations, and Be aware of the attitude, aptitude, expectations and limitations of staff; and **Political skill** Refers to particular skills of leadership that focus on the ability to: Negotiate with other groups or institutions for example, local government authorities, local community and other agencies to generate support and cooperation; Discuss, share ideas and experiences with others; Convince, influence and reason out; Prevent and resolve unproductive conflicts/grievances, and gain acceptance, credibility and recognition by others, etc. for improved performance.

According to Kinard (1988), the skills of the leader can be classified as Technical, Human, and Conceptual. Technical Skills are the specialized knowledge and abilities that can be applied to specific tasks. Human relation skills are the abilities needed to resolve conflicts, motivate, lead, and communicate effectively with subordinates. Conceptual skills are the abilities needed to view the organization from a broad perspective and to see its interrelations among its components which are important during planning. Anwar and Archer (1983) added another two: Decision- Making skills; which are the ability to see the future occurrences and to plan accordingly while Information and Communication skills are basically associated with technologies and implies the ability to interpret facts in order to reach the right conclusion.

Although leadership skills are similar across sectors, educational leaders may need skills that enable them to become effective performers in their own settings (MOE, 2004). These specific skills and competencies help leaders create good learning-teaching environment, establish strong school-community relationship, promote a culture of competition among schools, foster a culture of continuous performance improvement among staff, provide instructional guidance, promote and implement performance based reward system. Accordingly, effective leaders need to have some of the following qualities.

- ☞ Strategic thinkers: able to take the organization successfully into the future
- ☞ Role models: set examples to others
- ☞ Decision takers: make timely and informed decision
- ☞ Mentors: assist subordinates to professionally grow
- ☞ Mediators: help in resolving conflicts timely
- ☞ Consensus seekers/builders: value collective action
- ☞ Self-evaluators: critically assess themselves
- ☞ Team creators and promoters: bring people together for action
- ☞ Fair and balanced: take all people as equals and judge accordingly
- ☞ Good communicators: transmit and receive information effectively
- ☞ Lead through influence and example setting: do not impose ideas and decisions
- ☞ Takers and givers of feedback: provide as well as accept constructive criticism
- ☞ Emphatic listeners: listen to others attentively

2.5. Leadership Effectiveness

Leadership effectiveness is believed to be crucial for the overall success of any organization. Oakland (1993) also asserts that, effective leadership is an approach to improve the competitiveness, effectiveness, and flexibility of the whole organization through planning, organizing, and allowing participation of all members at the appropriate level.

Effective leadership is a function of the characteristics of the leader, the style of leadership, the characteristics of the followers and the situation surrounding the organization (Guthrie, James 1991). One dimension of leader effectiveness is associated with the use of legitimate authority and power which derived from their position.

Fiedler has developed a contingency model of leadership effectiveness that attempts to explain the fact that both autocratic and democratic leaders can be effective. Fiedler's contingency model says that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Drawing on the contingency theory of Fiedler, Flamholtz leadership effectiveness framework bases its notion that no single style is effective in all situations, but rather the situation determines the style that will most likely be effective

(Sutcliffe,1997). Others scholars also stresses that, different situations require different styles and effectiveness of a style depends on the situation in which it is used. Therefore, effectiveness is context based because it depends on the situation in which the leader acts.

2.5.1. Characteristics of Effective Leadership

The effective leader ensures that tasks are accomplished and at the same time colleagues feel that their social needs are being met (Glatter et al. 1988). Leadership is even not about creating a great vision. It is about creating conditions under which all your followers can perform independently and effectively toward a common objective (Kotelnikov 2001). Super-leaders establish values, model, reward, and in many other ways encourage and foster self-leadership in individuals, teams, and wider organizational cultures. Moreover, an important measure of a leader's success is the success of his or her followers. The strength of a leader is also measured by the ability to facilitate the self-leadership of others (Kotelnikov 2001). According to Sexty and Starke (1995), effectiveness is usually judged by the criteria of employee performance and employee satisfaction, and effective leadership occurs when the subordinate's level of development is matched with the appropriate leadership style. Kouzes and Posner (1998) also characterize leaders as experimenters. They find ways to get outside the imaginary boundaries of organizational convention. They take risks and focus on mistakes as learning opportunities.

Respondents to the Institute of Management Leadership survey like Home and Stedman-Jones (in Brundrett et al. 2003), also identify key characteristics of effective leaders as inspiring, strategic thinker, forward-looking, honest, fair-minded, courageous, supportive, and knowledgeable.

Hughes (2006) also asserts that whatever true leadership means, most people would agree that at a minimum, it would be characterized by a high degree of trust between leader and followers. In support of this, Hammer and Champy (1993) characterize Moses as a good model of trustful and visionary leader. In our country's context, there are diversities in religion, culture, ethnicity, gender, age, economic and social status, political attitudes, etc. and, therefore, leaders need to know how to trust, embrace and use this diversity for development. According to Sexty and Starke (1995), if leaders are to be effective, they

should have certain values and attitudes about leadership, empower and coach their subordinates, positively influence others in the workplace, and use the proper leadership style.

Another aspect of leadership characteristics in developing a better leadership is reflection. Hughes (2006) states that reflection is important because it can provide leaders with a variety of insights into how to frame problems differently, look at situations from multiple perspectives, or better understand subordinates. McEwan (2003) also stresses that if you are moving through your work without constant reflection on all the things that are happening, you are missing wonderful learning opportunities. Moreover, Adair (in Porter et al. 2006) stresses that leadership is something that individuals must develop within themselves, through experience and self-reflection as well as training and education.

2.5.2. Leader's Effectiveness

When leaders execute leadership functions wrongly or inappropriately, the implication is that the leadership effectiveness of the organization would be seriously affected. This implication notes us to focus on the effectiveness of leaders. In order to accomplish the desired goals, any leader in an organization should perform in accordance with the concept of high performance and maintain a high level of human resource development which are the two key elements of effective leadership. If an organization achieves high level of task accomplishment and maintain itself as a capable entity over time and ensure satisfaction of majority of stake holders in product or service delivery, then it means that the leadership is effective (John et al,1991)

Steers (1991) also argues that effective leadership demands commitment to come up with two complementary performance outcomes. First, to know whether or not key tasks: goals are being achieved; second to know how proper utilization of scarce resources can be indicators of performance effectiveness.

Good leaders establish and maintain the conditions needed to ensure high productivity for themselves, for individual work units, and for the organization as a whole. These issues are critical and important. Hence, leaders who deal with effectiveness especially in terms of quality, more than anything else, should bring to the fore front their tasks of competence

building, if plans are to be realized. This fact of course, requires effective leadership behavior (Hunt, 1992). Murgatroyd and Morgan (1994) also illustrate that effective leadership requires skills needed from managers as follows: activate, coach, guide, mentor, educate, assist, and support colleagues so that they focus on a shared vision, empower those nearest to the process to manage that process themselves, concentrate on the whole picture; search for small things that can make a critical difference, and believe that challenge and fun go together.

2.5.3.Elements of Effective Leadership

Scholars came up with differing views regarding elements of effective leaders of organizations. One can find many different kinds of elements of leadership proposed by different scholars. But the most commonly stated elements of effective leadership were treated here.

2.5.3.1. Empowerment by Principals

Many writers view that empowerment is an act by school heads to leave a reasonable amount of authority and responsibly to teachers on matters related to classroom instructions. In this condition, teachers are given the authority and held accountable when taking any decision targeted at improving the quality of classroom instruction. More broadly, empowerment in school situation is best defined by Harris et al (2005) as giving teachers and even students a share in important organizational decisions, giving them opportunities to shape organizational goals, purposely providing forums for staff input, acting on staff input, and giving real leadership opportunities in school specific situations that really matter.

Every school leadership activities ultimately direct towards improving the quality of instruction taking place between teacher and students. There are many functions within the school organization that must be properly balanced for this to be maximized. Ubben and Hughes (1997) also add to this stating that too much control or structure over teachers or centralization of authority over the classrooms might produce some uniformity but takes away teachers' autonomy, negatively affecting teachers' motivation and reducing the quality of instruction among better teachers. On the other hand, too little attention on the part of administrator regarding what goes on in each classroom can lead to lack of coordination of the curriculum, great variation in the quality of teaching, great variation

in the motivation of teacher. What is desired is a fine balance that can adequately empower teachers to exercising appropriate professional judgment while still ensuring the coordination of the curriculum and supervision of teachers of instruction. The appropriate empowerment of teachers must lie in the amount of authority granted, methods of accountability used to ensure responsibility and the organizational structures created to maintain the proper communication flow necessary to carry out these tasks.

2.5.3.2. Leadership and School Improvement

The issue of leadership for school improvement is now high on the research and policy agendas of many countries. Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at school and classroom level that support and sustain school improvement. Literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school heads. The notion of school improvement largely suggests introducing changes in schools. Hence, it can be viewed that school leaders should be initiators and agents of change. They should introduce new culture and climate and stand as agents (representatives) of change processes in schools. Gamage (2006) adds that if the educational administrator functions as a change agent, taking the staff with him/ her, such a program will give the leader and the teachers more, not less, control of the school program. Principals will have to perform roles, such as instructional leader, system specialist, planner, coordinator, change agent.

One can find, in the literatures, many explanations on the meaning and nature of school improvement. However, what is largely representation of many definitions was presented by Gamage (2006). He defines that school improvement is a systematic, sustained effort aimed at change in learning conditions or other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively and he also referred that the notion of school improvement suggests change.

2.5.3.3. Creating an Orderly School Climate

Leadership is the way principals use themselves to create a school climate characterized by student productivity, staff productivity, and creative thought. Principals can play a key part in the efforts of creation of sustainable and conducive school environment that ultimately

promotes effective teacher professional development and student learning. Schlechy, (1990) underlines that; the principal of the school has a particular responsibility to lead the staff in developing school policies to control student behavior.

Organizational climate in schools may have many different facets. In this regard, Gamage (2006) organizational climate is a relatively enduring quality of the internal environment of an organization that (i) is experienced by its members, (ii) influences their behavior, and (iii) can be described in terms of the values of a particular set of characteristics or attitudes of the organization.

There are many reasons as to why it is valuable to establish an orderly school environment. It is very difficult for principals to plan and implement any school activity within a state of turmoil and unstable conditions. Those in charge of preparing and putting into action school improvement plan, therefore, need to feel that they are working in a state of relatively stable job environment. Ubben and Hughes (1997) enumerate two of the most important premises: (1) Learning occurs best in an orderly environment, and (2) The environment enhanced when the staff behaves in an orderly and internally controlled way.

There are many indications of conducive work environments of schools. Among these reflections are cooperative work relations between every school community, proper behavior control of students, proper student behavior control system, and encouragements from leadership for high achievements of teachers and students. Ubben and Hughes (1997) also state that what constitutes the maximally productive environment for learning and positive student control were: clear, firm, and higher teacher and administrator expectation, consistent rules and consequences that directly relate to breaking these rules, a decided and well implemented emphasis on the self-esteem of all students, and public and private acknowledgement and rewarding of positive behaviors by students.

2.5.3.4. Creating and Communicating an Actionable Vision

Another essential task of an effective leader is his/her ability to create and communicate visions. This is, because the success of any organization depends very much on having an agreed vision specific to its situations or environment. We can find various definitions of

the term vision in literatures. However, some of these definitions are very much similar to one another in the way they were explained. That means scholars who defined this term share some common conceptual frame wok during explaining the term. A definition given by Cheng (2005) looks largely representative of most of the definitions provided by scholars. He defines vision as an image of a future that the school members want to achieve or care about. It means just constantly reviewing what some body is doing and holding on to things one values.

There is an agreement among scholars that every organization need to have an agreeable vision and mission so that they could be successful in goal achievement. Supporting this, Riches and Morgan (1989) state that, it is absolutely crucial to have a good understanding-call it whatever you want- of your business and what you are doing, the rapidity of change makes vision all more important. Stressing the value of visions to successful principals, Sergiovanni (2001) also advises that anyone who is aspiring to be a good principal need to have some sense of what she or he values, something to be committed to, a compass to help navigate the way-a personal vision. It can be concluded that principals being leaders of schools, need to create visions reflecting their own school situations that are valuable to bring about school wide development.

2.5.3.5.Human Resource Development in Schools

Organizations can have tangible and intangible resources. If these resources are not properly acquired, maintained, and developed, we simply do not have organizations to realize goals. The most important of these resources is its staff and when a staff is congruent with organizational needs, well trained, adaptive, and motivated, great things can happen. To achieve this, requires attention to the variety of ways in which human potential can be realized and the variety of needs that any particular person may have at any particular stage of growth. Human resource development is a process that uses developmental practices to bring about more quality, higher productivity, and greater satisfaction among employees. It is a complex process and sometimes not a very well-accomplished one, often because of lacks of focus on the part of heads.

School leaders are personnel in charge of developing teachers in their profession. In this regard, Harris et al (2005) confirms that school leadership must build the capacity by developing the school as a learning community. To conduct an internal continuous professional development (CPD) program, inventories has to be conducted by the principal to find out special skills and interests that staff may have that are unrevealed in other sources which should include a list of teaching and organization skills and knowledge areas. If it is the higher-order external staff development, it needs the principal in collaboration with local district educational offices who should engage in clinical supervision, helping staff members initiate individual development plans, and organize school-based in-service programming. Human resource development (HRD) program must be diverse and continuous process. It is not a onetime business. In accordance with this, Schlechy (1990) illustrated that attention needs to be directed to four factors: the nature of the adult learner, the different kinds of learning required of effective staff members, the varying amount of time required to effect different kinds of behavior change, and the application of appropriate training or development process given factors.

Teachers and administrators should be expected to participate in continuing education, because it is part of their job, not because it is a requirement to keep their certificates or license current. In support of this Schlechy (1990) underlines that, the continuing education of teachers and administrators is or should be the responsibility of the employee just as is the case with other corporate employer.

2.6. School Leadership

School Leadership is about achieving constructive or adaptive change (Bergley & Leonard 1999), that is, creating a conducive school environment in which both the principal as a leader and the teachers, who are the followers and who depend on the principal, all receive the maximum benefit. School Leadership is thus more about human relationship, than about just managing an institution. According to Steyn (2002b), School leadership deals with supervising the curriculum, improving the instructional program, working with teachers to identify a vision and a mission for the school, and building a close relationship with the community. School leadership focuses on the school, not as an organization, but as a community in which the principal is a servant.

Indeed Sergiovanni (2001), sees principals as being responsible for ministering to the needs of the school they serve; they minister by assisting teachers, by encouraging others to be leaders in their own right and by devoting themselves to a cause, mission, set of ideas and accepting the duty and obligation to serve this cause. Thus, the principal's leadership task is to focus on a vision, commitment, risk-taking and communication. According to Bergley and Leonard (1999) citing Murphy (1995), leaders lead not from the top of the school organization pyramid, but from the nexus of a web of interpersonal relationships, with people, rather than through people.

2.6.1. School Leadership and School Success

One of the scholars, Sergiovanni (2001) has indicated the dependability of school success on effective leadership and stated that tomorrow's school success will depend on the ability of the leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsible citizen. Moreover, to make quality of education more attractive and sustained, leadership does not come from only one person. Therefore, successful school leadership is one of the key conventional terms where the success of school is being celebrated. In this regard, researches and practices have a great deal to say about the importance of school leadership with regard to its impact on school improvements and ultimately on student achievement. Accordingly, Harris et al, (2003) underlines that, there is growing recognition that deep and sustained school improvement will depend on the leadership of many rather than just a few. It can be said that without appropriate leadership in place, realizing any quality program in education will fall in a serious doubt and principals are the persons behind successful schools in the midst of a rapidly changing school environment.

2.6.2. A Paradigm Shift in School Leadership

People in charge of schools exercised many ways of administrations. Many scholars have been mentioned that the earliest of these ways is the traditional management theory. Boyd (2002) defines leaders in traditional leadership as "those who follow hierarchical structures". Serrgiovanni (2001) also characterizes the traditional management theory "as the management and leadership that needs to bring about a fair days' work for a fair day's pay" but not for transcending this minimum contract to achieve inspired and extraordinary commitment and

performance in schools are different. It is associated with bureaucratic rule and personal authority. The leader relies very much on controls using rules, procedures, and regulations that do not inspire maximum commitment from workers. Therefore, as school situations and constituencies change in their characteristics, traditional management began to receive criticisms from scholars. It becomes less and less appropriate to these changes in schools. Hence, some sort of change in the context of leadership becomes eminent.

Barker (1992) posits that, applying new ideas to the challenge of future paradigm shifts is not just changing the rules of the game, but is the formulation of a new game. He notes that the administrator manages within a paradigm but leads between paradigms. School leadership has become increasingly more complicated and vital to ensuring school success and soliciting substantial participation from faculty, staff and students. In responding to higher standards of increased student progress, school leaders recognize that they alone cannot be the sole instructional leaders but must coach, mentor, and empower faculty and staff in the pursuit of reform and renewal. As school leaders continue to adapt to their changing roles, effective leadership skills will be essential and the real challenge is providing the type of leadership skills necessary to assist schools in expanding their traditional boundaries (Greene, 2003). Lambert (2003) notes that for decades, educators have understood that they are all responsible for student learning, but more recently administrators have come to realize that they are responsible for their own learning and the learning of their colleagues as well.

Jamson (2006) also rejects the relevance of traditional management saying that the 21st century is about organizations that can be enable through systems and processes and move us away from a hierarchical, parochial, and old-fashioned 19 century institutional shape and form of leadership. As a result, many countries began to shift to a new paradigm to school leadership-Transformational Leadership, Participatory Leadership, or shared Leadership.

This paradigm shift also has its own implication. The major implication for re-conceptualizing leadership concepts concerning the traditional leadership thinking is that new leadership should have multi-levels of leaders such as the individual, group, and school levels, and multiple categories of leaders including not only the principal and administrators but also teachers and even

students and other constituencies. This expansion of leaders can reflect the current needs for "distributed leadership" or "participative leadership" in the complicated and demanding educational environment.

2.7. The Role and Function of School Principals' Leadership

Organization or institution of any kind cannot operate independently without the guidance of the leader. The leader is fully responsible for the attainment of organizational goal. As leaders, school principals have a fundamental responsibility for administrating and leading all aspects of the school. In this sense, school principal is an administrative head of school that is subject to school system, policy and manages the school's total program. On top of this, the development and the failure of his school objectives are shouldered over his responsibility (Dejnozka, 1983).

Scholars treated the roles of principals in their own way of understanding. Due to this, one can find many different leadership roles and functions of principals in the literatures that can vary from scholar to scholar. The roles of principals as described in many literatures will be treated below.

2.7.1. Instructional Leadership

In the 1980s, instructional leadership research began to emerge. Hallinger and Murphy, (1986) suggested that a principal's instructional leadership role could be divided into three dimensions: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate. The three dimensions contained 11 job functions. The 11 job functions included; framing school goals, communicating school goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing and enforcing academic standards, and providing incentives for learning. These functions provided leaders with the standards for being effective instructional leaders in their organizations. More recently, Hallinger (2003) concluded that 15 years of research have provided findings concerning qualities of instructional leadership behavior, effects of the school context on instructional leadership, effects of school leadership on the organization, and

school outcomes. Therefore, this is a strong indication that principals should play an instructional leadership role during managing their schools.

Instructional roles and function for principal's leadership which were developed by Lunenburg and Orstien (1991) are also explained as follows. The first is, promoting quality instruction: which is ensuring consistency and coordination of instructional programs and defining recommended methods of instruction; the second is, supervising and evaluating instructions: this means ensuring that school goals are translated in to practice at the classroom level and monitoring classroom instructions through numerous classroom observations; and the third is, coordinating the curriculum : meaning translating curriculum knowledge in to meaningful curricular programs, matching instructional objectives with curriculum materials and continuity vertically and across grade levels. One of the skills of leadership is technical skill which, in the case of school leaders, is a specialized knowledge in curriculum and instruction. Hence, from all these discussions, it can be summarized that principals should be knowledgeable in all aspects of classroom instructions.

2.7.2.Planning in Schools

Scholars in the field of education have given us a number of definitions for the conduct of planning in schools. Coombs (1970) illustrated educational Planning is the first and perhaps the most important role of a school principal. It is the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. The essence of planning is to prepare for and predict future events. It goes beyond attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives and a step by step determination of the activities and resources necessary to achieve them.

Ubben and hughes (1997) also define planning in schools as a process that involves the translation of concepts, ideas, beliefs in to operational processes and measurable outcomes or objectives-the accomplishment of which is believed to lead to the realization of

predetermined goals. It is therefore, a process by which an analysis of present condition is made in order to determine and devise ways of reaching a desired future for schools.

Researchers give various attributes of these planning processes that characterize appropriate plans of organizations. Baily (1991) has synthesized school planning from many researchers and evaluation studies and deduced that, successful planning at the school site can be characterized by the following: need assessment, prioritization of needs, establishment of short-range objectives, development of action plans, monitoring of action plans, and evaluations of action plans. School plan must be democratically oriented and should involve everyone concerned; teachers, students, parents, and community. This is essential not only from the point of view of effective implementation, but also for creating additional resources both in terms of men and material. So, effective plans are those that require participation of all stake holders starting from preparation through its implementation.

The role of the principal is very crucial during school planning processes. He/ she play a vital role from preparation all through implementation and evaluation. Strengthening this idea, Talesra et al (2002) states that success of institutional planning depends on the dynamism and interest of the head. They go on stating that the principal as a head of the institution should have the capacity and perspective to clearly define the goals and tasks of the institute. The principal has to identify the needs, the scarce interests, and abilities of teachers and make them work enthusiastically for the welfare of the institution. Principals should look at the system as a whole, assess strengths and weaknesses, and carefully create a feeling of readiness for change.

The practice of preparing a plan in schools is not without a problem. Principals may face different kinds of problems in their attempt to prepare actionable school plan. One of the problems is that, teachers are conditioned to believe that their job description does not go beyond teaching their class and conducting a few extra auricular activities. In support of this, Baily (1991) argues that one of the problems of planning functions is that many teachers are not aware that school wide planning and problem solving are part of their roles. Other problem of planning activity is lack of support from various stake holders of schools.

Sergiovanni (1995) indicates the key roles played by principals in planning and providing leadership for changes addressed to individuals, schools, and the work flow as units of change. He goes on mentioning that yet when it comes to institutionalizing changes, they do not have much power. The reality is that principals will need the support of superintendents and the central office staff, and at the very least, the acquiescence of the school board and teacher's union. Generally, lack of support from local officials of the education office and teachers' tendency not to participate in the whole processes of planning are some of the serious problems principals has to expect and if faced by them, tackle them effectively.

2.7.3. Building Good Relationships

Obviously, we agree that to build trust in organization, we need to know each other as whole individuals: as colleagues, friends, parents, citizens. It is through these relationships that we can understand and respect each other's experiences, values and aspirations. Within such authentic relationships, our self-concepts and world views nestle and evolve. Our fundamental beliefs can be made public and discussed when we know we can count on others to respect us for who we are, regardless of our differences.

Covey (2005) have stressed that, the first job of any leader is to inspire trust. The best leaders begin by framing trust in economic terms for their companies. When an organization recognizes that it has low trust, huge economic consequences can be expected. Everything will take longer and everything will cost more because of the steps organizations will need to take to compensate for their lack of trust. These costs can be quantified and, when they are, suddenly leaders recognize how low trust is not merely a social issue, but that it is an economic matter. Therefore, the best leaders then focus on making the creation of trust an explicit objective. It must become like any other goal that is focused on, measured, and improved. It must be communicated that trust matters to management and leadership. One of the best ways to do this is to make an initial baseline measurement of organizational trust and then to track improvements over time.

Accordingly, a communication system needs to be open and fluid, include feedback loops and be practiced by everyone in the school. The central function of such a system is to

create and share information and to interpret and make sense of information as it is generated and shared. Trustful relation among school members is also crucial component of successful schools. It is an essential quality of effective principals that is vital during implementation of school improvement plan.

Several scholars who made researches on the concept and definition of trust have given different meanings depending on their perception. Blase and Blase (1994) define trust as the knowledge that one person will not take unfair advantage of another person, deliberately or consciously; further, any harm committed accidentally or unconsciously is always expected to be repaired. Robbins (2003) also defined trust as a positive expectation that another will not-through words, actions, or decisions-act opportunistically. It is generally regarded as a state of mind or a belief one has that the other person close to him/her will not act at the expense of him/her. In such a state, the intimacy and closeness of individuals or groups will increase.

Many scholars have underlined the importance of climate of trust in an organization. They have unanimously agreed that trustful relationships are vital in the process of exercising leadership. Studies indicated that subordinates are willing and committed to carry out decisions of leaders whom they trust. As Evans, (in Fidler and Atton, 2004) note that, trust is doubly important when organizations are reaching rapid improvement, which requires exceptional effort and competence. Therefore, trust is essential between leaders and the led, vital to people's job, status, functions and loyalty, vital to fellowship.

Sergiovanni (1995) also stresses the importance of trust particularly to schools when he mentions that learning is fostered best in groups where there is trust, sustained caring, and mutual respect among all members of the learning community.

Scholars have proposed many approaches to bring about trust among organizational members and leader can apply many mechanisms to build trust in the organization. In this context, Robbins (2003) clarifies that to be successful, managers who have learned to build trust engage in certain common practices such as, openness, being fair, show consistency, fulfill their promises, maintain confidences, and demonstrate competence. Harris et al (2005) also mentions that trust can be built by leaders by relinquishing the idea of structure as

control and viewing structure as a vehicle for empowering others. They proceed stating that when leaders can do, open, consistent, and predictable in their dealings with followers, the result will almost always be a condition of trust. Generally, it can be said that school principals should be consistent in their actions and rulings, honest, reliable, and competent so that trustful relation with their staff members is established and maintained.

2.7.4. Conflict Management

Another key task of the leader is managing conflicts using appropriate strategy. It is largely accepted by scholars in the field that conflicts are inevitable to any organization and hence dealing with conflicts is one of the biggest challenges that school leaders should deal with. Principals should acquire theoretical knowledge and skills on the broader concept of conflict so that they will be in a better position to effectively manage them.

Sergiovanni (1995) states that in the vast body of scientific literature there is no consensus on a specific definition of "conflict". However, still one can find a definition for this term that is largely accepted. Admitting this, Anwar and Archer (1983) defined conflict in organization as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other. We see from this definition that conflicts mostly entail incompatibility of interests of the two parties in it. The gain of one of the party has a negative impact on the other. This is an ideal situation basically leading to conflict in organizations or any place.

Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy. Hence, numerous authors have mentioned some lists of causes of organizational conflicts. These causes provided by writers have some sort of similarities and difference depending on the perception of the scholar who provided. Owens (1991), for instance, has classified the basic causes of conflicts into two: 1/ when the organization's resources are insufficient to meet the requirements of the subunits to do their tasks that is competition for these scarce

resources; 2/ when two parties in the organization must work together but cannot agree on how to do so that is goal divergent. Kreitner and Kiniki (2004) on their part, provide the following as antecedents of conflict. These are incompatible personalities or value systems, overlapping or unclear job boundaries, competition for scarce resources, inadequate communication, unreasonable or unclear policies, and unresolved or suppressed conflicts. From all these lists of causes, any one or more of them can be antecedent/s of conflicts at any time in organization.

Conflicts arising from any source due to any mentioned cause/s have their own latent or overt effects on the parties involved and the organization. In this regard, Owens (1991) explains that frequent and powerful hostility arising from conflict can have devastating impacts on the behavior of people in organizations. He brings them in to two categories: 1/ psychological withdrawal such as alienation, apathy, and indifference which have an effect on the functioning of the organization; 2/ physical withdrawal such as absence, tardiness, and turnover which are widely occurring responses to conflicts.

Hence, it is highly desirable for leaders to possess the theoretical knowledge and skills appropriate to effectively deal with conflicts. In this regard, literatures provide various mechanisms of conflict management which differ from author to author and even from time to time. Lessay (1971) also illustrates that effective management of conflict (emphasizing the collaborative essence of organizational life) can lead to outcomes that are productive and enhance the health of the organization over time. Contrary to this, ineffective management of conflict can and frequently does create a climate that exacerbates the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness. Obviously, the health of the organization caught in this syndrome tends to decline.

2.7.5. Effective Community Interrelationship with the School

Leadership

Successful school leaders work hard to promote community involvement in almost every activity of school leadership. It is common to find in literatures that effective community participation is highly valuable to school improvement plans. This role makes it necessary that the principal must know the community, take an active part in the growth

and improvement of the community and encourage the staff to do likewise. He also should facilitate community participation in the life of the school and provide for interpretation of the school to the community. The educational system as an open system and a social organization thrives on effective interrelationship within it and with its relevant publics. The school administrator endeavors to promote school-community relation through the participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies.

Many scholars have exhaustively discussed the value of community participation for school improvements. Cheng (2005) argues that family-school collaboration is a cooperative process of planning that brings together school, staff, parents, children, and community members to maximize resources for achievement and development. Community participation yields maximum resources from members such as money, knowledge, and skills. Parent involvement is positively associated with student success, higher attendance rates, and lower suspension rates. Increased parent involvement has also been shown to lead greater teacher satisfaction, improved parent understanding, and parent-child communication and more successful and effective school programs.

Any success or failure of the education system has a direct influence on the respective community. This holds true in that it is the children who are expected to bring the desired behavioral change through education, and in this way, education can serve the community as a vehicle to promote its social and economic development goals. Therefore, giving room for community participation in the management of schools can develop a sense of ownership and due responsibility on the part of the community so that schools can be successful in their operation.

Effective principals reach out to the community, the business sector, universities, philanthropic groups, and families in an effort to draw valuable resources from them. But how could this be achieved is the question that should be answered satisfactorily by principals. In this context, Gamage (2006) states that a principal needs to develop new and more democratic structures, procedures, and processes for implementation,

monitoring, and evaluation. Sergiovanni (1995) also illustrates that effective principals create a partnership linkage between the school and the community by establishing a variety of methods for communicating. They include them in decision-making process and have them serve as resources to extend the efforts of the school. MOE (1994), also states that school principals are given the power and responsibility among other things to appropriately manage the overall education activities in schools, and seek and maintain the active cooperation of the community in the management of schools.

The practice of effective community participation in schools is facing a number of problems. Admitting this, Marsh (1988) states that despite its paramount importance, the efforts of promoting active community participation has been hindered by different factors. These major obstacles that are associated with the school principal are lack of competence and commitment, refusal to encourage the school board and association for participation, degrading the decision making capacity of community representatives as below average, lack of clearly defined roles and responsibilities of the school committee, and long distance of houses of community members from schools that brought about reluctance of school board from active participation in school matters.

2.8. School Leadership Experience in Ethiopia

School leadership in Ethiopia is strongly connected with the introduction of modern education in the country. According to MoE (2002), it is stated that prior to 1962, expatriate school leaders were assigned in secondary school of different province of Ethiopia during the 1930s and 1940s predominantly, Indians were posted to school leadership although the criteria were not at all clear, may be for their educational standards and experiences in leadership. After the restoration of independency in 1941 education was given high priority which resulted in opening of schools in different parts of the country. As there were no enough educated Ethiopians to teach and run the schools, most of the teachers and head masters in the schools were from foreign countries such as the UK, USA, Canada, Sweden, Egypt and India (ICDR, 1999 as cited in Fiseha, 2005).

In 1961/62 one year course in supervision and administration was started at Addis Ababa University. This continued until 1976, still some pedagogical letters written before the

year 1960. MoE, (2002) reveals the Ethiopians who were graduated with BA/BSc degree in any field were assigned as school leaders in secondary schools by senior officials of the Ministry of Education. The major selection requirements were educational standard, service years and work experience. On the other hand, scale promotion advertisements that had been issued from 1973-1976 show that, secondary school leaders were those who held their first degree preferably, in educational management field and those who had at least worked for a limited time as unit leader or department head or teacher.

Then it is stated in a job description of the MoE issued in 1986 that secondary school leaders should have a first degree administration including a sufficient work experience that shows an attention to consider school leadership as a profession (Fiseha, 2005). According to Hailesilassie, (1999), cognizant of the fact that any educational reform will not be sustainable without adequate and well qualified personnel and acknowledging that there exists a serious need for effective educational system and leadership will be professional. School leadership practice in Addis Ababa city administration is similar to the Ethiopian context.

Summary

The purpose of this review of related literature was meant as reference point on the effectiveness of principals' leadership. The main points included in this part of the study include: theories of leadership, leadership skill and styles, leadership effectiveness, school leadership, principal leadership role and functions, and finally school leadership experience in Ethiopia were addressed. This would help to show how different researchers dealt with the leadership art at different time.

CHAPTER THREE

The Research Design and Methodology

In this chapter method of the study, data sources, sample population and sampling technique, instruments and procedures of data collection and methods of data analysis were discussed.

3.1. Research Design and Methodology

The methodology that was utilized for this research was a descriptive survey approach. Best and James, (2004) argue that a descriptive survey method is appropriate when the investigator wants to collect opinion of attitude of respondents regarding an issue. In this study also an attitude and opinion of respondents were required to be gathered in order to properly address the objectives and basic questions set. This approach was employed for the study because it allowed collecting the officials'(sub-city Education Office head), supervisors', education experts', secondary school principals' and vice-principals', parent student and teacher association chairs' and teachers' and department heads opinions towards the effectiveness of principal leadership.

3.2. Source of Data

Both primary and secondary source of data were employed. Primary sources are sources that bring first hand information (Sarantakos, 2005). The primary source of data for this study were obtained from SEO head and experts, supervisors, secondary school principals, teachers and department heads, and PSTA chairs. Secondary sources were also included as sources of data in this study. These sources of data included reports (annual and quarterly) of SEO and schools and various guidelines used by the offices to govern the activities of principals like, policy documents in Nefas Selk-Lafto sub-city, as well as other documents that were believed to be relevant to the study.

3.3 Sample size and Sampling Techniques

There were eight government secondary schools, 24 principals, 502 government secondary school teachers and department heads, eight parent-student-teacher association (PSTA) chairs, one SEO head, five supervisors, and two education experts. The stakeholders included in the sample were believed to have adequate information regarding principals' leadership effectiveness and also to get relevant information. For

this reason purposive sampling technique was employed. Creswell (2003) stated that in purposive sampling technique the researchers purposely choose subjects who, in their opinion, are relevant to the project and the choice of respondents is guided by the judgment of the investigator. Besides, the numbers of the respondents in the sub-city education office and in government secondary schools were small except the teachers. This indicated that it was appropriate enough to take all the entire population as samples except the teachers in order to make the sample representative and to make the data collected from them reliable. As a result, availability sampling techniques was employed and teachers were selected among the total teachers by using simple random sampling techniques.

All of government secondary schools (7) except Higher 23, all government secondary schools principals (21), SEO head (1), education experts(2), supervisors (5) and PSTA chairs (7) were selected by availability sampling techniques because the number of respondents were small. Out of the total number of government secondary schools teachers and department heads, 180 (35%) were included in sample. Here 35% teachers and department heads were selected among the total teachers by using simple random sampling techniques, in simple random sampling, every member of a population has an equal and independent chance of being selected as sample this was meant to make the respondents representative and to manage the data.

Table 1: Number of Selected Schools with their Respective Respondents

No	Selected secondary schools	Population of teachers	Sample of respondents				
			Teachers and department heads	Supervisors	Principals	PSTA	SEO head and experts
1	Ewket Lehbret	88	30	5	21	7	3
2	Fana 02	55	22				
3	Firehiwot 02	113	36				
4	Fitawrary Lakadgeh	37	17				
5	Ginbot 20	65	24				
6	Lafto	82	28				
7	Sedil Le Ethiopia	62	23				
Total		502	180	5	21	7	3
Total			180+5+21+7+3= 216				

Principals, supervisors, teachers and department heads, and PSTA chairs were selected to respond to questionnaire while SEO head and experts responded to interviews prepared for them. Table 1 indicates the number of teachers (T) and department heads (DH), principals, supervisors, SEO head and education experts, and PSTA chairs who were selected as respondents of the study in each sample schools and sub city education office.

3.4. Data Gathering Instruments

In an attempt to collect data, two instruments were used in the process of gathering the necessary data for the study. These were questionnaire, structured and semi-structured interview questions.

3.4.1. Questionnaires

Questionnaires were constructed as main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Questionnaire comprises both open-ended and closed-ended (Likert type) question that are from very low to very high. The questionnaires which were developed by the researcher consisted of forty eight sets of questions. Each of these tools was distributed to supervisors, principals, teachers and department heads, and PSTA chairs.

In the questionnaires, the items reflected principals' performance in the processes of planning, in major elements of effective leadership, their tendency in applying various styles and the skills they do/not possess. Besides, these items also contained problems of ineffectiveness in school leadership and strategies to tackle them.

3.4.2. Interview

Nine structured and semi-structured interview questions were also prepared and administered to sub-city Education Office head and experts. Interviews are appropriate to collect in depth information that allows opportunity for explanations of questions, and can be applied to any type of population (Best and James, 2004). Data from interviews can be supplemented with other responses (Sarantakos, 2005). These justifications from authorities convinced the researcher to apply this tool. Items in the interviews involved principals'

performance in planning, in various elements of effective leadership, problems and strategies that respondents recommend.

3.5. Pilot study

The purpose of the pilot study was to assess the relevance of the instruments designed to collect data for the study. The aim was to find out ambiguities, omissions and misunderstandings of each item. Using the relevant comments and suggestions from the instruments, the pilot study was conducted. The pilot study was conducted in Higher 23 government secondary School for it is nearby school and since the school has a similar standard with the other sample government secondary schools. The questionnaires were also pilot tested in that particular school. Two department heads, five teachers, and one principal participated in the pilot study. Questionnaires were distributed to all the above respondents of the researcher. After the pilot study was conducted; both reliability and validity were established.

In order to improve the reliability, Cronbach alpha test was used and the result was 0.80. This indicated that questionnaires were reliable since the result of this pilot test was greater than the cronbach alpha test 0.7(George and Mallery, 2003). So those all items of the instruments were made as possible to the study problem. Based on the pilot study's results and the professional's feedback the content validity of the instrument was checked as follows: The items were roughly inspected, The content validity of the instrument, the order of the questions, omissions, vague, items terminologies were improved and made the items measure what they were supposed to measure.

3.6. Procedures of Data Collection

The following procedures of data collection were used in assessing the principals' leadership effectiveness in secondary school of Nefas Selk-Lafto sub-City. Questionnaires were prepared in English for school leaders, supervisors, and teachers and department heads while for PSTA chairs the same questionnaire was prepared in Amharic. Questionnaires prepared for teachers and department heads, PSTA chairs, and principals were distributed in each sample school after discussions were held with them on the purpose of the study and the confidentiality of their responses and their identity was ensured by researcher. Questionnaires for supervisors were also distributed at the

sub-city compound after the same discussions were held on the same issues. Therefore, the questionnaires were filled appropriately in 30-40 minutes and returned from each respondent to the researcher. Interviews were held in participants' office with pre-informed consent of participants for 45 minutes. Each participant of the interview was contacted and discussions were made on their willingness, the purpose of the study, and time for the interview

3.7. Methods of Data Analysis

The data gathered through questionnaires and interviews were checked, and classified with respect to the respondent category taking supervisors together, teachers and department heads together, principals and PSTA chairs separately. Following this, data were arranged and organized in tables with their respective items to make ready for analysis. The responses of the questionnaire were also analyzed by using descriptive statistics like frequencies and mean (mean scale from 1.00 to 2.60 as least effective, from 2.61 to 3.40 as moderately effective, and from 3.41 to 5.00 as high effective) were used to analyze the data obtained from supervisors, principals, department heads, PSTA chairs and teachers questionnaire. Responses from open-ended questions in the questionnaires, and interviews were further summarized to highlight major trends regarding problems of effective principal leadership and mechanisms to tackle them.

CHAPTER FOUR

Presentation Analysis and Interpretation of Data

This part of the research dealt with analysis and interpretation of the data gathered from the respondents. The respondents were sub-city education head and experts, sub-city supervisors, secondary school principals, teachers, department heads and parent-student-teachers association chairs. The data obtained through questionnaires, interviews and documents were analyzed and interpreted as follows.

4.1 Characteristics of the Respondents

In the study, 21 principals, 180 secondary school teachers and department heads, seven parent-student-teacher association chairs, and five supervisors were included to respond to questionnaires. One SEO head and two experts were also included to respond to the interview.

Out of 180 copies of questionnaires distributed to teachers and department heads, 172 (95.5 %), out of seven copies distributed to PSTA 6 and out of five copies distributed to supervisors 5 were filled appropriately and returned. Based on the answers obtained from the respondents, the analysis and interpretation of the biographic data are presented in tables 2 and 3.

As depicted in Table 2, 136 (79.1%) teacher and department head respondents were males while 36 (20.9%) were female. This figure indicates that the number of female teachers were smaller than males in government secondary schools of the sub city. However, when it comes to supervisors 5 (100%) were males. Male principals also constitute 8 (85.7%) while female principals were 3 (14.3%) and also 6 (100%) PSTA chairs were males. The entire number of SEO head and experts were males. When we look at female composition in all these four categories of respondents (principals, supervisors, PSTA chairs, and SEO heads), it could be concluded the number of female respondents were few.

Table 2: Respondents by Sex and Educational Qualification

No	Items	T and DH		Supervisors		Principals		PSTA		SEO head and experts	
		F	%	F	%	F	%	F	%	F	%
1	Sex										
	Male	136	79.1	5	100	18	85.7	6	100	3	100
	Female	36	20.9	-	-	3	14.3	-	-	-	-
	Total	172	100	5	100	21	100	6	100	3	100
2	Qualification										
	Diploma	-	-	-	-	-	-	6	100	-	-
	Degree(Bsc/BA/Bed)	169	98.3	5	100	19	90.5	-	-	-	-
	Second degree (MA/MSc)	3	1.7	-	-	2	9.5	-	-	3	100
	Total	172	100	5	100	21	100	6	100	3	100

Note F= frequency

The large majority of teacher and department head respondents 169 (98.3%) had a first degree while only 3 (1.7%) were second degree holders. All supervisors 5 (100%) were first degree holders. Only 2 (9.5%) of principals were second degree holders while 19 (90.5%) were first degree holders. 6 of the PSTA were diploma holders. All the SEO heads and experts are second degree holders. When we look at the academic qualifications of all these respondents, it can be generalized that they are qualified to take their respective positions. This further implies that majority of these respondents (teachers and department heads, and SEO heads and experts) have good knowledge in the task of teaching learning activity which has a positive contribution to for the effectiveness of principals' leadership.

As indicated in Table 3 more than half of the sample teachers and department heads (55.8%) were 30 and below years old. This indicates that the majority of the teachers and department heads are in a relatively young age. The great majority of the supervisors (80%) were in age range of 41 to 50. More than half of the principals (57.1%) were in age range of 31 to 40. The data indicated that supervisors and principals were matured enough and the principals were younger than the supervisors. When we look at the age of PSTA chairs, all are in the age of 41 and above years old. From this finding, it can be said that the PSTA chairs were older and matured enough to coordinate the community and the school.

Table 3: Respondents by Age and Service Year

No	Items	T and DH		Supervisors		Principals		PSTA chairs		Sub-city head and experts	
		F	%	F	%	F	%	F	%	F	%
1	Age										
	21- 30 years	96	55.8	-	-	2	9.5	-	-	-	-
	31-40 years	45	26.2	1	20.0	12	57.1	-	-	1	33.3
	41-50 years	14	8.1	4	80.0	5	23.8	3	50.0	2	66.7
	51-60 years	17	9.9	-	-	2	9.5	3	50.0	-	-
	Total	172	100.0	5	100.0	21	100.0	6	100	3	100
2	Total service years										
	10 years and below	110	64.0			6	28.6	6	100	1	33.3
	11-20 years	34	19.8	3	60.0	11	52.4	-	-	2	66.7
	21 years and above	28	16.3	2	40.0	4	19.0	-	-	-	-
	Total	172	100.0	5	100.0	21	100.0	6	100	3	100

Note F= frequency

The majority of teachers and department heads (64%) and all PSTA chairs have the service of 10 and below years old. From this data, it can be generalized that the sample teachers and department heads had moderate experience in teaching. As indicated in Table 3, 3 supervisors have a service of 11 to 20 years. This indicated that supervisors are experienced which is instrumental in improving classroom instruction of teachers and leadership effectiveness of principals. The experience of PSTA chairs according to the data were with the work experience of 10 and below years in which their experience would help to contribute to the principals' leadership effectiveness. On the other hand, 11 (52.4%) of them had a service years ranging from 11 to 20 years. 66.7% of SEO head and expert are in the serviced between 11 to 20 years. These data indicated that principals and office heads experience implies that these respondents had knowledge gained through experience for the reason that the respondents were qualified.

4.2. Principals' Effectiveness in Preforming Leadership Functions

Concerning principals' effectiveness in performing leadership functions in the secondary schools of the sub city, the following points were discussed from table 4 to table 8. These included; principals'; effectiveness in planning process, in ensuring community participation, in instructional leadership roles, in building trust, and principals'

effectiveness in elements of leadership.

In table 4,5,6,7 and 8 within the five point ranges, two trisecting scales were taken to make the analysis clear. These scales are 2.60 and 3.40. Thus, principals with performance on tasks with a mean scale from 1.00 to 2.60 were least effective principals, from 2.61 to 3.40 are moderately effective, and from 3.41 to 5.00 are high effective principals. Besides this, responses from close-ended items and interviews were summarized to validate the findings during the process of presentation and analysis of all data.

Table 4: Principals' Effectiveness in Planning Processes

N o	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
	School principals:	Mean	Mean	Mean	Mean	
1	Prepared a workable plan by allowing participation of the staff during planning	1.73	1.80	2.90	2.33	2.19
2	Prepared a workable school plan by allowing participation of PSTA and SEO members during planning	1.96	2.00	2.33	1.83	2.03
3	Implemented the school plan	1.90	1.80	2.24	2.33	2.07
4	Created opportunity for evaluation of plan	1.84	2.00	2.38	2.00	2.05

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

The purpose of Table 4 was to assess the level of effectiveness of principals in planning aspect. Key tasks related to preparation of school plans were taken into consideration that would allow the researcher measure the level of principals’ effectiveness at the secondary school level.

It is quite clear that one of the key responsibilities of principals is making school activities planned. In confirmation to this, Talesra et al (2007) stated that the school principals’ as the head of the institution should have the capacity and perspective to clearly define the goals and tasks of the institution. Baily (1991) also adds to this stating that planning as a process must be democratically oriented and should involve everyone concerned. Based on these, the following data were gathered to assess the extent of performance of principals on various activities related to planning.

As depicted in item 1 of Table 4, the mean scale of teachers and department heads supervisors and PSTA chairs are 1.73, 1.80 and 2.33 respectively whereas principals mean scale is 2.90. This shows that the weight mean (2.19) of the respondents replied that the principals did not participate staff members in the preparation of the school plan which means principals in this regard are least effective. The information obtained from the interview for the question 'do the secondary school principals in the sub-city prepare a workable plan by allowing stakeholders participation?' 'The secondary school principals mainly choose few stakeholders to participate in planning activities' (SEO expert, on April, 2013) which supported the above result.

As depicted in item 2 of Table 4, the mean scale of teachers and department heads supervisors, principals and PSTA chairs were 1.96, 2.00, 2.33 and 1.83 respectively. The data implies that all respondents believed participation of the stated stakeholders in planning activities is very low. From the interview made it was found that 'the secondary schools principals' in the sub-city were least effective in allowing participation of PSTA members in the preparation of school plan' (SEO Head, on April, 2013).

Thus, the data and the interview pointed out that the secondary schools principals in the sub-city were least effective in allowing participation of PSTA members in the preparation of school plan.

In item 3 of Table 4, respondents of the questionnaires were asked to rate to what extent principals succeeded in implementing the school plans. Mean scales of teachers and department heads, supervisors, principals and PSTA chairs on this item were 1.90, 1.80, 2.24 and 2.33 respectively. These scales revealed that many of the school plans prepared were not implemented appropriately for the reason that teachers and the community members couldn't actively participated in the process of school planning. Based on the data, it can be stated that though plans were prepared for schools, there were serious problems of implementations of these plans.

Concerning the implementation and evaluation of school plans in item 4 of Table 4, all respondents (teachers' and department heads', supervisors', principals' and PSTA chairs') mean scales were 1.84, 2.00, 2.38 and 2.00 respectively. These scales verified

that opportunities were not created for implementation and evaluation of the plan. In addition, the interviews also showed that “there were serious shortcomings in the implementation and evaluation of school plans” (SEO head and e experts, on April, 2013). They reasoned out that school plans were often not implemented largely due to budgetary constraints. Over all, it can be viewed that even though schools have their plans in blue prints, many principals gave little attention to implement and evaluate the plan. Therefore, principals were found to be least effective performing key tasks.

Table 5: Principals' Effectiveness in Ensuring Community Participation

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
	School principals:	Mean	Mean	Mean	Mean	
1	Prepared plan for community participation	1.92	2.20	2.62	2.17	2.23
2	Provided training and support for PSTA and SEO members	1.98	1.60	2.67	2.17	2.10

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

This part dealt with the intension of assessing the level of effectiveness of school heads in guaranteeing adequate community involvement in the management of schools. Major indications of principals' levels of effectiveness in ensuring adequate community involvement are preparation of plans for community participation and provision of adequate trainings and support for community representatives.

Active community participation is one of the determinant forces of school effectiveness. Due to this, it is vital for a principal to prepare a plan which is useful to guide, how, when, and where to seek and mobilize the knowledge and resources of the local community who are beneficiaries of schooling. In item 1 of Table 5 respondents were enquired to indicate their responses on the question whether principals prepared plans for community participation. As can be seen from this table, mean scales of teachers and department heads, supervisors and PSTA were 1.92, 2.20 and 2.17 respectively. To the contrary, principals’ mean scale was 2.62. It is understood from these mean scales that the tasks of community participations in secondary schools understudy with weight mean

(2.23) was unplanned. It can be inferred that community participations were haphazardly done in most schools of the sub-city. These mean scales were clear indications to the idea that principals were least effective in this task except the response of principals which showed that they prepared moderate plan. Data collected using interviews with office head and experts also confirmed that plans for community participations were often not prepared by school principals. Hence, a comprehensive look at all these data indicates that principals of the secondary schools were least effective in making community participate in a school planning.

The respondents in the under study were also asked to show the extent of principals’ performance on provisions of trainings and support for PSTA members. It was shown in item 2 of table 5 that the calculated mean values of teachers and department heads, supervisors and PSTA were 1.98, 1.60 and 2.32 respectively. On the opposite, the principals’ mean scale was 2.67. The weight mean responses (2.23) reveal that provision of trainings and supports to local community representatives were tasks that got low attention from principals. This was a clear indication that principals were perceived to be least effective with regard to this task. According to the interviews made in the sub-city, “majority of principals were provided least trainings to PSTA members” (education experts, on April, 2013). From the data, it can be inferred that principals were least effective in making practical the provision of trainings and support to PSTA members.

Table 6: Principals' Effectiveness in Instructional Leadership Roles

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
		Mean	Mean	Mean	Mean	
1	School principals: Conducted regular and planned classroom observations	1.84	2.00	2.67	2.33	2.21
2	Planned and conducted meetings with staff to address instructional Issues	2.12	2.40	2.43	2.00	2.24

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

This sub-section was set with the objective of measuring effectiveness of school heads on key instructional leadership roles. Principals should play a key part in monitoring and ensuring effective instructional activities in classroom. In support of this, Lunenburg and Orstien (1991) have proposed that monitoring instructions through numerous classroom observations and evaluating them are roles of principals. Among these instructional activities that school heads should give special emphasis and performances were conducting regular and planned classroom observations and organizing post observation meetings with teachers and department heads that aims at addressing instructional problems obtained during observations.

Respondents were asked on principals' performances concerning regular and planned classroom observations and post observation meetings which were depicted in items 1 and 2 of Table 6. Teachers' and department heads' mean scales were 1.84 and 2.12, supervisors' mean scales on the same item was 2.00 and 2.40, PSTA chairs' mean scales on this item were 2.33 and 2.00 respectively. Similarly, the principals agreed with the other respondent on item 2 with mean scale 2.43. However, Principals' mean scale on item 1 was 2.67 which means moderately effective in carrying out planned and frequent classroom observations. It can be concluded that with some shortcomings, classroom observations were mostly carried out by principals. According to the interview 'classroom observations were regularly made in primary schools than the secondary schools' (education expert, on April, 2013) which revealed that principals conducted less classroom observations. Thus, according to the information gathered in the study, it can be said that principals were perceived to be least effective.

The purpose of this sub-title was to assess to what extent principals were effective in building trustful relations with their staff members. Scholars in the field admit that trust is a primary attribute associated with effective school leadership. School leaders should demonstrate desirable behaviors and take appropriate actions and decisions in order to build trust in their schools. Among the desirable behaviors and appropriate actions that are expected from school leaders are ensuring equal treatment of staff members, respecting ideas and opinions of teachers and telling truth for their members.

Table 7: Principals' Effectiveness in Building Trust

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
	School principals;	Mean	Mean	Mean	Mean	
1	Treat every staff as equal	2.01	2.40	3.38	2.00	2.45
2	Respect teachers' ideas and opinions	2.07	2.20	3.10	2.33	2.42
3	Tell truth and regarded as honest by staff	2.49	1.80	2.67	2.33	2.32

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

As indicated in item 1 of Table 7, mean scales of teachers and department heads, supervisors and PSTA chairs on the question whether principals treated their staffs as equals were 2.01, 2.40 and 2.00 respectively. However, principals believed that they were moderately effective in making their treatment with mean scale (3.38). The weight mean (2.45) of the respondents' idea indicated that principals were less effective in treating staff members equally. Thus, the principals treated their staff poorly.

Item 2 of Table 7 also requested respondents to indicate their views on the question whether principals were respectful to teachers' ideas and opinions. It was indicated in this item that teachers' and department heads' mean scale was 2.07, supervisors' mean scale was 2.20 and PSTA chairs' mean scale was 2.33. Whereas principals' mean scale was 3.10. The weight mean (2.42) of the respondents indicated that their principals showed less respect for teachers' ideas and opinions.

Respondents were also provided with a question whether principals were trustful and were regarded by their staff members as honest. The mean score in item 3 of Table 7 of teachers and department heads, supervisors and PSTA chairs were 2.49, 1.80 and 2.33 respectively revealed that principals were not honest to the staff. However, principals believed that they were honest to their staff members with mean scale of (2.67). The weight mean (2.32) indicated that principals were often regarded as less honest by their staff.

Each item stated in Table 7, was vital constituents of a behavioral element trust and when brought together, they can be very good indicators of the availability of trust between

individuals or groups. As indicated in table 7 mean scales of three groups of respondents in most of the items stated clearly revealed that principals were least effective in building trust. The mean scale of principals indicated that lack of trust is very common between staff members and their principals. During the interview sessions, 'there was mistrust between government secondary school principals and some teachers' (SEO head, on April, 2013). As noted above, data from interviews have strongly supported the finding from questionnaires. A combination of all these data, therefore, strengthened the finding that principals of the secondary schools were least effective in building trust relations between them and teachers.

Table 8: Principals' Effectiveness in Elements of Leadership

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
	School principals:	Mean	Mean	Mean	Mean	
1	Empowered staff members for leadership	2.37	2.20	2.38	2.00	2.24
2	Ensured collaborative work among the staff	2.26	1.80	3.00	2.33	2.35
3	Derived for achieving school improvement	2.33	2.40	2.95	2.17	2.46
4	Created a positive organizational environment	2.35	2.20	2.86	2.17	2.39
5	Developed and communicated shared vision	2.15	2.20	3.10	2.17	2.40
6	Developed the staff to make them competent in their profession	1.90	1.80	2.95	2.17	2.20

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

This sub-title of the study assessed principals' effectiveness in accomplishing the basic elements of effective school leadership. Scholars list various elements that characterize an effective leadership from ineffective one. These were strong indicators of effective leadership which result from successful accomplishment of vital elements.

Gamage (2006) stated that a leader should realize by empowering others rather than losing his or her authority she or he enjoyed as the leader enlists the support of another to carry out his or her policies. Based on this, respondents were asked to indicate their responses on

the tasks done by principals to empower their staff. As indicated in item 1 of Table 8, mean scales of teachers and department heads, supervisors, principals and PSTA chairs' were 2.37, 2.20, 2.38 and 2.00. These scales verified that little efforts were made by principals to empower their staff members so that they could let the staffs contribute their share in leadership. Therefore, it was found out that principals in the secondary school of the sub-city were least effective in empowering their staff.

On the same Table in item 2, respondents were also requested on efforts done by principals in ensuring collaborative work among their staff. Responses from teachers and department heads, supervisors and PSTA chairs were with mean scales of 2.26, 1.80 and 2.33 respectively revealed that there was little collaborative educational environment among staff members. However, the principals believed that there were collaborative works among their staff as indicated in the mean scale as 3.00. As the weight mean (2.35) implied little was done by school principals to guarantee cooperative staff relations which further noted the least effectiveness of principals with regard to this element.

As indicated by Hicks and Gullett (1981), inner motivation and achievement drive is one of the four characteristics that most effective leaders tend to have. Taking this into consideration, questions were incorporated that respondents rate the level of drive principals have demonstrated during leadership. As depicted in item 3 of Table 8, teachers' and department heads', supervisors', and PSTA chairs' mean scales of 2.33, 2.40 and 2.17 respectively revealed that the principals did not drive the motives of the staff whereas principals responded with mean scale 2.95 implied that they motivated the drive of the staff. However, from the weight mean (2.46) principals were found less effective in driving the motives of the staff.

Principals should commit themselves in creating a learning environment that is open, friendly and culturally inviting and take a positive approach to discipline (Sergiovanni, 2001). Based on this point, a question was posed to respondents on whether there was a positive organizational climate created by principals in schools. Item 4 of Table 8 showed that the mean scales of teachers and department heads, supervisors and PSTA chairs'

were 2.35, 2.20 and 2.17 respectively whereas principals responded to the question with mean scale of 2.86. Accordingly, the weight mean (2.39) implied that principals were less effective in creating a positive organizational climate.

The school leader must develop a shared vision to determine where the school is heading so as to provide long-term direction, delineate what kind of school is envisaged and infuse the school community (Gamage, 2006). With this in mind, a question was set and posed to respondents to show their responses on whether principals created shared visions for their schools and communicated these visions to all stake holders of their respective schools. As depicted in item 5 of Table 8, teachers and department heads, supervisors' and PSTA chairs responded with mean scales 2.15, 2.20 and 2.17 that principals did not create and communicate a shared vision of their schools whereas the principals' responded with mean scale 3.10 that they created and shared vision of the school to the community. The weight mean (2.40) stipulated that government secondary schools' principals in the sub-city were less in create and communicate the vision of the school. Hence, principals of the sub-city were found less effective with regard to developing and communicating a shared vision.

Effective leadership is as much about developing the staff as it is about capacity building in others and such effective leadership requires an intelligent head and an intelligent mind (Harris et al, 2005). Taking this in mind, respondents were requested to point out to what extent staff development activities were undertaken by their principals. Item 6 of Table 8 indicated that teachers and department heads, supervisors and PSTA chairs responded with mean scales 1.90, 1.80, and 2.17 respectively illustrated that their principals did not develop staff development activities whereas principals differently responded to the question in that item with mean scale of 2.95. Therefore from the weight mean (2.20) of teachers and department heads, supervisors, principals and PSTA chairs, it can be concluded that school heads understudy were found least effective in developing staff development activities.

4.3. Strengths and weaknesses of principals' on leadership styles and skills

As far as strengths and weaknesses principals' leadership on styles and skills are concerned, strengths and weaknesses of principals on leadership styles and strengths and weaknesses of principals on leadership skills would be discussed in table 9 and 10.

In table 9 and 10 within the five point ranges, two trisecting scores were taken to make the analysis clear. These scales are 2.60 and 3.40. Thus, principals with performance on tasks with a mean scale from 1.00 to 2.60 were least effective principals, from 2.61 to 3.40 are moderately effective, and from 3.41 to 5.00 are high effective principals. Besides this, responses from close-ended items and interviews were summarized to validate the findings during the process of presentation and analysis of all data.

Table 9: Strengths and Weaknesses of Principals on Leadership Styles

No	Items	Respondents				
		T and DH N=172	Supervisor s N=5	Principals N=21	PSTA chairs N=6	W M
	School principals:	Mean	Mean	Mean	Mean	
1	Mostly use an Autocratic Leadership Style	3.31	2.80	2.29	3.31	2.93
2	Mostly use a Laissez-faire Leadership Style	2.55	3.80	2.29	2.50	2.78
3	Mostly use a Democratic Leadership Styles	2.08	2.40	2.95	2.00	2.36
4	Apply all the three interchangeably whenever suitable to the situation	1.73	1.80	3.00	1.33	1.96

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

This sub-title included evaluating the strengths and weaknesses of principals on application of styles of leadership while leading and understanding whether there was flexibility in application of different styles with changes in situations of leadership. Many scholars have underlined the importance of switching flexibility in the styles with changes in the situations rather than sticking to only one type of style regardless of changes in the situations of leadership. For instance, Gamage (2006) believes that the most effective leaders switch flexibility between the styles, depending on the situation and the task at hand. With this in focus, respondents were asked to indicate which of the three styles

were mostly applied by principals and whether principals switched flexibility between these styles.

In item 1 of Table 9, respondents were asked to show their views regarding the question whether principals mostly apply autocratic leadership style. The mean scales of teachers and department heads, supervisors and PSTA chairs were 3.31, 2.80 and 3.31 illustrated that the principals followed the autocratic leadership styles while principals responded to the item with mean scale 2.29 showed that autocratic leadership styles was least performed. As the result, the weight mean (2.93) indicated that principals moderately relied on autocratic leadership style.

On the other side, the responses of teachers and department heads, supervisors and PSTA chairs on item 2 of Table 9 on whether principals mostly applied a Laissez-faire leadership style were with mean scales 2.55, 3.80 and 2.50 revealed that principals moderately followed laissez-fair leadership styles while the principals responded to the question with mean scale 2.29 that they are not follower of laissez-fair leadership style. Hence, from the weight mean (2.78) it can be inferred that laissez-faire style was occasionally applied by principals.

In Table 9 of item 3, teachers and department heads, supervisors, PSTA chairs and principals were asked about the extent of democratic style being applied by principals in their schools. The calculated mean scales of the responses from teachers and department heads, supervisors, PSTA chairs were 2.08, 2.40, and were 2.00 respectively revealed that their principals are not democratic whereas principals responded that they are democrat with calculated mean scale 2.95. From the weight mean (2.36), it can be concluded that democratic leadership style was least favored and rarely applied by principals. Therefore, from item 1, 2 and 3 of respondents' result, the leadership styles exercised by principals indicated that the autocratic style is the most dominating styles implemented by secondary school principals.

In addition to this, item 4 of Table 9 asked respondents to rate whether principals apply all the three styles flexibly and interchangeably depending on changes in the situations of leadership. Teachers and department heads, supervisors and PSTA chairs responded to the question with mean scales 1.73, 1.80, and 1.33 whereas the principals responded the question with mean scale 3.00. The weight mean (1.96) implied that overdependence on autocratic leadership style and inflexibility in applying various styles that least considered the situation of leadership was the weakness of principals in Nifas-Silk Lafto sub-city.

This sub-section was discussed with the objective of assessing the strengths and weakness of principals on skills of leadership that they should possess. Three essential skills were given emphasis in leading processes. These are technical, human, and conceptual skills. Human relation skills are abilities needed to resolve conflicts, to communicate effectively and to lead. Technical skills are specialized knowledge and abilities that can be applied to specific tasks while conceptual skills are abilities needed to view an organization from broader perspectives (Kinard, 1988).

Table 10: Strengths and Weaknesses of Principals on Leadership skills

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
	School principals:	Mean	Mean	Mean	mean	
1	Are competent in resolving conflict	2.30	2.20	3.19	2.17	2.46
2	Have sufficient knowledge of the science of instruction	3.56	3.20	3.19	2.50	3.11
3	Have sufficient knowledge of education system of the country	3.49	3.40	3.33	2.67	3.22

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

As depicted in Table 10 of item 1, the mean scales of teachers and department heads, Supervisors and PSTA chairs on the question whether principals have competence in resolving conflict were 2.30, 2.20 and 2.17 respectively shows that their principals had little competence in resolving conflict. Contrary to this, the principals’ response was with mean

scale 3.19 implied that the principals are competent enough in resolving conflict. From the weight mean (2.46), it was inferred that secondary schools' principals in the sub-city had least sufficient skills and they are weak in resolving conflicts.

As it was shown in item 2 of Table 10, the mean scale of teachers and department heads on the extent of knowledge in science of instruction that principals have was 3.56, supervisors scale was 3.20, PSTA chairs scale was 2.50 and principals' mean scale was 3.19. From the weight mean (3.11), it can be inferred that all respondents agreed on the issue that principals in the government secondary schools at Nefas Selk-Lafto sub-city had knowledge in science of instruction. During the interview, "many secondary schools principals have knowledge of instructional science" (SEO head and expert, on April, 2013). All these data were in confirmation to the idea that principals have sufficient knowledge on the science of instruction. From these data, it can be concluded that knowledge possessed by principals on science of instruction is their strength.

It is quite obvious that principals need to have knowhow on the educational system of their country. They must understand the details of policies, strategies, goals, rules and regulations associated with the education system of their nation. They have to take the details of these guidelines into account in their overall activities of school leadership. Depending on this, item 3 as indicated in Table 10 was designed so that respondents could indicate principals' level of knowledge of their country's education system. The calculated mean scales of teachers and department heads, supervisors, PSTA chairs and principals were 3.49, 3.40, 2.67 and 3.33 respectively. From these mean scales, it could be understood that the knowledge that principals have regarding the education system was moderately effective. Thus, it can be implied that the very sufficient knowledge regarding the educational system possessed by principals was their strength.

4.4. Problems of Principals' Leadership Effectiveness

Regarding problems of principals leadership effectiveness in Nefas Selk-Lafto sub city, the problems of principals leadership effectiveness that originate from SEO, the problems associated with principals themselves and problems of local community participation on

schools leadership effectiveness would be treated in table 11, 12 and 13.

In table 11, 12 and 13 within the five point ranges, two trisecting scores were taken to make the analysis clear. These scales are 2.60 and 3.40. Thus, principals with performance on tasks with a mean scale from 1.00 to 2.60 were least effective principals, from 2.61 to 3.40 are moderately effective, and from 3.41 to 5.00 are high effective principals. Besides this, responses from close-ended items and interviews were summarized to validate the findings during the process of presentation and analysis of all data.

This sub-title discussed the objective of finding out problems that hindered leadership effectiveness of principals whose sources were the education office and sometimes institutions in the line hierarchy. These problems were associated with various rules and guidelines applied to principals, provision of finance and material, and various decisions and actions taken by SEO personnel during controlling and supervising the day-to-day activities of school principals.

Table 11: Principal Leadership Effectiveness Problems Originate from SEO

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
		Mean	Mean	Mean	Mean	
1	Lack of regular supervisory support from SEO	3.34	3.00	3.33	3.00	3.17
2	Absence of clear guidelines for performance appraisal of principals	3.03	3.00	3.24	3.33	3.15
3	Lack of proper strategy for assignment of principals	3.08	3.20	2.81	2.67	2.94
4	Lack of training programs on leadership for principals	3.22	3.20	3.19	3.33	3.23
5	Frequent reshuffling of principals by SEO	3.00	2.60	3.43	3.17	3.05
6	Lack of financial and material support from SEO to schools	3.42	2.60	3.24	2.83	3.02
7	Unwise interference of SEO on duties of principals	3.28	2.20	3.05	2.50	2.75
8	Failure to apply career structure of principals	3.07	2.60	3.05	3.33	3.01

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

As indicated in Table 11 of item 1, the mean scales of teachers and department heads, supervisors, principals and PSTA chairs on the extent of prevalence in the absence of regular supervision from education offices to support principals were 3.34, 3.00, 3.33 and 3.00 respectively. The responses from all respondents indicated that supervisory support from education office to principals was a moderately problem. Opposite to this idea, the responses from interview 'supervision was at a much improving condition and principals were benefiting much out of it' (education expert, on April, 2013). From all these sets of data, it can be generalized that lack of supervisory support was found to be moderate problem that had an impact on the less effectiveness of principals' leadership in the government secondary schools of Nefas Selk-Lafto sub-city.

According to Ivancevich et. al. 1983, the focal people are the managers who must make the evaluation decisions, the individuals who perform the work, and the individuals who define the performance standards. Using this idea as a basis, a question was posed to respondents to show their responses on the extent of problems on the absence of clear guidelines for performance appraisal. As depicted in item 2 of Table 11, responses from teachers and department heads, supervisors, principals and PSTA chairs on this question had mean scales of 3.03, 3.00, 3.24 and 3.33 respectively. It can be understood from these scales that absence of clear guidelines for performance appraisal was a moderately problem that impeded leadership effectiveness of principals. In support of this, the interviews indicated that 'there were no clear guidelines put in to action to evaluate their performance' (education expert). It also manifested that 'secondary school principals did not know when and how their appraisals would be done' (SEO head, on April, 2013). Thus, the data has given justifications which proved the absence of clear guidelines for performance appraisal was a serious drawback to effective school leadership.

Legal requirements for non-discriminatory hiring practices imposed by federal, state, and local officials are among the most important external contingencies managements in the line function should consider (Haimann et al, 1978). With this premise in focus, respondents of the questionnaires were requested to indicate to what extent inapplicability of proper criteria for assignment of principals contributed to ineffectiveness of school leaders.

As indicated in Table 11 of item 3, the mean scales from teachers and department heads, supervisors, principals and PSTA chairs were 3.08, 3.20, 2.81 and 2.67 respectively. These mean scales indicated that problem as moderately serious. Contrary to this, it was provided in the interview that “least problems observed during assignment of government secondary school principals” (SEO head and expert, on April, 2013). Among the points raised by the participants in the interview while some considered the assignment as political which did not largely consider the guidelines but most of them accepted this confusion and considered the assignment as merit based. Therefore, the data provided strong justifications which proved the failure to apply the assignment criteria for principals by officials in the offices was a moderately serious problem for effective school principal-ship.

To have an appropriate understanding of the role of teaching and learning and to be performed well, it is desirable for principals to have trainings in educational leadership. Making training available helps to improve skills, knowledge and grows employee’s intellectual ability and sends a signal to the trainees that they valued (Ivancevic, 1983). Taking this into account, the question whether the provision of training from SEO for principals was a problem that inhibited achievement of effectiveness of school leadership was presented to respondents. Item 4 of Table 11 indicated that mean scales (3.00, 2.60, 3.43 and 3.17) from teachers and department heads, supervisors, principals and PSTA chairs respectively reveled that principals lacked training programs focused on leadership. Supporting this, “trainings were adequately supplied and hence were not problems in the attainment of effectiveness of school leadership” (the SEO head and experts, on April, 2013). Thus, from these data it can be inferred that lack of training was serious problem that school principals encountered which also impeded their effectiveness.

When principals are reshuffled frequently, those who remain in their positions or those who aspire to take the position may assume that they would be removed from the position sooner. This in turn affects their motivation, commitment and their effectiveness in leadership. As indicted in item 5 of Table 11, respondents were asked to rate the level of seriousness of problems in frequent principal’s reshuffling by SEO. The mean scales of

teachers and department heads, supervisors, principals and PSTA chairs were 3.04, 2.60, 3.43 and 3.17 respectively revealed that frequent reshuffling was a moderately serious problem that had an impact on effective principal-ship. Data collected from interviews revealed that 'there were some incidents of frequent reshufflings' (SEO head, on April, 2013). Hence from data obtained through questionnaires and interviews, it can be concluded that frequent reshuffling of principals was a moderately serious problems that hindered effective school leadership in the sub-city understudy.

It is obvious that without resources it is difficult to implement a plan. Finance and material support from SEO is desirable for school principals to effectively implement what they have planned in the blue print. Taking this in to consideration, respondents were asked to rate the level of seriousness of problem principals face concerning provision of these resources from the education office. In item 6 of Table 11, teachers' and department heads' mean scales was 3.42, supervisors' mean value was 2.60, principals' mean score was 3.24 and PSTA chairs' mean scale was 2.83. As can be observed from these scores, the entire respondents perceived the problem as moderate. In addition to this, during interviews it was admitted that "shortage of financial support allotted through block grants reasoning out budget shortage encountered across sectors or sub-city" (SEO head and experts, on April, 2013). A comprehensive analysis of all these data would take to the conclusion that inadequacy of allocation of money and material resources was a moderately serious problem that hindered school leadership effectiveness in the government secondary school of Nefas Selk-Lafto sub-city.

It is believed that unwise and unreasonable interference from officials of the SEO in the responsibilities reserved for principals impedes their efforts and commitments which in turn affect their performance negatively. Taking this in to consideration, respondents were required to rate the level of seriousness of problems of unwise interference by SEO in the affairs of the principals. As indicated in item 7, the calculated mean scales of responses from teachers and department heads, principals and PSTA chairs for this question were 3.28, 3.05 and 2.50 respectively showed that the SEO moderately interfere unwisely whereas supervisors with mean scale 2.20 showed that the SEO made less unwise

interference in the affairs of principals. However, data obtained through interview with heads totally differed as “there were unreasonable interferences of any kind from the education office” (SEO experts, on April, 2013). Hence from the data collected, it is understood that there were unwise and unnecessary interferences from SEO head and in the affairs of principals.

One of the requirements of performance evaluation is that it must mean something to the rater and the rate that is and it must be practical (Ivancevich et al, 1983). By specifically defining an individual's strengths and weaknesses, an appraisal becomes a basis for improving the quality of the current job performance (Hairmann et al, 1978). It is understood that one of the means of making performance evaluations is promotion in career ladder and eventual salary increment for employees who are rated as higher performers. In this regard, respondents were asked to indicate how serious the problem of failure to apply career structure was. As depicted in Table 11 of item 8, mean scale of teachers and department heads was 3.07, supervisors' mean scale was 2.60, principals' mean scale was 3.05 and PSTA chairs mean scale was 3.33. These scales clearly indicated that failure to put in to practice career structure for principals was a moderately serious problem that affected their effectiveness in performance. According to the interviews made “there was absence of knowhow on major procedures and guidelines and the guidelines were not also clear enough to be practiced in the sub-city” (SEO head and experts, on April, 2013). Data obtained through all instruments applied in the study proved that failure to put in to action career ladder by education offices was one of the serious problems that made effectiveness of principals' leadership unachievable in the government secondary schools at Nefas Selk-Lafto sub-city.

The objective of this sub-title was to find out problems that hindered effective school leadership that were associated with situations of school leaders, behaviors they demonstrate, actions they take and decisions they make.

Work overload is one of the problems that will hinder effectiveness in school leadership. Admitting this, Gibson et al, (1984) state that quantitative work overload exists when a person has too many different things to do or an insufficient amount of time to do the job that would pose problem on his/her effectiveness. Based on this premise, respondents were

presented with a question that enquired them to rate the level of seriousness of problem of work overload that principals face.

Table 12: Principals’ Leadership Effectiveness Problems Associated to Themselves

No	Items	Respondents				
		T and DH	Supervisors	Principals	PSTA	WM
		N=172	N=5	N=21	chairs N=6	
		Mean	Mean	Mean	Mean	
1	Heavy work load on the part of principal	2.90	2.67	2.20	3.47	2.81
2	Lack of confidence on principals to exercise leadership	2.67	3.33	2.80	3.59	3.10
3	Unwillingness of principals to allow shared leadership	2.14	2.50	3.20	3.45	2.82
4	Lack of commitment of principal	2.52	3.17	4.40	3.60	3.42

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

As depicted in item 1 of Table 12, the calculated mean scale of teachers and department heads was 3.47, principals’ mean scale was 2.90 and PSTA chairs’ mean scale was 2.67 whereas supervisors’ mean scale was 2.20. From these values, we can observe that there were variations among the respondents’ ideas on the level of problems. Teachers and department heads, principals and PSTA chairs responded that work overload on principals was moderately serious problem with more impact on effectiveness of secondary school leadership but supervisors regarded it as the least problem. When we look respondents’ ideas independently, teachers and department heads are very much closer to provide more appropriate evaluation on the workload of principals for department heads and teachers daily interact with principals than supervisors which are reasonable to give higher weight to the views of teachers and department heads. Thus, it can be concluded that work overload was a moderate problem with negative impact on leadership effectiveness of principals in the secondary schools of the sub-city under study.

Any leader in an institution should demonstrate self-confidence and conviction by word,

action, and expression so that they are contagious to followers (Sergiovanni, 2001). According to Cohen et. al. (1983), some degree of self- confidence is one of the only four qualities which researchers have been able to isolate as usually possessed by successful leaders. With this basic idea in mind, a question was included in questionnaires that requested respondent's opinions.

In Table 12 of item 2, respondents were enquired to level to what extent lack of principals' self-confidence is a problem to their own effectiveness. The mean scales of teachers and department heads, supervisors, principals and PSTA chairs were found to be 3.59, 2.80, 2.67 and 3.33 respectively. From this data, it can be inferred that principals in the government secondary schools in Nefas Selk-Lafto sub-city moderately lacked self-confidence to exercise leadership. The data gathered from all instruments implies that principals lacked self-confidence in the study area demonstrated during leading was a serious problem that hindered their own effectiveness in leadership.

Item 3 of Table 12 indicated that teachers' and department heads' mean scale on the question "principals' unwillingness to allow shared leadership" was 3.45, supervisors' mean scale was 3.20, principals' mean scale was 2.14 and PSTA chairs' mean scale was 2.50. These values from both sets of respondents revealed that there was less room for shared school leadership. This implies that principals provided few opportunities for participative school leadership. However, these views were rejected by principals with mean scale of 2.14. In support of teachers and department heads, supervisor and PSTA chairs, data from interviews reflected that "teachers were largely excluded from participation in leadership" (SEO head and experts, on April, 2013). From these data, it can be concluded that teachers were largely left out from participation in leadership which has to be taken seriously for it contributed to ineffectiveness of school leadership in the given level.

Commitment of the principal is one of the determinants of successes in school leadership. Involvement and success of the staff in leadership entirely depends on principals' commitment

(Talesra et al, 2007). Respondents were requested to rate on the level of commitment that principals have. As depicted in Table 12 of item 4, mean scale of teachers and department heads was 3.60, supervisors' mean scale was 4.40 and PSTA chairs' mean scale was 3.17 but principals' mean scale was 2.52 shows that there is difference of ideas between principals and the other respondents. The facts in the schools imply that teachers and department heads are on the forefronts that are directly influenced by actions, decisions and behaviors of the principals. They are in a better position to know and produce relatively accurate evaluations on the level of commitments that principals demonstrated during principals' leadership activities. Thus based on the data, it is implied that lack of commitment from principals was serious problem that hampered leadership effectiveness.

Table 13: Principals' Leadership Effectiveness Problems Associated local community

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
		Mean	Mean	Mean	Mean	
1	Lack of support from local community	3.40	3.60	3.24	2.67	3.23

This sub-title discussed the level of seriousness of community participation problems in school leadership. As it is clearly understood, active community involvement in school leadership greatly enhances effectiveness and performance of principals. Adequate level of local community participation brings valuable resources, skills and knowledge to schools that are crucial to achievement goals.

It is understood that effective community participation can guarantee schools to draw valuable resources. Effective schools involve parents and community members in the teaching and learning activities of the school, in decision making processes, make them serve as resources to extend the efforts of the school, and depend on them to be advocates (Ivancevich et al, 1983). MOE (1999) also states that education needs adequate participation of community. Based on this, a question was presented to respondents on the current active community participation problems in school leadership. In item 1 of Table 13, mean scale of teachers and department heads was 3.40, Supervisors' mean scale

was 3.60, principals' mean scale was 3.24 and PSTA chairs' mean scale was 2.67. From these scales, it can be understood that community participation was very minimal and therefore was a serious problem that made success in leadership of principals difficult to achieve. From the interviews it was indicated that "inadequate participation of the community was a serious problem that contributed to principals' leadership effectiveness in the secondary schools" (SEO head and experts, on April, 2013). Among the problems mentioned by participants in the interview include little know how on the part of members on benefits of participation, reluctance on the part of principals to maximize participation and less willingness of the community to participate in school leadership.

4.5. Mechanisms Used To Improve Leadership Effectiveness

In relation to the vital strategies which are recommended to improve school leadership effectiveness, Mechanisms used to improve leadership effectiveness by SEO and Mechanisms used to improve leadership effectiveness by principals would be discussed in Table 14 and 15.

In Table 14 and 15 within the five point ranges, two trisecting scores were taken to make the analysis clear. These scales are 2.60 and 3.40. Thus, principals with performance on tasks with a mean scale from 1.00 to 2.60 were least effective principals, from 2.61 to 3.40 are moderately effective, and from 3.41 to 5.00 are high effective principals. Besides this, responses from close-ended items and interviews were summarized to validate the findings during the process of presentation and analysis of all data.

The strategies are largely associated with various kinds of guidelines that were implemented to different tasks and measures such as assignment, dismissal, evaluations and promotions of principals. Moreover, these rules were also applied to govern supervisory support and provision of various capacity building programs for school heads.

Table 14: Mechanisms Used To Improve Leadership Effectiveness by SEO

No	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
		Mean	Mean	Mean	Mean	
1	Regular supervisory support from SEO	2.19	2.20	2.24	2.33	2.24
2	Application of clear and proper assignment strategy for principals	2.73	2.60	2.76	2.67	2.69
3	Making practical clear and proper career structure	2.92	3.00	2.48	2.83	2.81
4	Guaranteeing stability in assignment of principals	2.68	3.20	2.95	2.83	2.91
5	Provision of adequate trainings on leadership for principals by SEO	2.70	3.00	2.48	2.50	2.67
6	Application of proper performance evaluation criteria for principals	2.56	3.20	2.29	2.50	2.64
7	Provision of financial and material support by SEO	2.09	2.80	2.48	2.33	2.42
8	Applying merit based assignment strategy of principals	2.66	3.20	3.14	3.33	3.08

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

Certainly, regular and planned supervisory support from SEO is one of the essential ingredients for effective school leadership. These supervisory supports could be instructional as well as administrative so as to help principals acquire and implement diverse sets of skills and knowledge during planning, organizing, communicating and so forth. Taking this into account, respondents were presented a question to indicate the level of supervisory support from SEO to the problems that school principal are facing these days. Item 1 of Table 14 indicated that teachers' and department heads' mean scale was 2.19, supervisors' mean score was 2.20, principals' mean scale was 2.24 and PSTA chairs' mean scale was 2.33. These scales revealed that supervisory support from SEO is least to support principals.

Without clear and appropriate strategy for assignment of principals, it is very difficult to recruit well capable human resource for principal-ship. The concerned bodies in designing policies and regulations in the system should develop proper guidelines in order to select effective principals from among teachers and department heads in schools. Regarding this, respondents were asked to what level do they recommend the strategy of putting proper guidelines for principals' assignment in the government secondary schools at Nefas Selk-Lafto sub city. As depicted in item 2 of Table 14, mean scales of teachers and department heads on the question was 2.73, supervisors' was 2.60, principals' was 2.76 and PSTA chairs' was 2.67. These scales indicated that putting in place appropriate strategy for principals' assignment in the sub-city was a moderately recommended strategy to current problems of school leadership.

Respondents were inquired to indicate their level of recommendation on the question of putting in to action principals' career ladder by SEO as a remedy to the current problems of leadership effectiveness in government secondary schools of the sub-city. As depicted in Table 14 of item 3, teachers' and department heads' mean scale was 2.92, supervisors' was 3.00 and PSTA chairs' was 2.83 whereas principals' mean scale was 2.48. Based on the weight mean (2.81), it can be verified that making practical proper career ladder for principals got moderate level to upgrade effectiveness in leadership which was taken as one of the best strategies to improve principals' success in leadership. Responses from interviews of experts concerning 'Making practical clear and proper career structure' were at moderate level of recommendation. In line with this, head of the SEO also showed that 'demotivation and frustrations were largely observed among principals due to failure of application of career ladder'. Therefore, practicality of career ladder was among the highly recommended strategies that would boost their effectiveness in leadership.

Guaranteeing stability in the assignment of principals brings psychological stability and it is likely that this will lead to increased motivation for achievement. When principals feel stable in their position, there is a strong possibility that they plan for long term and exert much effort for its attainment. Considering this, a question was posed to show the level of recommendation on ensuring stable assignment of principals as a strategy whether being the current problem of ineffectiveness in school leadership. Item 4 in Table 14 indicated

teachers' and department heads', supervisors' principals' and PSTA chairs' mean scales were 2.68, 3.20 2.95 and 2.83 respectively. These data clearly indicated that guaranteeing stable assignment of principals by education office was a moderately recommended solution to the prevailing less effectiveness in school leadership in the government secondary schools of the sub-city.

As indicated in item 5 of Table 14, respondents were requested to indicate the level of recommendation SEO provides training on leadership to school principals as a strategy to update effectiveness of school leadership. The mean scales for teachers and department heads was 2.70, supervisors' was 3.00 for PSTA chairs' was 2.50 and for principals was 2.67. The weight mean (2.67) implied that provision of training programs were moderately strategies to the current problem of less effectiveness of principals. During the interview with SEO heads and experts they indicated that they strongly believed that training program involving school leadership is vital to their job. Thus, provision of trainings by SEO was taken as highly recommended strategy to deal with problems of less effectiveness in leadership.

The immediate objective of performance evaluation is to improve performance by rewarding those who deemed high performers and among the requirements of annual performance evaluations is its practicality (Gibson et al, 1984). With this in focus, a question was posed to respondents on what extent would they recommend as a strategy for the problem of performance appraisal of principals. As shown in table 14 of item 6, the mean values of teachers and department heads, supervisors, principals and PSTA chairs were 2.83, 3.20, 3.10 and 2.67 respectively. These data indicated that making practical performance criteria was moderately recommended strategy to alleviate problems principals were facing at this time. During the interview it was indicated that, "there was a problem in evaluating principals and their indicated a strategy was also highly recommended to improve effective leadership" (SEO head and experts, on April, 2013).

It is clear that resources are vital to realize plans of schools. When we look at school physical and material resources, they could be obtained from various sources. As a matter of fact, large share of school expenditure has its sources from government agent, education office.

Depending on this, a question was posed and provided to respondents to point out the level of recommendation they propose on allocation of financial and material resources from SEO as a strategy to the problem of effective leadership principal face. As depicted in item 7 of Table 14, teachers' and department heads' mean scale was 2.09, supervisors' scale was 2.80, principals' mean scale was 2.48 and PSTA chairs' mean scale on the same question was 2.33. It is understood from these mean scales that allocation of sufficient financial and material resources was moderately provided on the side of supervisors whereas least provided on the side of the other respondents in the government secondary schools of the sub-city.

In item 8 of Table 14, respondents were asked on the extent of applying merit-based strategy in principals' assignment as useful to improve leadership effectiveness. The data indicated that the mean scales of teachers and department heads was 2.66, supervisors' was 3.20, principals' was 3.14 and PSTA chairs' was 3.33. These results clearly indicated that adopting merit-based strategy by the education offices was found to be a moderately recommended mechanism and useful to enhance effectiveness of school leaders.

Table 15: Mechanisms Used To Improve Leadership Effectiveness by Principals

N o	Items	Respondents				
		T and DH N=172	Supervisors N=5	Principals N=21	PSTA chairs N=6	W M
		Mean	Mean	Mean	Mean	
1	Exercising shared leadership	2.90	3.40	3.29	2.83	3.10
2	Securing adequate staff cohesion	2.69	2.80	3.05	3.50	3.01
3	Securing adequate local community participation	2.72	2.80	3.38	3.00	2.97

1.00 - 2.60 low, 2.61- 3.40 medium, 3.41- 5.00 high

The objective of this sub-title was to find out the levels of recommendations put forwarded by respondents on strategies in enhancing effectiveness of school leadership. These strategies were believed to be put in to action by principals themselves. As it is clearly understood, there are times when principals' behaviors, actions, and decisions are responsible for their

The basic idea of shared leadership depends on multiple sources of leadership across the organization to guide and complete numerous tasks that vary in size, complexity, and scope (Sergiovanni, 2001). Proponents of this idea claim that shared leadership is necessary to schools because school organizations are so complex and the tasks so wide ranging that no single person has the energy and the skill to handle all of the leadership functions (Campbell, 1973). From this framework, respondents were asked to show their level of recommendation on exercising shared leadership by principals as a strategy to current problems that held back effectiveness of school leadership in the government secondary schools in Nefas Selk-Lafto sub-city. Teachers' and department heads' response for item 1 Table 15 has a mean scale of 2.90, supervisors with a mean scale of 3.40, principals' mean scale was 3.29 and PSTA chairs' mean scale was 2.83. From these data, it was indicated shared leadership was practiced by the secondary school principals in the sub-city. This strategy is important and principals need to give due attention during exercising leadership in order to maximize their effectiveness in leadership.

Maintaining cohesiveness of the staff is another task of principals that is useful to bring about their effectiveness in leadership. Cohen et, al. (1983) note that the greater the cohesion of the group, the higher productivity will be if the group supports the organization's goals and the lower productivity will be if the group resists the organization's goals. As indicated in item 2 of table 15, the mean scales teachers' and department heads', supervisors' and principals' on strategy of maintaining adequate level of staff cohesion for the prevailing problem of ineffectiveness of school leadership were 2.69, 2.80, 3.05 and respectively whereas the PSTA chairs' was 3.50. These data indicated that staff unity was found to be exercised moderately among principals in the sub-city.

Family-school collaboration is a cooperative process of planning that brings together, school, staff and community members to maximize resources for achievements and development (Cheng, 2005). Taking this concept in to account, respondents were asked to provide on the prevailing problems of leadership in securing adequate local community participation and support. In item 3 of Table 15, teachers' and department heads', supervisors', principals' PSTA

chairs ' mean scales were 2.72, 2.80, 3.38 and 3.00. From the data it could be observed that secondary schools principals in the sub city secured moderate level of community participation. Data gathered through interview indicated that, "principals were participating the community at moderate level to the prevailing problems of leadership ineffectiveness" (SEO head and experts, on April, 2013). From these data, it was known that community participation has to be given higher emphasis by school principals in order to tackle the problems of being less effectiveness of principals.

CHAPTER FIVE

Summary, Conclusions and Recommendations

On the basis of the analysis and interpretations of the data gathered through questionnaire and interview, the following summaries of major findings, conclusions, and recommendations are drawn.

5.1 Summary of findings

In this study, less effectiveness of principals that were related to processes of planning, participation of the local community, instructional leadership roles, accomplishment of elements of effective leadership, strengths and weaknesses on application of leadership styles and skills by principals was addressed.

To meet the objectives, the basic questions of the study were prepared. These were focused on:

1. What does the extent of principals' leadership effectiveness imply in government secondary school in the sub city?
2. What are the factors affecting principals' leadership effectiveness in government secondary schools?
3. What can be done to improve principals' leadership effectiveness in government secondary schools?

To choose subjects who, in their opinion, are relevant to the project and the choice of respondents' purposive sampling technique was employed. Seven government secondary schools, 21 government secondary schools principals, one SEO head, two education experts, five supervisors and seven PSTA chairs were selected by availability sampling techniques because the numbers of respondents were small. 180 (35%) teachers and department heads were selected among the total teachers by using simple random sampling techniques.

The method employed was a descriptive survey to collect and generalize the respondent' opinions. The major data sours were also SEO head, education experts, supervisors, principals, PSTA chairs, teachers and department heads. The data was gathered through questionnaire and interview. Finally, the data gathered were organized and analyzed using frequency and mean scales.

From the analysis made in chapter four, the following major findings were obtained. In the study, descriptive method was employed to assess principles' leadership effectiveness

Assessing the level of leadership effectiveness

1. Most respondents participated in the research were males, matured, well experienced and fulfilled the educational requirement.
2. Principals of the government secondary schools in the sub city were less effective in participating the community and stakeholders in the process of school planning.
3. The government secondary School principals were less successful using the community supporting for the growth and developments of the school.
4. Principals of government secondary schools in the sub city were least effective in carrying out planned and frequent classroom observation.
5. Principals of the government secondary schools were least effective in building trust relation among teachers and themselves.
6. Principals of the government secondary schools were least effective in empowering staff members for leadership tasks, ensuring collaborative work among staff members, in creating and communicating shared vision for the schools, and developing the capacity of staff for better professional task accomplishment.

Factors affecting leadership effectiveness

1. Most of the principals (WM = 2.93) in the government secondary schools of the sub city applied autocratic leadership style
2. Principals of the government secondary schools have knowledge in the science of instruction and have knowledge regarding the educational system of the country. But they have least skills in resolving conflict
3. In the sub city, secondary schools Principals;

- got less regular supervisory support from SEO in the sub city when compared to the expected principals leadership effectiveness.
 - there were not adequate clear guidelines to evaluate principals and teachers performance, there were no proper strategies for the assignments of principals,
 - most of secondary schools principals were frequently reshuffled by SEO, the sub SEO head and experts unwisely intervened in the duty and responsibility of secondary school principals, SEO head and experts also could not put in to action the career structure of secondary school principals
4. Principals of secondary schools have heavy workload, with less self-confidence, commitment and to exercise leadership, teachers participate in school leadership was less.

Mechanisms to improve leadership effectiveness

The level of exercising mechanisms that improve principals' leadership's effectiveness in the sub city;

1. Regular supervisory support was least performed by SEO experts
2. Application of principals' assignment, career ladder, training principals, clear guidelines was poor.
3. Application of proper performance evaluation criteria for principals was least performance, provision of financial and material support by SEO and applying merit based assignment strategy for principals.

5.2 Conclusions

Many of the factors responsible for less effectiveness of principals in leadership imply that principals lacked the theoretical knowledge of school leadership. The results of this study indicated that principals were least effective in many tasks and elements of

leadership. In addition, school heads mostly operated only autocratic leadership styles and apply it without considering its suitability at various situations of leadership. This is the implication of the fact that trainings focusing on school leadership were not adequately given. Various training programs that would provide principals the theoretical knowledge and skills of school leadership are lacking. It can be concluded that the SEO bureau in the sub-city did little on the provision of various training programs focusing on school leadership for principals in the study.

Based on the findings in chapter four, it was clearly indicated that there were least effectiveness problems of principals that were associated with the SEO and the Addis Ababa education bureau. Some of these problems were very much related to decisions and actions taken by the education offices. Problems in decisions making and actions takes emanated from the unclear guidelines set to govern the activities of school heads. As indicated in the findings of the study, these guidelines had short comings during implementations. Some guidelines were not properly put into action or disregarded during taking actions and decisions related to principals. At times some of key activities of principals did not have guidelines. The bureau did not prepare guidelines for managing some key activities of principals such as guidelines for performance evaluation of principals. There is no doubt that these short comings could have serious negative impact on the effectiveness of principals. Therefore, it can be concluded that the education office and the bureau performed less in fulfilling their responsibilities in conducting regular assessments on the practicality of guidelines once they were set and took no amendments on the short comings discovered.

In the study it was revealed that principals were surrounded by a pool of these members each possessing varieties of knowledge and skills relevant to effectiveness of school leadership, these were often ignored or underestimated by principals. Principals also did not allow teachers and community members to take an active participation in school leadership. This also would have a far reaching negative impact on effectiveness of principals' leadership. It can be concluded that as a result of this failure of principals to give the necessary credits for the knowledge and skills of teachers and community members

they failed to utilize the resources that brought about their own ineffectiveness in school leadership. This action and decision by principals excluded large majority of teachers and community members from taking an active part in school leadership processes and often forced them to refrain themselves from any school improvement activities. This eventually made them to contribute little from the knowledge and skills they have towards improvement of their schools and effectiveness of school leadership.

5.3 Recommendations

Based on the findings and conclusions arrived, the following possible recommendations were made so that effectiveness of principals' leadership is achieved in the level understudy.

From the finding and conclusion of the study, it can be inferred that many of the problems of ineffectiveness of school leadership emanated from lack of basic knowledge and skills of leadership and management. These conditions make various kinds of leadership training programs highly desirable.

1. Therefore, the SEO and Education Bureau is highly recommended to make assessment on areas of training needs, plan, and provide on-the-job and/or off-the-job leadership training programs that are directed at filling the knowledge and skill gaps largely observed among principals already on the post. They need to conduct short or long term training sessions/ programs depending on their feasibility on principals' leadership effectiveness.
2. The SEO and Education Bureau has to assess the needs of schools in the level in focus for trained principals in the field of EdPM, prepare a plan of action, and work on it in collaboration with educational institutions (colleges and universities) in order to produce as many graduates as possible who would take the post of school leadership in the future.
3. School principals should communicate their staff properly, respect their ideas and opinions, encourage them and maximize their participation, and build trustful relationship with them. In the due course, they should organize adequate venues

such as regular staff meetings, educational conferences, and panel discussions where teachers share their views, sort out problems observed during process of goal achievement, show the ways forward, and take an active part in school leadership that ultimately guarantees sustained utilization of the talents of staff members.

4. Schools as an open system need impute (resources) from local community in order to produce and provide output (skilled manpower) to the outside environment or the local community. Therefore, principals should thoroughly understand these mutual benefits and establish and maintain close relationship with the local community at large. Thus, in order to get the most out of the local community, it is recommended that school principals need to set a plan for participation, provide adequate trainings that would enhance the capacity of community representatives, and encourage and maintain their active involvement in key leadership activities. By making the process of community involvement planned, principals also need to use SEO and PSTA members as a means of reaching to the entire community members.
5. The Addis Ababa Education Bureau is an institution entitled to issue directives and guidelines that govern the overall activities of the education system in all the sub-cities. It should also make the necessary amendment and reforms on the short comings and gaps were observed through working jointly and conducting field assessment, workshops, checklists, training, conferences etc.
6. The Addis Ababa Education Bureau should clearly state the job analysis and job description and consequently issue a new guideline that governs the whole process of performance evaluation of principals.

Bibliography

- Agrawall, R. D (1993). **Organization and Management**. New Delhi: Fata-Mc Graw Hill Pub, Comp. Ltd Dimension Publishing Co. Ltd.
- Angelo Kinicki, (2008). **Organizational Behaviour**, from <http://smezend.com.au.tmp>.
- Anwar, S. and Archer, M. (1983). **Organizational Behavior**. Ottawa: Methuen Publication.
- Baily, W. J, (1991). **School site Management Applied**. New York: Technomic Publishing Co. Inc.
- Barker, A. M. (1992). **Transformational nursing leadership: A vision for the future**. Baltimore: Williams and Wilkins.
- Bergley. P.T. and Leonard, P. E. 1999. **Values of educational administration**. London: Palmer Press.
- Best J. W, and James, N. K. (2004). **Research in Education**. New Delhi: Prentice Hall.
- Blase, J. and Blase R.(1994). **Empowering Teachers: what Successful Principals Do?** Los Angeles: Corwin Press Inc.
- Blase, J. J (1987). **Dimensions Of Effective School Leadership: The Teacher's Perspectives**. American Educational Research Journal 24/4, 589-610.
- Boyd, P.W. (2002). **Educational Leadership and Contemporary Educational Issues: A Reference Hand Book**. New York Prentice Hall
- Brundrett, M . (2003). **Leadership in Education**. New Delhi: Library of Congress.
- Campell, John P.(1973). **Research into the nature of organizational effectiveness**. Department of psychology, University of Michigan.
- Chandan J. S. (1994) Mbamba, A.M. (1992). **Book of Reading in Educational Management**. Harare: M
- Cheng, Y.C. (2005), **School Effectiveness and School-Based Management, A Mechanism for Development**, London, Falmer Press.
- Cohen, Eliot A. (1983). **Instructional Management and School Conditions In Effective Schools**. In A.Odden and L.D. Webb (Wds).
- Combs, P. (1970). **What is Educational planning?** Paris: Defontenoy.

- Covey, P. R. (2004) and Barth, R (2006). **Improving Relationship within the Schoolhouse**. Educational Leadership 63/6, 8-1
- Creswell, J. W (2003). **Research Design** London: International and Professional Publisher.
- Deal & Peterson k, (1999). **Shaping School Culture: The Heart of Leadership**, San Francisco Jossey-Bass.
- Dejnozka. E. L. (1983). **Educational administration glossary**. Westport CT: Greenwood Press.
- Dennis, W. (2004). **Democratizing Education: The Challenge of School Effectiveness**. London and New York: Routledge Family Press.
- Dimmock, C. (2000). **Designing The Learning Centered School**. London. Paraeger Publishers.
- Fidler, B. and Atton, J. (2004). **The Leadership Game: The Challenges of Contemporary School Leadership**. London and New York: Routledge Falmer Publisher.
- Fiseha Haileselassie (2005). **Major Problems of Secondary School Principals in Educational Leadership** in Tigray Region. Unpublished Master's Thesis.AAU.
- Gamage, T. (2006). **Professional Development for Leaders and Managers of Self-Governing Schools**. Amsterdam: Springer.
- George, D., & Mallery, P. (2003). **SPSS for Windows step by step: A simple guide and reference**. 11.0 update (4th ed.). Boston: Allyn & Bacon
- Gibson, S. & Dembo, M. (1984). **Teacher efficacy: A construct validation**. Journal of Educational Psychology
- Glatter, Ron and Others.(1988). **Understanding School Management**. Philaderphia: Open University Press.
- Greene, P.K. & Tichenor, M.S. 2003. **Parents and Schools: No stopping the involvement!** Childhood Education.
- Guthrie, James W.(1991). **Educational Administration and Policy Effective Leadership for American Education 2nd and Masschusetts**: By Ally and Bacon Shuster Inc.

- Hallinger, P. & Murphy, J. (1986). **Instructional leadership in school contexts**. In W. Greenfield (Ed.), *Instructional leadership: Concepts, issues and controversies*. Lexington, MA: Allyn & Bacon.
- Hallinger, P. (2003). **Leading Educational Change**: reflections on the practices of instructional and transformational leadership. Cambridge journal of education.
- Hammer, M. and Champy, J. (1993). **Reengineering the Corporation: A Manifesto for Business Revolution**. New York: Harper Business.
- Harris, A. and Others (2003) *Effective Leadership for School Improvement* New York and London: Routledge Falmer.
- Harris A. and Daniel M. (2005). *Improving Schools through Teacher Leadership*. New York: Jossey-Bass.
- Heck, R. H. & Hallinger, P. (1999). **Next Generation Methods for The Study Of Leadership And School Improvement**. In J. Murphy & K.S. Louis (Eds.), *Handbook of Research on Educational Administration*. San Francisco: Jossey-Bass.
- Hicks, Herbert G. and Gullett, C. Ray (1981). **Management**. London : McGraw Hill
- Hughes, Richard and Others. (2006). **Leadership: Enhancing The Lessons Of Experience**. New Delhi: Tata McGraw-Hill
- Hunt, W (1992). **Managing People at Work** London: McGraw Hill Co
- ICDR, (1999). **The Teacher Education: A Handbook**: Addis Ababa: EMPDA
- Ivancevic, J. M. Donnelly, J. H; and Gibson, J. L. (1983). **Managing For Performance**
- Jamson, J. (2006). **Educational Leadership in Post Compulsory: Inspirational Leaders of the Future**. New York: David Fulton Publishers.
- John, M. Ivancevic, J. (1991). **Managing for performance Texas: Business Publication Inc**
- Kinard, J. (1988). **Management** New York: D.C Health and Company
- Kotelnikov, Vadim. (2001). **Effective Leadership the Art, science and practice**.
[File//F:/Effective leadership online](#). Retrieved on February 1/2013
- Kouzes, J. M and Posner, B. Z (1995). **The Leadership Challenge**. New York: jossey-Bass
- Kouzes, J. M and Posner, B. Z (1998). **Student Leadership Practices Inventory**. New York: jossey-Bass

- Kreitner, R. & Kinicki, A. (2004). **Organizational behavior**. 6 edition. NY: McGraw-Hill, Inc.
- Kumar, R. (2005). **Research Methodology** London: SAGE Publications.
- Lamber, L.(2003). **Building Leadership capacity for School Improvement**. Philadelphia, PA: Open University Press.
- Lassey, W.R. (1971). **Leadership and Social Change**. Iowa: University Associates Press.
- Lunenburg, C. and Orstein, A. (1991). **Educational Administration: Concepts and Practices**. Los Angeles: Wadsworth Inc.
- Mishra, M.N, (2001). **Organizational Behavior**. New Delhi: Banaras Hindu University, Vikas Publishing House PVT LTD.
- Machinzie. N.(1994). **Instructional Leadership** New York: Teachers College of Colombia University
- Mandel, S. (2006). **What New Teachers Really Need?** The Journal Educational Leadership.
- Marsh, C. (1988). **Spotlight on School Improvement**. Kualalumpur:Kim up Lee printing Ltd
- McEwan, Elaine. (2003). **Seven Step to Effective Instructional Leadership**. California: Corwin Press. Inc.
- MoE (1998). **Educational Sector Development program Implementation Manual**. Addis Ababa.
- MoE (1999). **General Education Quality Assurance Package (Geqap)**. Addis Ababa: Mega Printing Press.
- MoE (2005). **Educational Statistics: Annual Abstract**. Addis Ababa: Ethio-Tikur Abay Printers.
- MoE (2010). **The Educational Sector Development Program Implementation Manual (ESDP-VI)**. Addis Ababa: EDPMDA.
- MoE, (1994). **Education and Training Policy**. Addis Ababa. EMPDA
- MoE, (2002). **Educational Sector Development program(ESDP-II)**. Addis Ababa. EMPDA.

MoE, (2004). **Woreda Capacity Building Program hand book**. Addis Ababa.
Unpublished.

Murgatroyd, S. and Morgan, c (1994). **Total Quality Management and the School**.
philadelphia: Open University Press.

O'connor, C. A. (1994). **Successful Leadership**. London: Hodder and Stoughton.

Oakland, E (1993). **Total Quality Management: The Route to Improving Performance**.
London: Clays, St. Ivas PLC.

Owens, R.G (1991). **Organizational Behavior in Education**(6th ed.). New Jersey: Prentice
Hall, Inc.

Paul Hersey and Keneth Blanchard.(1982). **Management of Organizational Behavior:**
Utilizing Human Resources: Engle-wood Cliffs: Prentice-Hall.

Peretomode , Vitor (1991). **Educational Administration: Applied concepts and
Theoretical Perspectives**. Lagos: Joja Educational Research and Publishers Ltd.

Porter, M. E. (2006). **Leadership and Management for human resource professionals**.
New York: ELSEVIER

Riches, C. and Morgan. (1989). **Human Resource Managements in Education**.
London: Open University Press.

Robbins, S. (2003). **Essentials of Organizational Behavior**(7thed). New Jersey: Prentice
Hall.

Sarantakos, S. (2005). **Social Research** London: Palgrave.

Schlechty, C. P. (1990). **School for the Twenty First Century: Leadership Imperatives
of Educational Reform**. San Francisco: Jossey-Bass Publishers.

Sergiovanni, T, J. (2000). **The Life World of Leadership**. San Francisco: Jossey-Bass.

Sergiovanni, T, J. (2001). **The Principalsip: A Refective Practice Perspective** (4th ed).
Boston: Allyn and Bacon.

Sergiovanni, T, J. (2009). **The Principalsip**. A Reflective Practice and Perspective.
Sixth Edition. San Antonio, Texas: Pearson.

Sergiovanni, T. J. (1995). **The Principalsip: A Reflective Practice Perspective** (4th ed.)
Boston: Allyn and Bacon.

Sexty ,Robert and Starke (1995). **Contemporary Management**. New York: prentice
Hall

- Steers, R. (1991). **Introduction to Organizational Behavior** (4thed). New York: McGraw-Hill.
- Stephen, P.R. Covey (2005). **Organizational Behavior**. New Jersey: Pearson Educational Upper Saddle River, Prentice Hall.
- Steyn, G.M. 2002(b). **The Changing Principalship in South African Schools**. *Educare*, Talesra, H, and Others (2002). **Managing Educational Challenges: A Global Views**. New Delhi: Tuarun Offset Press.
- Terry and Franklin, (2003). **Principals of management**. New Delhi: Sanjeev Offset Printers. Texas: Business Publications Inc.
- Ubben, G. C. and Hughes. (1997). **The Principal: Creative Leadership for Effective Schools**. Boston: Allyn and Bacon.
- Vandalen B. Deobold, (1979). **Understanding Educational Research**. New York: McGraw-Hill. Inc.
- Vandalen B. Deobold, (1979). **Understanding Educational Research**. New York: McGraw-Hill. Inc.
- Wallace, M. and Huckman, L. (1999). **Senior Management Teams in Primary Schools**. London: Routledge Falmer.
- Warren, Bennis. (1989). **On Becoming a Leader**. Singapore: Library of Congress.
- Anchor.net.au/admin/level/5/8/38/185

Appendices

Appendix I

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING

Questionnaire to be Filled by School Teachers and Department Heads

General Direction

Dear: **Teachers and Department Heads**

The purpose of this Questionnaire is to collect data on the practices and problems of effective principals' leadership in Nefas Selk-Lafto sub-city. The information you provide in this questionnaire will be kept confidentially and will be utilized only for academic purposes. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your responses as per the instructions of each section. Indicate your response by putting this mark(X) on the space provided. Note that there is no need of writing your name.

Item one: Personal Information

1. Name of the School _____
2. Sex Male ☐ Female ☐
3. Age 21 to 30 years ☐ 51 to 60 years ☐
 31 to 40 years ☐
 41 to 50 years ☐
4. Educational Qualification
Degree (BA/BSc/Bed) ☐ Second degree (MA/MSc) ☐ Diploma (12+2/10+3) ☐
5. Work Experience
Below 10 years ☐ 11 to 20 years ☐ 21 years and above ☐

Item Two: Principal Performance in the Process of Planning

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the actual duties performed by your principal during the process of running the school by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Your school principals:	5	4	3	2	1
1	Have prepared a workable plan by allowing participation of the staff during planning					
2	Have prepared a workable school plan by allowing participation of PSTA and sub-city educational office members during planning					
3	Have implemented the school plan					
4	Have created opportunity for evaluation of the plan					
5	Have prepared plan for community participation					
6	Have provided training and support for PSTA members					
7	Have conducted regular and planned class room observation					
8	Have planned and conducted meetings with the staff to address instructional problems					
9	Treat every staff members as equals					
10	Respect teachers' ideas and opinions					
11	are regarded as honest by the staff					

Give your responses for the following open-ended questions

1. Please, write if any other crucial roles you think your principal fail to apply during leading.

- A. _____
- B. _____
- C. _____

Item Three: leadership styles and the skills applied by principals

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the actual duties performed by your principal during the process of running the school by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Your school principals:	5	4	3	2	1
1	Mostly use an Autocratic Leadership Style					
2	Mostly use a Laissez-faire Leadership Style					
3	Mostly use a Democratic Leadership Style					
4	Apply all the three interchangeably whenever suitable to the situation					
5	Have sufficient knowledge of science of instruction					
6	Are competent in resolving conflicts					
7	Have sufficient knowledge of education system of the country					

Give your responses for the following open-ended questions

1. Please, if any other skill and style of leadership exhibited by your principal during leading.

- A. _____
- B. _____
- C. _____

Item Four: Major Elements of Effective Principals' Leadership

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the putting (x) that reflects your opinion during the process of running the school by The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Your school principals have:	5	4	3	2	1
1	Empowered staff members					
2	Ensured collaborative work					
3	A derive for improvement					
4	Created a positive organizational climate					
5	Developed and communicating a shared vision					
6	Developed others for leadership					

Give your responses for the following open-ended questions

1. Please, if any other key elements of leadership exercised by your principal during leading.

- A. _____
- B. _____
- C. _____

Item Five: Problems of Effectiveness in School Leadership

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of seriousness on the problems of effective school leadership by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Problems of Effectiveness in School Leadership:	5	4	3	2	1
1	Lack of regular supervisory support from sub-city educational office					
2	Absence of clear guidelines for performance appraisal of principals					
3	Lack of proper strategy for assigning of principals					
4	Lack of training of leadership for principals					
5	Frequent reshuffling of principals by sub-city educational office					
6	Lack of financial and material support to schools from sub-city educational office					
7	Unwise interference of sub-city educational office in the functions of principals					
8	Heavy work load on the part of principals					
9	Failure to put in to action career structure of principals					
10	Lack of confidence on the part of principals to exercise leadership					
11	Unwillingness of principals to allow shared leadership					
12	Lack of commitment on the part of principals to exercise leadership					
13	Inadequate support from the local community to school leaders					

Give your responses for the following open-ended questions

1. Please, if any other problems of school leadership you think your principal face during leading.
 - A. _____
 - B. _____
 - C. _____

Item Six: Strategies to Tackle those Problems

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of your problems of school leadership by putting (x) that reflects your opinion. The rating is:

Very low =1, low = 2, medium = 3, high = 4, very high = 5

No	Strategies to Tackle those Problems	5	4	3	2	1
1	Regular supervisory support from sub-city educational office					
2	Application of clear and proper assignment strategy					
3	Exercising shared leadership					
4	Application of proper career structure					
5	Guaranteeing stability in assignment					
6	Corroding adequate leadership training					
7	Application of proper performance appraisal strategy					
8	Providing sufficient financial and material support from sub-city educational office					
9	Securing adequate staff cohesion					
10	Securing adequate local community participation and support					
11	Applying merit based assignment strategy					

Give your responses for the following open-ended questions

1. Please, if any other strategies you think that should be applied by all concerned bodies in the education sector to improve current level of school leadership.
 - A. _____
 - B. _____
 - C. _____

Appendix II

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING

Questionnaire to be Filled by School Principals

General Direction

Dear: **principal**

The purpose of this Questionnaire is to collect data on the practices and problems of effective principals' leadership in Nefas selk-Lafto sub-city. The information you provide in this questionnaire will be kept confidentially and will be utilized only for academic purposes. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your responses as per the instructions of each section. Indicate your response by putting this mark(X) on the space provided. Note that there is no need of writing your name.

Item one: Personal Information

1. Name of the School _____
2. Sex Male ☐ Female ☐
3. Age 26 to 30 years ☐ 41 to 50 years ☐
 31 to 40 years ☐ 51 to 60 years ☐
4. Educational Qualification
Degree (BA/BSc/Bed) ☐
Second degree (MA/MSc) ☐ Diploma (12 + 2/10+3) ☐
5. Work Experience
Below 10 years ☐ 11 to 20 years ☐ 21 years and above ☐

Item Two: Principal Performance in the Process of Planning

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the actual duties performed by your principal during the process of running the school by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	In your school:	5	4	3	2	1
1	Prepared a workable plan by allowing participation of the staff during planning					
2	Prepared a workable school plan by allowing participation of PSTA and sub-city educational office during planning					
3	Implemented the school plan					
4	Created opportunity for evaluation of the plan					
5	Prepared a plan which involves community participation					
6	Provided training and support for PSTA members					
7	Conducted regular and planned class room observation					
8	Planned and conducted meetings with the staff to address instructional problems					
9	Treat every staff members as equals					
10	Respect teachers' idea and opinion					
11	Are regarded as honest by the staff					

Give your responses for the following open-ended questions

1. Please, if any other crucial roles you think as a failure to apply during leading.

- A. _____
- B. _____
- C. _____

Item Three: leadership styles and the skills applied by principals'

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the actual duties performed by your principal during the process of running the school by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	In your school:	5	4	3	2	1
1	Mostly use an Autocratic Leadership Style					
2	Mostly use a Laissez-faire Leadership Style					
3	Mostly use a Democratic Leadership Style					
4	Apply all the three interchangeably whenever suitable to the situation					
5	Have sufficient knowledge on science of instruction					
6	Are competent in resolving conflicts					
7	Have sufficient knowledge on the education system of the country					

Give your responses for the following open-ended questions

1. Please, if any other skills and styles of leadership exhibited by you during leading.

- A. _____
- B. _____
- C. _____

Item Four: Major Elements of Effective Principals' Leadership

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	As a principal:	5	4	3	2	1
1	Empowered staff members for leadership					
2	Ensured collaborative work					
3	Derive for improvement					
4	Created a positive organizational climate					
5	Developed and communicated a shared vision for all stakeholders					
6	Encourage others for leadership					

Give your responses for the following open-ended questions

1. Please, if any other key elements of leadership exercised as a principal during leading.

- A. _____
- B. _____
- C. _____

Item Five: Problems of Effectiveness in School Leadership

On the right end of the table below, a five point scale ranging very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of seriousness on the problems of effective school leadership by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Problems of Effectiveness in School Leadership:	5	4	3	2	1
1	Lack of regular supervisory support from sub-city educational office members					
2	Absence of clear guidelines for performance appraisal of principals					
3	Lack of proper strategy for assigning principals					
4	Lack of training on leadership for principals					
5	Frequent re-shuffling of principals by sub-city educational office					
6	Lack of financial and material support to schools from sub-city educational office					
7	Unwise interference of sub-city educational office in the activities of principals					
8	Heavy work load on principals					
9	Failure to put in to action career structure of principals					
10	Lack of confidence among the principals to exercise leadership					
11	Unwillingness of principals to allow shared leadership					
12	Lack of commitment among the principals to exercise leadership					
13	Inadequate support from the local community to school leaders					

Give your responses for the following open-ended questions

1. Please, if any other problems you face as a leader during leading.

- A. _____
 B. _____
 C. _____

Item Six: Strategies to Tackle those Problems

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of your recommendations as strategies to improve principal leadership effectiveness for current problems of school leadership by putting (x) that reflects your opinion.
 The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Strategies to Tackle those Problems	5	4	3	2	1
1	Regular supervisory support from sub-city educational office					
2	Application of clear and proper assignment strategy					
3	Exercising shared leadership					
4	Application of proper career structure					
5	Guaranteeing stability in assignment					
6	Providing adequate leadership training					
7	Application of proper performance appraisal strategy					
8	Providing sufficient financial and material support from sub-city educational office					
9	Securing adequate staff cohesion					
10	Securing adequate local community participation and support					
11	Applying merit based assignment strategy					

Give your responses for the following open-ended questions

1. Please, if any other strategies you think that shall be applied by all concerned bodies in the education sector to improve current level of school leadership.

- A. _____
 B. _____
 C. _____

Appendix III

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING

Questionnaire to be Filled by School Supervisors of Sub-City

General Direction

Dear: **Supervisor**

The purpose of this Questionnaire is to collect data on the practices and problems of effective principals' leadership in Nefas Selk-Lafto sub-city. The information you provide in this questionnaire will be kept confidentially and will be utilized only for academic purposes. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your responses as per the instructions of each section. Indicate your response by putting this mark(X) on the space provided. Note that there is no need of writing your name.

Item one: Personal Information

1. Name of the School _____

2. Sex Male ☐ Female ☐

3. Age 26 to 30 years ☐ 41 to 50 years ☐

 31 to 40 years ☐ 51 to 60 years ☐

4. Educational Qualification

Degree (BA/BSc/Bed) ☐ Second degree (MA/MSc) ☐

Diploma (12 + 2/10+3) ☐

5. Work Experience

Below 10 years ☐ 11 to 20 years ☐ 21 years and above ☐

Item Two: Principal Performance in the Process of Planning

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the actual duties performed by your principal during the process of running the school by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	In your sub-city, school principals:	5	4	3	2	1
1	Have prepared a workable plan by allowing participation of the staff during planning					
2	Have prepared a workable school plan by allowing participation of PSTA and sub-city educational office during planning					
3	Have implemented the school plan					
4	Have created opportunity for evaluation of the plan					
5	Have prepared plan for community participation					
6	Have provided training and support for PSTA members					
7	Have conducted regular and planned class room observation					
8	Have planned and conducted meetings with the staff to address instructional problems					
9	Treat every staff members as equals					
10	Respect teachers' ideas and opinions					
11	Are regarded as honest by the staff					

Give your responses for the following open-ended questions

1. Please, if any other crucial roles you think your principals fail to apply during leading.

- A. _____
- B. _____
- C. _____

Item Three: leadership styles and the skills applied by principals'

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate your level of agreement or disagreement on the actual styles and skills exhibited by your principal during the process of leadership by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	In Your sub-city, school principals:	5	4	3	2	1
1	Mostly use an Autocratic Leadership Style					
2	Mostly use a Laissez-faire Leadership Style					
3	Mostly use a Democratic Leadership Style					
4	Apply all the three interchangeably whenever suitable to the situation					
5	Have sufficient knowledge of science of instruction					
6	Are competent in resolving conflicts					
7	Have sufficient knowledge of education system of the country.					

Give your responses for the following open-ended questions

1. Please, if any other skill and style of leadership exhibited by your principals during leading.

- A. _____
- B. _____
- C. _____

Item Four: Major Elements of Effective Principals' Leadership

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate level of extent on the putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Your school principal Have:	5	4	3	2	1
1	Empowered staff members leadership					
2	Ensured collaborative work					
3	Derive for improvement					
4	Created a positive organizational climate					
5	Developed and communicated a shared vision for all stakeholders					
6	Developed others for leadership					

Give your responses for the following open-ended questions

1. Please, if any other key elements of leadership exercised by your school principals during leading.

- A. _____
- B. _____
- C. _____

Item Five: Problems of Effectiveness in School Leadership

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of seriousness on the problems of effective school leadership by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Problems of Effectiveness in School Leadership:	5	4	3	2	1
1	Lack of regular supervisory support from sub-city educational office members					
2	Absence of clear guidelines for performance appraisal of principals					
3	Lack of proper strategy for assigning principals					
4	Lack of training of leadership for principals					
5	Frequent reshuffling of principals by sub-city educational office					
6	Lack of financial and material support to schools from sub-city educational office					
7	Unwise interference of sub-city educational office in the functions of principals					
8	Heavy work load on the part of principals					
9	Failure to put in to action career structure of principals					
10	Lack of confidence on the part of principals to exercise leadership					
11	Unwillingness of principals to allow shared leadership					
12	Lack of commitment on the part of principals to exercise leadership					
13	Inadequate support from the local community to school leaders					

Give your responses for the following open-ended questions

1. Please, if any other problems of school leadership you think your principals face during leading.

A. _____

B. _____

C. _____

Item Six: Strategies to Tackle those Problems

On the right end of the table below, a five point scale ranging from very low to very high is given with respective numbers running from 1 to 5. Please, rate the level of your recommendations as strategies to improve principal leadership effectiveness for current problems of school leadership by putting (x) that reflects your opinion.

The rating is:

Very low = 1, low = 2, medium = 3, high = 4, very high = 5

No	Strategies to Tackle those Problems	5	4	3	2	1
1	Regular supervisory support from sub-city educational office					
2	Application of clear and proper assignment strategy					
3	Exercising shared leadership					
4	Application of proper career structure					
5	Guaranteeing stability in assignment					
6	Providing adequate leadership training					
7	Application of proper performance appraisal strategy					
8	Providing sufficient financial and material support from sub-city educational office					
9	Securing adequate staff cohesion					
10	Securing adequate local community participation and support					
11	Applying merit based assignment strategy					

Give your responses for the following open-ended questions

1. Please, if any other strategies you think that shall be applied by all concerned bodies in the education sector to improve current level of school leadership.

A. _____

B. _____

C. _____

Appendix IV

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የትምህርት እቅድና ስራ አመራር የትምህርት ክፍል

ውድ የወላጅ ተማሪ እና መምህር አባል ሰብሳቢ

ይህ ጥናት በአዲስ አበባ ከተማ በንፋሰ ስለከ ላፍቶ ክፍለ ከተማ ውስጥ በሚገኙ የመንግስት ሁለተኛ

ደረጃ ትምህርት ቤቶች የርዕሳን-መምህራን የአመራር ብቃት እና ችግሮች በሚል ርዕስ የተዘጋጀ ነው።

ይኸውም የየትምህርት ቤቶች ርዕሳን-መምህራን እና የትምህርት ማህበረሰብ አባላት በመሪዎቻቸው የአመራር ብቃት ያላቸውን ግንዛቤ የሚመረምር ይሆናል።

ይህ ጥናት በአጥፎ የተዘጋጀ መጠየቅ ሲሆን ይኸውም የርዕሰመምህሩ የአመራር ክህሎት ሚናና እንቅፋቶች እንዲሁም የዚህ ዳሰሳ ተሳታፊዎች የሚሰጡዋቸው የስነህዝብ መረጃዎች ተካተዋል።

የዚህ ጥናት አላማ በመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች ርዕሳን-መምህራን የአመራር ብቃት ሁኔታ ምን ይመስላል የሚል ነው።

የእርስዎ ወቅታዊ ምላሽ የት/ቤቱን የአመራር ዘዴዎች ለመረዳትና ለማሻሻል እንዲሁም የሰራተኞችን እርካታ የስራ አፈጻጸም እና ተቋማዊ ውጤታማነት ለማጎልበት ይረዳል።

ለዚህ ጥናት ላሳዩት ትብብርና ተሳትፎ ከወዲሁ እናመሰግንዎታለን።

ክፍል አንድ

የተሳታፊ ስነ-ህዝባዊ መረጃዎች

ፆታ: ወንድ ☐ ሴት ☐

እድሜ: ከ21 - 30 ☐ ከ31 - 40 ☐ ከ41 - 50 ☐

ከ51 - 60 ☐ ከ61 ዓመት በላይ ☐

የትምህርት ቤት ስም _____

የስራ መደብ (ድርሻ) _____

በትምህርት ቤቱ ያገልግላሉት ዘመን _____

ክፍል ሁለት፡ ፈርጆ ብዙ የአመራር መጠይቅ የደረጃ መመያ ቅጽ

ይህ መጠይቅ በአርሶዎ እይታ በትምህርት ቤቱ ውስጥ የአርሶ አመራር ዘይቤ የሚገልጹበት ነው፡፡ አባዘዎን ሁሉንም ነጥቦች በመልሱ ወረቀት ላይ ይስጡ፡፡ ነጥቡ አግባብነት ከሌለው ወይም ስለመልሱ እርግጠኛ ካልሆኑ ወይም መልሱን የማያውቁት ከሆነ መልስ የመስጫውን ቦታ ክፍቱን ይተውት፡፡ ከዚህ በታች አርባ ነገሮች ምን ያህል እንደሚገለጽ የራስዎን ውሳኔ ይስጡ፡፡ ለዚህም የሚከተለውን የደረጃ መስጫ ሚዛን ይጠቀሙ፡፡

በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
5	4	3	2	1

ተ.ቁ	በአርሶዎ ት/ቤት ርዕሳነ-መምህራን፤	5	4	3	2	1
1	የት/ቤት የስራ ዕቅድ በሚ ዘጋጅበት ጊዜ የት/ቤቱ ማህበረሰብ ያሳትፋ					
2	የት/ቤት የስራ ዕቅድ በሚ ዘጋጅበት ጊዜ ወተመህ እና የክፍለ ከተማ የት/ት ባልሙያ ያሳትፋሉ					
3	የት/ቤቱ ዕቅድ በወቅቱና በአግባቡ ይተገብራሉ					
4	ዕቅዳቸው እንዲተች እና እንዲገመገም ያመቻቻሉ					
5	ማህበረሰቡ በትምህርት ስራ ላይ እንዲሰራና እዲሳተፍ ያደርጋሉ					
6	ለአርሶዎ የስልጠና ድጋፍ ይሰጣሉ					
7	በዕቅዱ መሰረት የመምህራንን የክፍል ምልከታ ያደረጋሉ					
8	በስበሰባ ወቅት የት/ት ችግሮችን በማንሳት በዕቅድ መሰረት ይሰራሉ					
9	ማንኛውም የት/ቤቱን ማህበረሰብ እኩል ያስተናግዳሉ					
10	የመምህራንን አመለካከትና አስተሳሰብ ያከበራሉ					
11	በት/ቤቱ ማህበረሰብ ይከበራሉ					

12	አሳታፊ ያልሆነ የአመራር ሂደት ነው ሚከተሉት					
13	ልቅ የሆነ የአመራር ሂደት ነው ሚከተሉት					
14	አሳታፊ የሆነ የአመራር ሂደት ነው ሚከተሉት					
15	ሶስቱንም የአመራር ሂደቶች እንደ ሁኔታው ይጠቀማሉ					
16	የመማር የማስተማርን ስራ ለመምራት የሚያስችል ሳይንሳዊ እውቀት አላቸው					
17	ግጭት የመፈታት ችሎታ አላቸው					
18	ስለ ሀገሪቱ የት/ት ሂደት በቂ እውቀት አላቸው					
19	ለት/ቤቱ ማህበረሰብ ሀላፊነት በመስጠት የአመራር ብቃት እዲኖራቸው ያደረጋሉ					
20	በሀላፊነት ስሜት በጋራ እዲሰሩ ራደረጋል					
21	ለት/ቤቱ ዕድገትና መሻሻል ርዕሳነ መምህራኑ ያላቸው ፅኑ ፍላጎት					
22	ምቹ የሆነ የመስራያ ቤት ሁኔታ ይፈጥራሉ					
23	የጋራ የሆነ የትምህርት ቤት ራዕይ አዘጋጅተዋል					
24	የመስሪያ ቤቱን ሰራተኛ ለአመራር ያበቃሉ ወይ					
25	ከክፍለ ከተማው የትምህርት ባለሙያዎች ወጥ የሆነ የክትትልና ድጋፍ እጥረት አለ					
26	ወጥና ግልፅ የሆነ የራዕሳነ መምህራን የስራ አፈፃፀም ያለመኖሩ					
27	የተደራጀና ትክክለኛ የራዕሳነ መምህራን የምደባ ሂደት አለመኖር					

28	ርዕሳን መምህራን የአመራር ብቃታቸውን አዲያጎለብቱ ለማስቻል የተለያዩ ስልጠናዎች አለመኖር						
29	የክፍለ ከተማ ኃላፊዎች የት/ቤት ርዕሳን መምህራንን በተደጋጋሚ መቀያየር						
30	ከክፍለ ከተማ ትምህርት ፅህፈት ቤት የቁሳቁስና የገንዘብ ድጋፍአለመደረጉ						
31	ከክፍለ ከተማ ትምህርት ፅህፈት ቤት ገደብ የለሽ ጣልቃ ገብነት						
32	በርዕሳን መምህራን ዘንድ የተለያዩ ደራሽ ስራዎች መብዛት						
33	የርዕሳን መምህራን የደረጃ ዕድገት በአግባቡ ስራ ላይ አለመዋሉ						
34	በርዕሳን መምህራን የአመራር ብቃትን ለማሳደግና ስራ ላይ የማዋል ችግር መኖሩ						
35	በጋራ የመምራት ፈላጎትና ሂደት በርዕሳን መምህራን ለመኖሩ						
36	በቁርጠኝነት አመራር መስጠትና የመምራት ችግር						
37	በቂ የሚባለ ድጋፍ ከማህበረሰቡ ለትምህርት ቤት አመራር ለመኖሩ						
38	ወጥ የሆነ የክትትልና ድጋፍ ከክፍለ ከተማ ትምህርት ፅህፈት ቤት መኖሩ						
39	ትክክለኛ የርዕሳን መምህራን የምደባ መስፈርት መኖሩ						
40	በጋራ የመስራትና አመራር የመስጠት ልምድ መኖሩ						
41	ትክክለኛ የደረጃ የእድገት ስርዐት መተግበር መቻል						
42	የርዕሳን መምህራን በት/ቤቱ በቂ ልምድና ቆይታ ማግኘት መቻል						
43	በቂ የአመራር ስልጠና መስጠት						
44	የመምህራንን የደረጃ ዕድገት በትክክል መፈፀም						
45	በቂ የገንዘብና የት/ት መሳሪያዎች ድጋፍ ከክፍለ ከተማው ት/ት ፅህፈጽት ቤት ማግኘት						
46	በሰራተኞች መካከል ጠንካራ አንድነትን መፍጠር						
47	ከአካባቢው ማህበረሰብ በቂ ተሳትፎና ድጋፍ ማግኘት						
48	የት/ቤቱ ርዕሳን መምህራን በቂ ልምድና በውድድር የተገኙ ስለመሆናቸው						

Appendix V
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide Lines for Sub-City Education Office Head Experts

Dear: Sub-City Office Heads and Experts

The objective of this research is to assess the problems of effective principal leadership in the secondary schools of Nefas Silk-Lafto sub-city and to prove recommendations on strategies of enhancing effectiveness in school leadership at this given level. Hence, this interview session will be conducted to obtain your ideas regarding prevailing problems of your leadership effectiveness. The information you provide in this interview session will be kept confidentially and will be utilized only for academic purposes. Your active participation in the discussion, therefore, is highly valuable for the achievement of the objectives of this research.

Thank you in advance for your cooperation!

Section one

Background Information

1. Name of the sub-city _____
2. Sex Male ☐ Female ☐
3. Age 26 to 30 Years ☐ 41 to 50 Years ☐
 31 to 40 Years ☐ 51 to 60 Years ☐
4. Educational Qualifications
Degree (B.A/B.Sc/B.ED) ☐ Second degree (Masters) ☐
Diploma (12+2/10+3) ☐
5. A/Total work Experience
10 years and below ☐ 11-20 Years ☐ 21 years and above ☐

Section Two

Interview Questions

1. What problems do you observe among principals regarding allowing participation of staffs, sub-city educational office and PSTA members during planning?
2. How do you assess the efforts by principals to build trust ship relations with themselves and their staff members in schools?

3. What problems are observed among principals concerning conduct of regular classroom observations and post observation meetings?
4. Which of the three leadership styles are dominantly applied by principals and is there any flexibility with change in the situation in application of these styles?
5. How are performance evaluations and carrier promotions of principals carried out by your office?
6. How do you assess local community participation and support in school activities in your sub-city?
7. What are the problems principals face during exercising leadership which are impediments to their effectiveness in leadership?
8. What strategies do you suggest to improve effectiveness in school leadership?
9. Would you like to add any comment or suggestion regarding problems and mechanisms of maximizing principals' leadership effectiveness?

Date of the Interview

Appendix VI

Summarized results of the data from the respondents (principals, teachers, department heads, sub-city supervisors and PSTA chairs)

NO	Research Questions	Very low	low	medium	high	Very high
Q.1	Have prepared a workable plan by allowing participation of the staff during planning	72	95	28	9	-
Q.2	Have prepared a workable school plan by allowing participation of PSTA members during planning	86	60	33	23	2
Q.3	Have implemented the school plan	70	91	30	10	3
Q.4	Have created opportunity for evaluation of the plan	61	109	27	6	1
Q.5	Have prepared plan for community participation	61	96	33	13	1
Q.6	Have provided training and support for PSTA members	61	85	45	13	-
Q.7	Have conducted regular and planned class room observation	80	76	30	16	2
Q.8	Have planned and conducted meetings with the staff to address instructional problems	63	82	31	21	7
Q.9	Treat every staff members as equals	61	74	46	22	1
Q.10	Respect teachers' ideas and opinions	51	88	44	18	3
Q.11	are regarded as honest by the staff	51	70	33	32	18
Q.12	Mostly use an Autocratic Leadership Style	31	42	38	44	49
Q.13	Mostly use a Laissez-faire Leadership Style	52	53	48	37	14
Q.14	Mostly use a Democratic Leadership Style	74	60	37	26	7
Q.15	Apply all the three interchangeably whenever suitable to the situation	81	91	17	11	4
Q.16	Have sufficient knowledge of science of instruction	3	35	63	67	36
Q.17	Are competent in resolving conflicts	24	102	56	19	3
Q.18	Have sufficient knowledge of education system of the country	10	35	53	66	40
Q.19	Empowered staff members	54	71	43	24	12
Q.20	Ensured collaborative work	64	58	40	35	7
Q.21	A derive for improvement	33	81	68	22	-
Q.22	Created a positive organizational climate	30	92	60	15	7
Q.23	Developed and communicating a shared vision	55	77	43	25	4
Q.24	Developed others for leadership	71	79	39	10	5
Q.25	Lack of regular supervisory support from sub-city educational office	9	49	44	72	30
Q.26	Absence of clear guidelines for performance appraisal of principals	21	52	53	49	29
Q.27	Lack of proper strategy for assigning of principals	16	64	51	41	32

Q.28	Lack of training of leadership for principals	21	40	54	51	38
Q.29	Frequent reshuffling of principals by sub-city educational office	19	60	50	42	32
Q.30	Lack of financial and material support to schools from sub-city educational office	12	37	62	50	43
Q.31	Unwise interference of sub-city educational office in the functions of principals	16	58	41	46	43
Q.32	Heavy work load on the part of principals	11	40	58	56	39
Q.33	Failure to put in to action career structure of principals	19	60	49	41	35
Q.34	Lack of confidence on the part of principals to exercise leadership	13	37	44	62	48
Q.35	Unwillingness of principals to allow shared leadership	17	42	50	56	39
Q.36	Lack of commitment on the part of principals to exercise leadership	10	52	39	32	71
Q.37	Inadequate support from the local community to school leaders	15	36	57	52	44
Q.38	Regular supervisory support from sub-city educational office	36	113	38	13	4
Q.39	Application of clear and proper assignment strategy	8	80	80	32	4
Q.40	Exercising shared leadership	32	43	47	67	15
Q.41	Application of proper career structure	21	54	62	64	3
Q.42	Guaranteeing stability in assignment	19	55	93	37	-
Q.43	Corroding adequate leadership training	17	60	95	31	1
Q.44	Application of proper performance appraisal strategy	37	40	44	80	3
Q.45	Providing sufficient financial and material support from sub-city educational office	67	77	27	27	6
Q.46	Securing adequate staff cohesion	30	52	63	57	2
Q.47	Securing adequate local community participation and support	15	66	74	43	6
Q.48	Applying merit based assignment strategy	38	56	50	41	19

Declaration

I the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all materials used for this research have been duly acknowledged.

Name Abdulber Mohammed Nasir

Signature _____

Date _____

Submission Approval sheet

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

Advisor's Name Ayalew shipeshi (Assoc. prof.)

Signature _____

Date _____