

**FACTORS AFFECTING THE EFFECTIVENESS OF
PRINCIPALS' LEADERSHIP ACTIVITY IN SOME SECONDARY
SCHOOLS OF HORO-GUDURU WOLLEGA ZONE**

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ABSTRACT

The purpose of this study was to analyze the leadership activities of in selected secondary schools of Horo-Guduru-Wollega Zone in Ethiopia. To this end, descriptive survey design was used and both quantitative and qualitative methods were employed. Out of 30 secondary schools, 8 secondary schools were selected through stratified random sampling technique. 82 teachers, eight secondary school principals, three secondary school supervisors and 14 woreda education experts were used as primary sources of data. Secondary data sources were secondary school reports, and relevant policy documents.

Data for the study were collected through questionnaire, semi-structured interview guide and focus group discussions. The data collected were analyzed by using frequency counts, percentages, mean and weighted mean. The findings of this study revealed that the laissez-faire leadership style was the most commonly used; leadership style among principals of secondary schools in the zone. Teachers' job performance was also found to be at a moderate level in the schools. From the findings, it was recommended that school principals should use both laissez-faire and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the autocratic leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.

CHAPTER ONE

INTRODUCTION

This chapter contains the back ground of the study, statements of the problem, significance of the study, research design and methodology, definition of the key terms and organization of the study.

1.1. Background of the study

Education is widely recognized as the one and the most key instrument for over all development of any country. The basic purpose of education is to produce trained human power that has the necessary knowledge, problem solving skills and values. It is a means of change and development. According to locked and Vers Poor (1991:33) “Education is a corner stone of economies and social development.....it improves the productive capacity of societies and their political, economic and scientific institution”. The organizations primarily responsible for production and provision of qualified human resource are schools. Schools are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interests of societies. It is believed that the society’s present and future depends on the outputs of the schools in effectively caring out their objectives. In order to accomplish their purpose school need to increase student learning through the application of effective teaching.

Research documenting the substantial variation in principal effectiveness across schools highlights the importance of identifying the behavioral factors that lead some principals to be more effective than others (e.g., Blank, 1987; Branch, Hanushek, & Rivkin, 2012; Brewer, 1993; Coelli & Green, 2012; Grissom, Kalogrides, & Loeb, 2012; Heck, 1992). Among potential explanations, the idea of *instructional leadership* echoes loudest in educational administration literature. Although definitions vary, instructional leadership generally is defined as the class of leadership functions that support classroom teaching and student learning (Murphy, 1988). The connection between instructional leadership and classroom instruction or student achievement is indirect, potentially mediated by a large number of school processes (e.g., curriculum coordination, how students are grouped) and intermediate outcomes, such as high teachers and a school climate focused on instruction (Supovitz,

Sirinides, & May, 2010)). An obvious challenge for a concept as broad as *leadership functions that support teaching and learning* is distilling which behaviors count as instructional leadership and which do not. Without such specificity, practitioners have little guidance for how they might develop or improve instructional leadership within their schools. Studies emphasize different components—most commonly, setting goals, monitoring classrooms, supervising instruction, evaluating progress, coordinating the curriculum, planning professional development, and protecting instructional time (e.g., Hallinger& Murphy, 1985; Hallinger, 2005)—but a major thrust of this literature is that strong instructional leaders are “hands-on leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms” (Horng& Loeb, 2010 : 66). This latter idea, that good principals frequently visit classrooms in walkthroughs or informal evaluations, has become a particularly popular identifier of instructional leadership (Eisner, 2002; Protheroe, 2009). Walkthroughs are described as data-gathering vehicles wherein principals collect information about teaching practice or implementation of school programs to learn what teachers need but not to evaluate them (David, 2007). When used frequently, proponents suggest that short, informal walkthroughs can help build a more positive instructional culture, gauge the school climate, and demonstrate the value they place on instruction (Downey et al., 2004; Protheroe, 2009). ‘ The primary service that the school offers is instruction’ (Krug 1992:432). The responsibility for proper and educate provision of the school curriculum and instruction rests with the school instructional leader the principal and the vise principal.

Leader ship was identified as one of the key components of good schools’ HMI who stated that, without exception, the most important single factor in the success of the schools is quality of leadership (David Hapkin, 2005: 55). School leaders are expected to mobilize the abilities and efforts of the teaching staff to provide effective educational program. To this end effective leaders should devote considerable time to coordinate and manage instruction. They should be highly visible in school ; and stay close to the instructional process (Lock heed and Vers Poor (1991:44). School has sub unites in which a wide range of activities takes place to seek specific goal (Mathur and Sayeed .2003:144)

In relation to the tasks expected from the school leaders for effective and efficiency instructional leadership activities, different outers and researchers have developed different conceptual frameworks based on the characteristics of effective school and effective principals.

Snyder (1988:32) for instance conceptualized instructional leadership in terms of planning staff and program development, guidance and evaluation activities. The main stake holders, or parts pants, or supporters of the school effectiveness are parents, students, teachers, principals and other staff with different backgrounds and interests. (Pobey Farrow, and Franz 1989:1172)

Challenges may be inevitable from these different societies on the educational leaders in secondary schools. The job of the leader is to overcome that all too common lack of self-confidence and to convince followers that we are, in fact for more capable we give ourselves credited for binge (James O'tool, 1996:24).

The importance of educational leadership is a major concern for it is a vehicle for the change and educational development (Musaazi, 1988:1). What come to vision are the schools as an environment of change the productivity which depends mainly on the ability of leaders to analyze the existing conditions and future challenge and implement strategies for attaining goal (Ubben and Hughes, 1997:121). In other words, the force affecting the school systems, probably none is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitating teaching-learning process (Adsing, 1990:186). As Musaazi (1988:1), the most important institution that support and promote rapids socio-economic development is schools. Schools like other organization, have goals to be achieved.

They are center and agents of transmitting knowledge and skills and desired attitudes to students and they also produce skilled and trained human power that could solve the problem of the country and they are places of determining the future fact of the nation and that its attendants. In line with the attention given to education the importance of educational leadership is a major concern because it plays a considerable role in the process of change and development. Farther more, expressing the problem (Marshal, 2004:7-8) states that the

school principals deal with increasingly diverse student, parents and population, and there has been very little systematic and formal thought in the area of race, gender ethnicity, social class and other areas of differences throughout the entire educational administrations and curriculum. Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its students had aligned resources and priorities with the vision, and could engage other key players, within and outside the school, in achieving the goals embodied in the vision Moe(2013:3). However, in implementing educational strategies and in bringing change in the educational system school principals face many challenges. According to Morephate, et al. (1982:295) principals and in secondary schools face many problems due to their position. Their position is vulnerable (exposed to being attacked) to many types of role and conflicts. They are under pressure from their superior to meet the goals of the organizations, on the one hand from the teachers to meet their personal needs on the other side.

The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for the school. Lots of research state that Principals must establish a culture that promotes excellence, equality and high expectation of all peoples and provides vision, leadership and directions, and are staffed predominantly by professional. This has implication for the nature of management in educational organization, because professional seek a measure of control over their working enrollment in professional organization, then there is an authority of expertise which may come in to conflict with professional authorities.

The presence of significant members of professionals are responsible for the quality of teaching process in their schools and get authorities over teachers are uncertain in respect of professional matters. This is because professional staff claim zone of autonomy based on their specialists expects (BUSH, 1986:43.)

Additionally, schools are a complex of students 'society. Their needs are varied and many come to school with different background and many problems that will make learning difficult. Some are hungry, some need recent clothing, some have been abused their home physical or mental disability that make learning difficult (Ubben and Hughes 1997:137). The idea that heads and others school leaders make a difference must widely accepted. Researchers, policy makers and professionals are alike it is argued that the most important

single factors in the success of school is facility of leadership of the head CDES cited in Hopkins,2003:55) –concerning this millet as cited in law and Glorros (2000:15) state that quality of leadership makes the difference between the success and failure of the school.

Principal is able to embrace uncertain, complex and challenging contexts and mark with others to seek creative and innovative solutions that supports quality out comes for all(.Moe.2013:3-4).

An attempt has been made to make the difference educational management system professional and recent realizations in Ethiopian cases. But all of things remain to be done in the area of training and professionalizing principal ship to play success role in educational leadership (MOE.1994 EC.1-2).

1.2. Statement of the Problem

The school leadership plays an important role in enhancing quality of the teaching and learning processing in the school. Their ability to plan, coordinate, monitor and evaluate the implementation of school curriculum, their interpersonal skills (effective communication with teachers, Students administrators and the local community) are decisive.

The essential role of leadership in any organization is pointed out by Chemdem (1937:214-215) that if there is a single factor that differentiated between successful and un successful organizations, it could be taken as dynamic and effective leadership. The major cause of failures for organizations including educational organizations would be in effective leadership activity.

Particularly, the kind and quality of educational leadership provide at the school level is crucial as the schools are the place where educational programs are implemented.

Based on her study, Mcewan (2003:11-14) has concluded that lack of skills and training ,teaching cooperation ,vision and good will and shortage time are common impediments of to educational leadership activities. The principal waking with and through others secures the commitments of wider community to the school by developing and maintaining effective partnership with different stake holders. According to Musauzi (1988:5) in adequate leadership at the school level is the one adversely affects the progress of education, because success in any educational institution depends significantly on effective sound leadership.

Additionally, principal personality ,vision, extent of commitment human relation etc can serve as constraint to hamper the exercise of leadership .strengthen the above idea ,Geoton (1983:264) state that if the principal does not possess the appropriate personal quality needed the absence of these characteristics can be self-constrain in carrying out leadership responsibilities.

Research done on school improvement revealed that the most effective principals have a clear vision of rolls of the schools could serve its students and had aligned resources and priorities with the vision and could engage other key players .with in and outside the school in achieving the goals embedded in the vision (MOE 2013 :3).

As long as he is the leading educational professional in school, he is required to inspire students, staff and members of the community to continuously enhance the learning of all. Principal must establish a culture that promotes excellence, equality expectations of all peoples. principal provides vision , leadership and drives from of the school and ensures that it is managed and organized to meet its aims and targets MoE 2013:3).Inline with this principals demonstrate Knowledge of accountability procedures, collaborative decision making processes, conflict and conflict resolute strategies. Consultant and communicator's techniques and strategies, reporting skills to inform the top leader managements and other state holders on the quality of school's teaching and learning programs. Now days, it is common to here many challenges that affect leadership activity of secondary school principals not in Horo-Guduruwollega Zone but also in an Ethiopia. Secondary school principals in Ethiopia are expected to be trained in Educational leadership for activities such as planning, supervision, research work, professional development ,provisions of instructional materials evaluation of education and training policy (MOE :2001) From the preliminary investigation made by the researcher and 2006 for the quarter ,yearly report of Hor-Guduru Wollega Zone education department it uses observed that their exist major challenges (factors) that affects the leadership activities of principal .The student researcher hasn't come across any researcher study conducted on principal leader ship activities in Horo-Guduru Wollega zone of secondary school.

Therefore, the main purpose of this study was to identify factors affecting the leadership activities of secondary school principal sgger in Horo-Guduru Wollega Zone. To this end, the following basic questions were set:

- 1. What is the extent of leadership effectiveness of the leadership in secondary school principals of HoroGuduru Wollega Zone?*
- 2. What are the challenges that secondary school principals of HoroGuduruWolega Zone have encountered in their leadership activities?*
- 3. What are the main concerns of principals in their instructional leadership responsibilities?*

1.3. Objectives of the study

1.3.1. General Objective

This study were investigate factors that affect the leadership activities of principals in Horo-Guduru Wollega zone of secondary schools.

1.3.2. Specific Objectives

The specific objectives of this study were to:

- Determine factors affecting effectiveness of principal's leadership activities.
- Identify the challenges that principals of the Secondary schools have encountered in their leader ship activities;
- Investigate what should be done to improve the situation that affects leadership activity of principals.

1.4. Significances of the Study

The study is designed to assess factors that affect effectiveness of leadership activity of principal in some selected of a secondary schools in Horo-Guduru Wollega zone of Oromia region to provide principals with basic understanding. All Principals are expected to understand the importance of school as a shared mission, vision, beliefs, and goals, understand the importance of continued personal learning and professional development and to identify factors that affect principals' leadership activity. To lead the process of setting ,monitoring and achieving high expectations fore all students and staff. Schools are the major social learning institution .Therefore the problem, and practices which negatively influence

the leadership activity of school principals need to be seriously investigated. Systematic and appropriate strategies also needed and to be assessed in order to overcome distractive. Principals ensure that the instructional content that is thought is aligned with the national academic content standards (.moe,2013:33).

The school principal ship able to describe the performance outcomes, skills and knowledge to lead and manage learning and teaching through creating learning environment that maximize student out comes, articulating high expectations ,implementing curricula and offering and evaluating high quality of learning and teaching(MOE 2013:33).In addition, a clear focus on a limited number of goals has also been identified as an important contributory factor to effective and improving schools (Hopkins, 2001b; Potter et al., 2002).

1.5 Delimitations of the Study

Now a day principals ‘leadership activities are becoming to give due attention at all levels of school system and all over the country. It would be un practical if it an attempt are made to investigate factors that affects principals leadership activity at all levels of the school system and in all regional states of the country . Because it is so vast to manage it . Though educational leadership activities at school level encompasses several issues ,this study focus on factors that affect effectiveness of principal’s leadership activity and the study will be delaminated to 8(eight) of the government secondary schools of sample areas in HoroGuduru Wollega zone out of 40 secondary schools .

1.6. Limitation of the study

The study might have the following limitations:

- 1.Resource problem including electronic materials are the major impacts while conducting the study .
- 2.Some respondents were such as principals and woreda education officials were busy to get them.
- 3 .Since I am employee there is shortage of time to carry out both my regular job and the research work.

Due to these problems the researcher faced difficulty to submit the study on time .

1.7. Definitions of key Terms.

An opportunity: is a condition in general environment that, if exploited, helps an organization to achieve strategic competitiveness.(**Advanced dictionary**)

A threat: is a condition in the general environment that may hinder organizations efforts to achieve strategic competitiveness(**Advanced dictionary**).

School culture: is the shared beliefs and attitudes that characterize the district-wide organization (woreda) and establish boundaries for its constituent units. It reflects the shared ideas - assumptions, values, and beliefs - that give the school its identity and standard for expected behaviors.(**MOE**)

Leadership: is the effort to influence the behavior of individuals or members of a group in order to accomplish organizational, individual or personal goals.(Petermaxwell)

Participative leadership style: Seeks to involve other people(AkhilShani)

Situational leaders' style: Changes leadership style according to situational factors (PETE Druker)

Transactional leaders style : Works through hierarchical structures and systems of reward and punishment (Johnson(1998)

Transformational leaders style : Leads by influencing, motivation and inspiration, sharing energy and enthusiasm.(Laws of leadership)

Servant leaders style: Serves others rather than being served(Laws of leadership)

Instructional leadership: practices that enable achievement of instructional objectives, i.e., providing instructional resources, encouraging higher order forms of teaching and learning, promoting the implementation and use of knowledge in a variety of forms, monitoring standards of teaching and learning, providing concrete feedback to staff, utilizing evaluation data in order to improve personnel Southworth (2002:79).

Effectiveness is a multifaceted concept, which makes its definition and subsequent analysis difficult. For example, a specific definition of effectiveness may depend upon the education outcome being examined. Effectiveness, on the other hand, believes in meeting the end goal and therefore takes into consideration any variables that may change in the future.

1.8. Organization of the study

This thesis is organized in to five chapters. The first chapter deals with introduction which encompasses back ground of the study statement of the problem, objective of the study, delimitation, significance of the study and definition of key terms. The second chapter deals with the review of the related literature. In addition, the third chapter describes the research design and methodology.

The fourth chapter is concerned with the presentation, analysis, and interpretation of the data .Finally the fifth chapter supply summary, conclusion and recommendations based on the findings.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter, literatures related to the problem under study were reviewed. Different theories on issues of leadership, leadership style and challenges, and effective leadership were discussed.

2.1. The Concept and Definition of Leadership

No one standard definition of leadership. No single characteristics of leadership that is so obvious that we all recognize it. There are many different leadership definitions ranging from the dictionaries , through the text books to those dreamt up by the practitioners. Researches attempt to define leadership emphasizes different aspects of leadership ,or different leadership characteristics and reflects the organizations' leadership values .Another answer to what is leadership by AKhilShani ,put it more simply as:” The process by which a person influences others to accomplish an objective.” Confirming the above idea –Peter Druker “in the Leader of the future” The only definition of a leader is someone who has followers, while Petermaxwell , In “21Irrefutable Laws of Leadership”, says: “Leadership is influence- nothing more –nothing less. In my own experiences, studies, and observation as a practitioner, is that: A leader is some one whose direction and approach other people are willing to follow. And their , leadership is “Influencing others to follow a given direction. A leader is defined by what a person is (their qualities), what they have learned (their skills)and what they do (their actions).

Others recognize those attributes and choose, willingly , to follow . so leadership is ‘influencing others to follow a given direction’., and it can be thrilling , challenging ,scary , satisfying, humbling and very rewarding . The source of confusion in defining leadership is the role of leaders and the behaviors person in his role and the evaluation of the person in the role and difference in views in the source of power such as, Legitimate, reward, coercive, expert , and referent power.(Lunenburg and Orntein , 1991:121),and Parteeded, 1991:160). Among which expert power, particularly, ability and knowledge of a leader to analyze and implement tasks as a result of education , training, and experiences is very useful on leading all complexities of modern school. In some comprehensive definition of leadership around many researchers establish common area of what leadership are: Leadership as the ability to

lead, “A process of social influence in which one person enlist the aid and support of others in accomplishment of a common task. “

Leadership is a major way in which people (leaders) change the minds of others and move organizations forward to accomplish identified goals (McGregor, 1960). Koontz and Donnell (1976) stated it as “influencing people so that they will strive willingly towards the achievement of group goals”. It is a process by which one person influences the thoughts, attitudes, and behaviors of others. In connection to this, Peter Northouse (2007) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: Leadership is a process, leadership involves influencing others, leadership happens within the context of a group, leadership involves goal attainment, and these goals are shared by leaders and their followers. Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire. Kootz and Neihrch(1988:437) define leadership “The art or process of influencing people so that they will strive willingly and enthusiastically towards the achievements group goals . Thus, principles should assert their view objectives and interests while respecting the views and needs of others, (Lunenburg and Ornstein , 1991:120).

In general the above definitions involves a process whereby intentional influence is exerted by one person over other people to guide , structure , and facilitate activities and relationship in a group or organizations including who exert influences the intended purpose of the influence is exerted ,and the out come of the influence attempt. It is clear that leadership is a process of persuasion (a belief or a setoff beliefs) by which an individual induces a group to pursue. . Without leadership a group of human beings quickly degenerates into argument and conflict, because we see things in different ways and lean toward different solutions.

Leadership helps to point us in the same direction and harness our efforts jointly. Leadership is the ability to get other people to do something significant that they might not otherwise do. It’s energizing people toward a goal. Without followers, however, a leader isn’t a leader, although followers may only come after a long wait. In this regard Hersey, Blanchard, and Johnson(1998:91) defined leadership as ‘the process of influencing the activities of an

individual or a group in efforts to ward goal achievement in a given situation'. Leithwood and Rieh(2003) on their part also noted that at the core of most definitions of leadership are two functions :providing direction and exercising influence. In general Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Nathan (1996) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella& Smith, 1989).

2.2. Leadership Theories

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. The developments have played an important part in developing the opportunity and need for an administrative officer, professional in occupation and training. The main tasks of organizational leadership are attending to organizational purpose and design helping the organization adapt to internal and external change, and inclusive community (Befekadu, 2003).

This officer –the superintendent for high school purpose only has been effected and the principal of high school is the chief officer – has gradually taken over pour commensurate with increased responsibility and problems. Owing largely to this developments the position of the high principal has undergone profound changes wit in past quarter of century. From that of a head teacher a little more skillful than his fellows in handling the staff. The principal of to day must be a student of problems of school finance , accounting achievement , and mental measurement , educational guidance , extra-curricular activities, supervision ,course of study construction ,schedule making, publicity and community relations, by (Raj,2009:236-237).

A leadership style encompasses how a person provides direction, implements a plan, or motivates others. To achieve their goals, effective leaders often switch styles to suit the situation. Every leader in every organization like in the school performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. The manner the Leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style, therefore, is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Nathan (1996) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relation.

While many different leadership theories have emerged, most can be classified as some of the major theories are the following :

2.2.1 Trait Theories

Trait theories assume that the capacity for leadership is inherent – that leaders are born not made. The theories often identify particular personality or behavioral characteristics that are shared by leaders. According to these theories leaders are portrayed as heroic, mythic and destined to rise to leadership when needed. People who possess those inherent qualities and traits are better suited to leadership. (Stogdill1974) identified the following traits and skills as critical to leaders:

Traits: Adaptable to situations, alert to school environment, ambitious and achievement oriented, assertive ,cooperative and decisive e.t.c.

SKILLS: Clever,(intelligent)conceptually skilled ,creative, diplomatic and tacticful, fluent in speaking knowledgeable about group task, and etc. Though this theory has still persisted in the leadership literature it has been challenged. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. How ever, lots of studies on personalities of leaders has failed to identify any consistent patterns of behaviors of leaders (Lunenburg,1991).According to Koontz (as cited

2.2.2 Behavioral Theories

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation .Behavioral theory is to compare the behaviors of effective, ineffective leaders to differentiate successful leaders from un successful once in the behavioral theory, the attention of researchers is on the actions of the leaders rather than on the leaders personal traits. The focus has shifted from trying to determine what effective leaders do.(Plunkett and Attener,1998;Lunenburg,1991).

2.2.3.Contingncy theories.

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, a leadership style, qualities of the followers and aspects of the situation. Leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of are skilled experts, a democratic style would be more effective

2.2.4. Functional leadership theory.

Functional leadership theories are based on a very different assumptions they focus on what leaders actually do. That is their actions or functions of the best known and most influential of functional theories of leadership ,used in many leadership training programs. Is Johan Adairs “Action-centered Leadership”. From here it is a short leap to the belief that if one person can do something ,then others can learn to do it. We are now in the world of leaders being made ,notborn. And we open up the possibility of leadership development and planned

leadership training . Functional theories of leadership are developed by studying successful leaders and identifying the actions and behaviors they show .Functional theories of leadership is very well but it does not help as to deal with changes ,different situations, and the nature of the people being lead. Situational leadership theories of leadership were developed to find good ways of adapting leadership actions to meet the needs of different situations and circumstances. One classic situational model of leadership is concerned with identifying the ability (or competency) and willingness (commitment or motivation)of these being led, and then determining the best style of leadership to follow . Other approaches suggest of continuums of leadership style.

A leadership style here refers to the broad approach adopted by a leader. A leader's style of leadership is often based up on a leader's own belief, personality, experience, working environment, and the situation at the time. Some leaders work within one leadership style. Others are more flexible and can adapt their style of leadership to meet the needs of different situations. Leadership styles are the patterns of behavior used by leaders in attempting to influence group members and make decision regarding the mission, strategy, and operations of group activities. According to Clark (2000) leadership style is the manner and approach in which a leader provides direction, implements plans, and motivates people so as to achieve organizational goals. This therefore means that leadership style and the effectiveness of interactions between leaders and their subordinates are important determinants of team success in any hierarchical organization .However, leadership styles vary from one institution to another and it is essential to mention that no two leaders can administer and lead their institutions in the same way. Holdford (2003) has noted leadership styles that exist to include; (1)**Autocratic leadership style** which uses rewards and punishments to influence behavior. It is a style of leadership where the leader has a task orientation rather than a follower orientation in his/her way of controlling of others.

(2) **Democratic leadership style** where the leader gives his /her followers a say in decisions that affect their work lives. It generates a sense of ownership by the staff in the pursuit organizational goals, nurtures the generation of ideas, and helps build trust and respect. Further, it always seek the advice from other subordinates and tries to reach consensus within their teams (Rotemberg and Saloner, 1993).

(3) **Transactional leadership style** with the belief that punishment and reward motivate people (Holdford, 2003). It also assumes that when people agree to do a particular assignment they must agree to give up that part of agreement and authority to their leader who must take full control and power over the subordinates who must obey his/her orders without question, and

(4) **Laissez faire leadership style** is the kind of leadership where there are practically no rules in the organization. It grants complete freedom to group or individual decision without the leaders' participation or direction (Nzuve, 1999).⁴⁹⁶ *Journal of Education and Human Development*, Vol. 3(2), June 2014 The primary role of the leader is to merely supply the materials needed by the group he/she is leading. Instead, he/she remains apart from the group and only participates when the group has asked him/her to do so. According to Alessandro, Castro, Ray and Vereline (2004) the basis of good leadership is honorable character and selfless service to organization. Most teachers view this as that which affects the organization's objectives and their well-being job to improve. While job satisfaction is an elusive concept that has been increasingly challenged. The impact of school leaders on student learning is generally mediated by other people, events and organizational factors (Hallinger and Heck 1998). By practicing different leadership styles, school leaders can directly influence the motivations, capacities and working conditions of teachers who in turn shape classroom practice and student learning.

2.3. Educational Leadership at school Level.

The role of the principal is more challenging than ever. School reform in the 21st Century requires leaders to transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities that can embrace change and create a high performing learning environment for students and teachers (Moore, 2009). In connection to this, various writers have concluded that leadership is second only to classroom instruction among school-related factors for improving student learning (Leithwood, Seashore Lewis, Anderson, and Wahlstrom, 2004). Marzano, Waters, and McNulty (2005) also reported that leadership is vital to school effectiveness.

Educational leaders are expected to demonstrate measurable effects on school effectiveness and student achievement. In this regard, one of the important functions educational leaders

ought to be mobilize and utilize the available resources of the education system in effective and efficient manners so as to achieve educational objectives. In most organization respected leader tend to concentrate on what he/she is (beliefs and character), what he/she knows (job, tasks, human nature), and what he/she does (implement, motivate, provide direction). Hoy and Miskel (1996) described an effective school administrator as one who is capable of continuously giving meaningful personal and emotional support to his/her teachers, promoting self-confidence, and holding teachers in high esteem. Apart from this, exemplary educational leaders have long been known to be skilled instructional leaders. That is, they do well as diagnosing educational problems, counseling to teachers, developing curriculum, developing staff, and evaluating premeditating the pedagogical work of the teachers .On the job, such leaders emphasize their role as instructional leaders and tend to be teachers of teachers . School leaders are challenged to adopt the ethic of caring to enable schools to become caring communities that nurture all children, regardless of their race, class, or gender. It starts not with structures and organizations or leadership but with people and an ethic of relationships (Marshall. et al. 1996). ‘School leaders need to act as mediators and moderators within a variety of challenging contexts. School principal ship has to lead and manage learning and teaching performance ,skills, and knowledge required to lead and manage learning and teaching through creating learning environments that maximize student out comes, articulating high expectations, implementing curricula and offering and evaluating high quality learning and teaching’ .M.O.E(2013:51). The most frequently used leadership style is not always the one positively associated with school Performance; sometimes it is even negatively associated with it. Sometimes, the highest scoring. Leadership styles differ between rural and urban schools within one education system. The leadership style which might be positively associated with school performance in one secondary school can have the opposite impact in another. To cut it short, school leaders are responsive to the context in which they operate but they should not depend on it; apparently, they can adapt to the context of their individual schools, sometimes irrespective of the national (system) context in which they operate. Leadership is about a complex and dynamic blending of styles. Leadership styles differ according to the context within which school leaders are operating. As to Adosisina (1990:18) the force affecting the school system probably no one is more important than the school leaders who have the responsibility for

recommending change in the educational activities and facilitate learning .Some schools are exceptional in the instruction of their students and pupils. All the reason that differentiates the same from others may not be known . But the presence of educational leadership could be the core causal feature(Owens,1987:540) Hopkins (2001: 3) has reiterated the need for differentiated school improvement approaches and strategies as follows: Put simply, schools at different stages of development require different strategies not only to enhance their capacity for development, but also to provide a more effective education for their students. Strategies for school development need to fit the ‘growth state’ or culture of the particular school. Strategies which are effective for improving performance at one growth state are not necessarily effective at another. To cut it short, school leaders are responsive to the context in which they operate but they should not depend on it apparently, they can adapt to the context of their individual schools, sometimes irrespective of the national (system) context in which they operate. Leadership is about a complex and dynamic blending of styles. Leadership styles differ according to the context within which school leaders are operating.

2.4. Factors Affecting School Principals Effectiveness.

The concept of decentralization is the provision of a broad autonomy to school institutions, is part of the concept of school-based management. Authority and responsibility to manage the school was given to the school institution, as the implementation of the spearhead of education. It is oriented on four aspects, namely improving the quality of education, the educational equity, the efficiency of the education budget and the relevance of the education provision management .The principals is the driving force of the activities of the school institutions. All the principal tasks include efforts to do an education better, which relates to improving the quality of school under his leadership, effectiveness and efficiency in the management of the resources owned by the school, the accommodation of stakeholder participation in decision-making, transparency, accountability, creativity and execution of the tasks innovative . By looking at the principal's duty coverage in Indonesia, The educational advancement rank should be able to be coupled with other state education. An organization of a school can achieve effectiveness when all the elements, namely administration, school performance, and individuals involved with the school as an institution, can function effectively. In this case it takes a positive performance of the aspects of the initiative to overcome the difficulties in reaching the target, the creativity in solving various problems,

contributed to the formation of a team spirit through cooperation with others, contributed to the development of its own employees, and other behaviors that stand out. This is a description of the task execution through the behavioral approach, the approach of behavior requirements, the approach of capability requirements, and the approach of the task characteristics .It became an evaluation of the results of the central person's behavior and performance (George & Jones, 2005; Haynes, 1984). A high level of performance is the result of doing the right thing at the right time, which is determined by several factors include the commitment, knowledge, skill trust, management, nature of the school, managing diversity, ability to plan, the effort to expend and, the organization support.

2.4.1 .Lack of Commitment as Factors Affecting principals.

Besides performance, one's commitment is also crucial to success in achieving organizational goals. Commitment will determine an individual's performance variation, or the organizational commitment can directly determine the performance of the organization. The knowledge of the organization through the indicators of task structure, formalization, and group norms are directly affects motivation and job satisfaction .A manager must have the knowledge of the organization, and sees the organizations a system, because it will affect the commitments directly or indirectly. This can be done by declaring a vision, encouraging employee involvement in various activities, designing the specific objective challenging and measurable, to inform about changes in the organization to the subordinates. The commitment of the principals when playing the role of manager is indicated by the determination and the ability to accept the existence of the school as his own life, doing all their activities voluntarily, earnest, responsible, and high loyalty. This is evident from the willingness to work hard, the sense of responsibility, is loyal to the work, the sense of a pride in the work and concern for the employment of principals

2.4.2 Lack of knowledge as Factors to Principals

The knowledge of the organization through the indicators of task structure, formalization, and group norms are directly affects motivation and job satisfaction. The effectiveness of an individual's performance is determined by one's knowledge of the organization, which Is a requirement to be a member of an organization, through the commitment of the person. This is reflected from one's understanding of the principle or the theory of the organization

explicitly, about techniques or methodologies in organization practice of personnel. The knowledge of organization affects the effectiveness of leadership directly.

A principal is required to know the basic principles of organization theoretically and practically. The organization theory include understanding the organization, the division of labor, the organizational goals, the delegation of authority, the work procedures, the formalization, the teamwork, the job descriptions preparation, the organizational structure, the span of control. Organizational practices include the technology implementation, the coordinate resources, the program planning, the reward systems, the inter-personal interaction, and the analysis system. The principals effective will be able to improve the school performance by pointing to its ability to manage the school, the students, and the teachers as the main component to achieve the objectives of the school by means responsive to the personnel of the school. The school based management is categorized into three groups, namely its' controlled by society, where the authority is transferred from professional educators to parents or school committee, its' controlled by teachers, while decision making is delegated to professional school committee or board, and the principals as a controller, and its' responsible for making decisions in consultation with the parents, the teachers and the community. The series of the activities related to solving the problem indicated by maximizing the achievement of object is simplifying the consequence hat may complicate choices, gathering facts, involving subordinates in decision making, finding a satisfactory alternative in accordance with the objectives, choosing the type of action that is worth doing, maximizing the best possible solutions, choosing one alternatives satisfactory solution, assessing or evaluating the decision This is the basis to identify several factors that affect the performance of the principal either directly or indirectly in order to fin d an effective model to improve performance of the principal. The instructional leader al so needs to have up-to – date knowledge on three areas of education: curriculum, instruction, and assessment (DuFour, 2002).

Curriculum- Principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, curricular sources and conflict, and curriculum evaluation and improvement.

Instruction. Principals need to know about different models of teaching, the theoretical reasons for adopting a particular teaching model, and the theories underlying the technology-based learning environment

Assessment. Principals need to know about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods, and assessment that aims to improve student learning

2.4.3. Lack of Skill as Factors to Principals.

In order to be effective in their educational leadership responsibility principals need to have certain skills. Blase and Blase (2000) cite specific skills of instructional leadership: making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. Lashway (2002) recommends certain skills for instructional leaders to master: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills.

Interpersonal skills maintain trust, spur motivation, give empowerment, and enhance collegiality. Relationships are built on trust, and tasks are accomplished through motivation and empowerment wherein teachers are involved in planning, designing, and evaluating instructional programs. Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves. Collegiality promotes sharing, cooperation, and collaboration, in which both the principal and teachers talk about teaching and learning.

Planning skills. Planning begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step is to assess what changes need to occur and which may be accomplished by asking the people involved, reading documents, and observing what is going on within a school.

Instructional observation skills. The aim of instructional observation (supervision) is to provide teachers with feedback to consider and reflect upon. Not only can effective instructional leaders help guide classroom instruction through supervision, they can also play a primary role in bettering it.

Research and evaluation skills. are needed to critically question the success of instructional programs, and one of the most useful of these skills is action research. Through research and program evaluation, effective instructional leaders can be armed with a plethora of information to make informed decisions about increasing learning at their schools. It is evaluation through which the specified educational goals as determined the school leader are being met . It is through process of evaluation that teacher - student behavior system that educational goals are being met.

Haillesslassie W. and Abraha A. (2012) state the following as requisite skills that instructional leaders need to possess:

„Building effective relationship in schools: The role of the instructional leader in team building and developing team cohesion is aimed at defining common goals. In school settings, everyone wants to be safe, to be appreciated, to be accepted as part of the school community, and be recognized as contributing to the school effectiveness or outcomes.

2.4.4. Leading and Managing Change as Factors to Principals.

Leading and managing change/Adaptation: Change takes time. Experience has shown that the time required to make significant improvements in a school is typically about seven years (Tyler in Sinclair and Finn 1989). Making sure that the school staff maintains commitment and enthusiasm over time is an important challenge to the school leader. Many well-conceived school improvement plans have failed because people expected results too quickly where leaders were successful ,they argued , staff acknowledge d their responsibilities and accountabilities.In his assessment of the prospects for educational change, Fullen(1991:157-158) argues that while leadership ‘relates to mission ,direction ,inspiration’ ,management ‘involves designing and carry out plans, get in things done , and working effectively with people ‘ . The leader is charged with balancing the management of the process of change and its anticipated goals .Change is the only absolute in our world. This change may appear due to different situations from different angles. There for change takes place in political, technology and institutional areas. The major reason is that something relevant to the organization either has going to change or is going to change . Educational leaders take ultimate responsibility for managing change and are accountable for its institutional impact. Weindling and Earley,(1986)leadership research ,which considered ,” how heads manage

changed, “found similar findings to those identified in Hersey and Blanchard’s (1977) For example , organizational changes made soon after a new leader’s arrival were ‘ frequently concerned with communication and consultation’, new heads also ‘deliberately chose to make early change ‘,which they considered were cosmetic and in none controversial areas but recognized that (‘It was important to be seen by the staff as someone who gets things done ,as you mean business’(1986:333).Fullan (1992) notes the emphasis on both the ‘leader as initiator ‘ and ‘maintenance of stability ‘ roles :teaching staff often have expectations about their leader’s ability to establish a delicate balance between both organizational continuity and organizational change.

2.4.5. The Nature of the school as a factor to School Principals.

Schools in difficulty have to deal with problems that are by-product of the socio-economic context in which the school is located. A school in problem may be viewed with mistrust and suspicion by the community. It may be seen as having relatively little to do with the lives and aspirations of those within the community it serves. A main task facing many schools therefore is one of building bridges with the outside community and to form relationships with families that extend beyond just getting them, there is a very strong sense of community within the schools and forging links with parents and local businesses perceived as an important use of resource. Thus, school heads should believe that schools that have solid and lasting links with the local community are more likely to gain their support and loyalty in difficult times. Hence, they create opportunities for parents to come in to school, to talk to teachers, to use the facilities and to see the school as a resource for them and their children. The heads should try to break down traditional barriers between the school and the community by seeking ways to integrate and involve parents in school life, encourage parents to view the school as an important resource for the local community. The school has a human product that give rise to unique problems of organization and management. This is because the main participants in the school system are: teachers, students ,non teaching staff, parents and principals with different backgrounds and needs. The interaction of his groups and individuals in the dynamic and complex schools context may not always be positive and conflicts may be some of the outcome. Thus, the process of school principal become exceedingly complex. The challenges of educational leadership become even more complex as the school can be differentiated from other type of institutions of the community.

2.4.6. Managing Diversity as factor to principals

Diversity is a great reality of our country. Our country is diverse in many ways. You may think of cultural, ethnic, language and bio-diversity. You will encounter this diversity in a more pronounced manner at your schools. Your schools will be diverse not only on the above mentioned issues, but also diverse based on, your students ability, learning needs, sex, socio-economic status, political opinions and religious beliefs. Even this extensive list omits aspects of difference which contribute to the diversity of your staff, for example, their educational background or age, and their access to authority. These areas could result in difference among your students and teachers and may be a cause for gaining advantage or disadvantage depending on how you manage them. The school brings individuals of different back ground and culture that may hold quite different values yet be through as increasingly closer instructions with each other.(Demock.1993:96). Diversity is beauty, but it could also be related to inequity because of differences we discussed above. Given the authority you have as supervisors and principals, you will be tasked to manage all those differences to bring about equal and convenient access of learning for your students. To meet this challenge, you will need to work with your teachers to employ not only theoretically sound but also culture and gender responsive pedagogy. Bennett, N. and Anderson, L. (Eds.) (2003). Teachers must create a classroom culture where all students regardless of their sexual, cultural and linguistic background are welcomed and supported, and provided with the best opportunity to learn.

To increase student success, it is imperative that teachers help students bridge this discontinuity between home and school (Allen & Boykin, 1992). Moreover, a gender and culture responsive instructional environment minimizes the students' alienation as they attempt to adjust to the different "world" of school (Heath, 1983; Ladson-Billings,1994).

Promote equity and mutual respect among students: In a classroom of diverse cultures, languages, and abilities, it is imperative that all students feel fairly treated and respected. When students are subjected to unfair discrimination because of their differences, the results can be feelings of unworthiness, frustration, or anger, often resulting in low achievement. Teachers need to establish and maintain standards of behavior that require respectful treatment of all in the classroom. Teachers can be role models, demonstrating fairness and

reminding students that difference is normal. Further, teachers need to monitor what types of behaviors and communication styles are rewarded and praised. Oftentimes these behaviors and ways of communicating are aligned with cultural practices. Care must be taken so as not to penalize a student's behavior just because of a cultural difference. Teachers have a responsibility to all their students to ensure that all have an equal opportunity to achieve to the best of their ability. If instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are denied an equal opportunity to learn. Instruction that is culturally responsive addresses the needs of all learners. The educational system plans the curriculum for schools, and teachers as their "institutional agents" transfer the prescribed content to their students. This daily contact with students provides teachers with a unique opportunity to either further the status quo or make a difference that will impact not only the achievement but also the lives of their students.

2.4.7. Personal Qualities as factors to principals.

The personal quality of leadership shown by the school principals greatly influence the tone of school and the outcome of the school programs. Similarly, depend on efficient administration.

(Ubben and Hughes;1997:104).The principal own personality, vision, extent of commitment, and human relation skill and can constrain[hamper] the exercise of principals. The qualities of principals are the main characteristics of school administration. A principal himself need to be a man of quality character and courage. By Raj. Singh.(2009:1) Strengthening this idea Notman's(2005)research in to the personal and professional working lives of principals demonstrated the centrality of core personal values in their influence on principal behaviors.

2.4.8. Ability of Managing Time as Factors to Principal.

Time is another resource that may be properly managed. It is very important to manage time. The things that principal dose, the decision he/she makes, play a major role in completing work already set on time based on the information we have gathered. (Hayilesilase W/Garima 2005:164).It is very important for principals to manage in such a way as to complete the task by completion date and time stipulated in the school program. Everyone has the same amount of time in a day. Time management is about effective scheduling of your time goal setting, prioritizing and choosing what to do and what not to do. delegating

tasks, analyzing and reviewing your spent time and organizing your work space, motivating your self to work goal. One can not control time as one can control other resources- one can only control how one use it .(: Hayilsilase W/ Garima2014:165-168). Un published material .So time management is about controlling the use of the most valuable and undervalued resource. Many principals have face poor time management that shows up by way of one or combination of typical perceptible symptoms . Principals would look for and reflect of weather they are subject to those symptoms with a view to take necessary corrective action.

Good Principals Manage Their Personal Time and Priorities to Focus on the Right Stuff “The principal’s job is complex and multidimensional, and the effectiveness of principal and the effectiveness of principals depends, in part, on...how they allocate their time across daily responsibilities” (Rice 2010, p. 2). Researcher unlikely to see improvement unless they increase their capacity for organizational management as well. hers Leithwood et al. Principals devoting significant time and energy to becoming instructional leaders in their schools

2.4.9. Lack of resources as factors to principals.

Resources are the financial and none financial supplies that help to fulfill organizational needs. The education sector in development countries is facing many challenges including inadequate teachers; lack of teaching and learning facilities, and inadequate infrastructures. This calls for effective strategies to mobilize resources minimize these challenges .(Ogavia K(2004:133-143) Obviously, without certain human ,material ,technical financial resources, it is impossible for school to implement activities and projects in the communities .. A number of studies support the view that budgeting is a central element of leadership for improved school outcomes. Strategic resource management refers to a leadership dimension that involves securing resources and ensuring that their use is aligned to pedagogical purposes (Robinson, 2007). Especially when resources are used for staffing and teaching purposes, their strategic use has been found to be associated with improved student achievement (Bamburg and Andrews, 1991; Brewer, 1993; Heck and Marcoulides, 1996; Heck et al., 1990; Heck et al., 1991; Hoy et al., 1990; Wellisch et al.,1978). As principle in Ethiopia , the education has maintained its share that reflects high priorities at all levels of government but as we observe and understood from yearly report and conference of

education at different levels of education sectors there is lack of resources. However, despite of the vibration of resource assessment procedures, school principals should focus on human value thereby establishing common understanding among school community members and directing their efforts to utilize resources wisely inline to the required school objectives. In research synthesis about practice in high –performance schools, the finding that relate to resource is evident (Ubben and Hughes, 1997:304).This implies lack of resources can be a serious challenge to Carry out his activity effectively. Effective principals mobilize, allocate, utilize and manage school resources in order to ensure a safe and productive learning environment. MOE, (2003:15)

2.5. Historical Back Ground of Principals.

2.5.1. Principalship in world context.

Several political orators, educational thinkers, business executives, social workers, and scholars have used the word leadership. The word lead, leader, and leadership come from the Anglo-Saxon word “lead” meaning “path” or “road”, And the verb leader means "to travel" (Kets de Vries, 2006:2). Thus, leader is one who shows fellow travelers the way by walking ahead. The history of leadership theories started from the "The Great Man" theory of the mid 1800s which assumed as trait theory (leaders are born not made), behavioral theory (there is one best way to lead), situational/contingency theory (leaders act differently depending on the situations), to the recently introduced theories- leader is rational, transformative, and empowering. A principal is “the administrative head and professional leader of ...a high school”(Good,1973:436),the principal is used in the United States of America which was originally derived from the phrase “principal in USA (Mondan and Hensgst ,1982 :293).The development of principal ship is strongly attached with history of the principal in the Unite States of America. In the early history of American schooling, there were no principals like to day .School administration was not differentiated from teaching implying that everything was done by the teacher(Murhy,1995:13).According to Monahan and Hen gust and Murphy (,Ibid)as cites grew, schools increased in number and size and the complexity of educational tasks also increased which required secured assistance that specially designated person assumed responsibility for them . This person named as “principal teacher” continued to function in the classroom but served as the controlling head of the school . Since the 1980s,

researchers have suggested that principals are an integral part of school effectiveness through their actions as instructional leaders. Standardized testing and strict accountability, which heavily influence today's public schools, make principals responsible for student achievement. They fulfill this responsibility by influencing and guiding the quality of teaching and learning in their schools .

The position of principal has become a popular topic of research. The superintendent was the focus of most literature on educational administration during the 1960s (Owens & Shakeshaft, 1992). This began to change in the late 1960s. Ninety-four percent of studies on the topic of educational leadership from 1967 to 1980 focused on public school administrators (Bridges, 1982). Out of these studies, the high school principal was researched more than the superintendent. Literature from the 1980s continued to emphasize the principal more than other school administrators (Camburn, Rowan, and Taylor, 2003; Owens & Shakeshaft, 1992). The current reality of school leadership need to contrast the trends with the current practice and shape of school leadership in many countries. Traditionally in many countries there has been only one individual – the principal – holding a formal leadership position in schools. While the roles and responsibilities of principals have varied in different contexts and over time, the existence of principals remains a common feature of countries education systems. In many countries there is growing concern that the role of principal designed for the needs of a different time may not be appropriate to deal with the leadership challenges schools are facing in the 21st century. Even as countries are adopting more distributed and collaborative approaches to leadership, on average across countries, it is the principal who carries the largest bulk of school-level leadership responsibilities. Principals work in a variety of contexts. One of the Scholars (Elmore, 2008) is suggesting that an essential function of school leadership is to foster “organizational learning”, that is to build the capacity of the school for high performance and continuous improvement through the development of staff, creating the climate and conditions for collective learning and thoughtful use of data to improve curriculum and instruction. Depending on the school contexts in which they work, principals face very different sets of challenges. School-level differences or contextual factors have important implications for their leadership practice. Leithwood (2005), in a review of the findings of case studies in seven countries, found features of the “organizational or wider social context in which

principals work” that impact on their practices. These features include: student background factors, school location (e.g. urban, rural), school size, government or public versus non-government designation of schools, school type and school level (elementary, middle, secondary). (Elmore, 2008,) is suggesting that an essential function of school leadership is to foster “organizational learning”, that is to build the capacity of the school for high performance and continuous improvement through the development of staff, creating the climate and conditions for collective learning and thoughtful use of data to improve curriculum and instruction schools.

2.5.2. Principal ship in Ethiopian Context.

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable. Traditionally, principals were expected to be managers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance. During the eighties, there was a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should be come directly involved with the teaching and learning processes. Principals were required to “intervene” to ensure that teachers focused on the central mission of the school (Beck & Murphy).

Principal in Ethiopia strongly connected with the introduction of the modern education in the country. According to MOE (2002), it is stated that prior to 1926, expatriate principals were assigned in Ethiopian schools of different provinces of Ethiopia during the 1930's and 1940's predominantly, Indians posted to principal ship, although the criteria were not at all clear, may be for their educational standards and experience in leadership . After the restoration of independence in 1941 education was given high priority which resulted in opening of schools in different parts of the country. Has there were not 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,1999:11).

From the second half of 1940 until 1976, documents prove that Ethiopian principals were assigned in elementary schools without contest; only by observing their knowledge and teaching experience. In 1961 /2, a one year course in supervision and administration was started at Addis Ababa University. This continued until 1976. Sill some periodical letter written before the year 1960 (Moe , 2002) reveal that Ethiopians who were graduated with B.A/BSC degree in any field were assigned as principals in secondary schools by senior officials of MOE. The major selection requirements were educational standard , service years and work experience.

However , during the first few years of 1960's it was recognized that those graduated with BA degree in management and pedagogy were assigned in secondary school. On the other hand, scale promotion advertisements that had been issued from 1973 -1976 show those secondary school principals were those who held their first degree, preferable, in educational management field and those who had at least worked for a limited time has a unit leader or department head, dead or teachers. Then it is started in a job description of the MOE issued in 1989 that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience that shows an attention to consider principal ship has a profession. Practices over the last decade, particularly since 1993 until very recently, principals were to be assigned through direct election teachers from among themselves. Later on WEOs used to appoint teachers as principals. However, in all cases, there were no clear selection criteria.

In reviewing some literatures regarding the source of principal ship, a few points can be raised. Adesina (1990:192) states the importance of profession, for principals by saying that were a experience in classroom teaching can facilitate school management. Managers of school as professionals require a separate training program in school management. Against the view that advocates teaching as a source of principal ship, Sergiovanni (as sighted in Ubben and Hughes, 1997:121) emphasis the importance of profession to deserve principal ship and to have conceptual knowledge of education such as to diagnose educational problems and to effectively carry out educational supervision activities. Principals,

Sergiovanni adds, need to be professionals in order to evaluate educational program. The national association of secondary school principals (NASSP) (as cited in Ubben and Hughes, 1997:9) reveals that principals professional competence enables them to successfully plan and organize work, to work with and lead others, to analyze problems and make decisions to communicate orally and in writing, to perceive the needs and concerns of others and to withstand and perform under varieties of pressures. Thus, whether or not lack of professional competence is a problem of secondary school principals to their educational leadership is attempted in this study.

This times, however, there is a change in direction that principals are considered professionals MOE (2002). That means also a strong belief as existed, for the last few years in Ethiopia the source of principal ship is teaching, this view as been reviewed and now principal ship seems to be recognized as a profession by its self. The presiding reviews of principal ship indicate that the principal, though there has been a change in different times and place, in expected in many cases to be an educational expert and a skill full in educational management so as to perform the responsibility interested to him/her . Originally, the role of an instructional leader involved traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. Today, it includes carrying out professional development, and emphasizes the use of data to make decisions (Deborah King 2002).

2.6. The Responsibility of School Principals.

The principal of a school is entrusted with day-to-day management and leadership, including implementing educational programs and curriculum activities; management of staff and learner teacher support materials; and safe-keeping records. In this sense subject leaders (principals)have long been accountable to heads, parents, and pupils but the accountability we as essentially private and internal to the institution (Brundrett M.2004:30).The principal is expected to render all necessary assistance to the School Governing Body so that it can perform its functions effectively. Hence, every country's government aspires that every school has a high performing school leadership and management that understands its responsibilities and focuses on its core strategic functions; one that is made up of people with relevant skills and experience; and one which operates efficiently and effectively through

appropriate structures and procedures. Ethiopia is also no exception to this kind of aspiration. Accordingly, Principal is responsible and accountable for the development of children and young people so that they can become successful learners, confident creative individuals and active informed citizens. Principal network and collaborates with a wide range of people to secure the best possible learning outcomes and wellbeing of all students. He/She is skilled at establishing and maintaining professional relationships and structures. Principal is able to embrace uncertain, complex, and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all. Moe (2003:4). The principal is the administrative and professional leader of the school, and as such, he/she is directly responsible for its successful operation. The major effect of the principal is in the field of educational leadership and supervision, with stress on the improvement of teaching and learning. To bring about this improvement, he/she should call upon all of the resources of the school to be used properly.

The principal should devote her/himself exclusively to the duties of principal during normal school hours. The principal has ultimate responsibility for every aspect of his/her school's ethos, life and curriculum. The school principal's roles and responsibilities mainly incorporate the following activities relating to education, community involvement and control and organization of the activities. Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in every country's statutes (laws) including Ethiopia. MOE, regional education bureaus and woreda education offices in our country Ethiopia have set Expectations for principals. Principals have become more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction has increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, Principals are expected to discover the need to more effectively evaluate instruction and assist

teachers as they work to improve their instructional techniques. The principal's duty to improve the school instructional program is mandated by legislation in many countries. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the

school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have to discover that engaging the entire school staff in making decisions results in more commitment to school reform initiatives. Principals are also responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Principals should also report that they spend a significant part of their time working with parents of students who have been identified as needing special services. Principals are expected to continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school Safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. At the primary level, principals must be cognizant of their responsibility to ensure constant supervision of the very young children in the school. As students advance into the higher grades, the needs for supervision changes as students mature. A lack of clarity over the roles and responsibilities that school principals need to perform can lead to the development of problems within the school. It is, therefore, important that a principal has a shared and documented understanding of how its roles and responsibilities have been delegated. A school principal incorporates the action plan goals within the short and long term annual operations plan for the school. He/she provides routine reports to the School board and wereda education office and board on progress toward accomplishing annual action plan goals. He/she works collaboratively with the supervisor and board to prepare and deliver on-going reports to parents and community members on student and overall school performance gains. He/she helps teachers connect curriculum to the action plan goals. The principal should maintain an ethos (culture) for the school that promotes the moral, spiritual, intellectual, social and personal development of all its pupils. The school's ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, pupils, staff, governors and the local community. It should also be

consistent with a commitment to promote equality, good relations and diversity within the school and its community.

Principals ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching learning. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work. Moe(2003:12). Owens (1987:158), states that educational leadership attempts at diagnosing and solving pedagogical and curricular problems and assisting teachers to solve problems in teaching process.

1. Administrative Leadership

The primary role of the leader is to merely supply the materials needed by the group he/she is leading. Instead, he/she remains apart from the group and only participates when the group has asked him/her to do so. According to Alessandro, Castro, Ray and Vereline (2004) the basis of good leadership is honorable character and selfless service to organization. So principals have to manage daily operations and environment through efficiency and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components. Principals identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. They manage themselves well and use ethical practice and social skills to deal with conflict effectively. They understand the implications of child safety, health and wellbeing, human resource development. Principals are able to define challenges clearly and seek positive solution, often in collaboration with others. They know when decisions are required and are able to use the available evidence and information to support, inform and communicate their decisions. Moe (2003:12). The general aim of educational administration is to ensure that the school system functions properly, that is according to preconceived purposes and plans of action (Liamage,2006:160). There for administrators need to identify and approve resources and time lines required for learning activities in accordance organizational requirement. Each aspects of provision in effective educational organizational s were core staffing ,equipment materials or specialist to expertise is deployed in order to facilitate learning and educational achievement(Low and

Derek,2000:207). There for principals allocate resources and manage school operations in order to ensure a save and productive learning environment and mobilize ,allocate and utilize resources , including technology, to support student and staff learning. ‘Principals understand, uphold and model professional ethics ,policies and promote the values and challenges of the divers school community and report to the community and stalk holders on effective and efficient use and management of school resources. (Moe,2003:15). Thus the school principals as administrators connect the school with the community and have to involve parents and communities In improving student learning and provide parents and students with relevant information about available school services (instructional behavioral and psychological) to address student learning needs .As Rechard Elmore. (20000) puts it :the job of administrative leaders is primarily about enhancing the skills and knowledge of the people of the people in the organization ,crating common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other , and holding individuals accountable for their responsibilities.

2. Instructional Leadership

Principals share and distribute responsibility to provide quality, effectiveness ,and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy ,and student assessment).Principals engage in continuous inquiry about effectiveness of curriculum and instructional practice and work collaboratively to make appropriate changes that improve results. Principals have a current knowledge and understanding of research in to teaching , learning and child development and how to apply such research to the needs of the students in the school. Principals apply knowledge and understanding of current developments in education policy, schooling and social and environmental trends and developments to improve educational opportunities in the school. Principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions.(Moe,2003:12). In today’s schools, leadership plays a significant role in bringing about quality of education in general and student achievement in particular. Principals are required to be not only managers of finance and property but also, and primarily, leaders of learning. Principals need specific competencies to spearhead the management of the curriculum and lead instruction. Principals

ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work (Moe, 2003:12). Owens (1987:158), states that educational leadership attempts at diagnosing and solving pedagogical and curricular problems and assisting teachers to solve problems in the teaching process. Principals are although required to be close to the classroom and lead learning by providing instructional and curricular feedback to the teacher through clinical supervision and mentoring. Good school leaders will create learning communities that sustain uninterrupted learning by prioritizing instruction over any other school activity. "Leadership effects on student learning occur largely because leadership strengthens professional community; teachers' engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement" Anderson, (2010: 10). In today's schools, leadership plays a significant role in bringing about quality of education in general and student achievement in particular. Principals are required to be not only managers of finance and property but also, and primarily, leaders of learning. Principals need specific competencies to spearhead the management of the curriculum and lead instruction. Principals are required to be close to the classroom and lead learning by providing instructional and curricular feedback to the teacher through clinical supervision and mentoring. Good school leaders will create learning communities that sustain uninterrupted learning by prioritizing instruction over any other school activity. Hence this module is intended to equip participants to have the requisite knowledge, skills, instincts and attitudes to be fit instructional leaders who lead their schools into holistic success. needed competencies that enable them achieve the required goals.

Principals should not only possess the knowledge, skills, and attitude to support learning; they should also spend significant chunk of their time on it. Principals need to be the prime role models of learning. We will conclude this unit by quoting Jenkins (2009): "If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning

environment. To achieve this goal takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principals, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships.”A large number of studies shows that , Principals are required to be close to the classroom and lead learning by providing instructional and curricular feedback to the teacher through clinical supervision and mentoring. Good school leaders will create learning communities that sustain uninterrupted learning by prioritizing instruction over any other school activity .We can also conceptualize the characteristics of instructional leadership by contrasting it with other leadership styles. According to Jenkins (2009) instructional leadership differs from a school administrator or manager in a number of ways: principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, monitoring lesson plans, and evaluating and supporting teachers. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. We can also conceptualize the characteristics of instructional leadership by contrasting it with other leadership styles. According to Jenkins (2009) instructional leadership differs from a school administrator or manager in a number of ways: principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, monitoring lesson plans, and evaluating and supporting teachers. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Under this chapter the study was attempted to identify design study, source of data sample population and sampling technique, data collection instrument, procedure of data collection, and method of data analysis

3.1. Research Design

In this study, descriptive survey design was employed because it is appropriate to collect data on the current beliefs, attitudes, opinions and trends (Creswell, 2003). Concerning this Best and Kahn (2002:1007) states that descriptive survey design is appropriate to collect data from are relatively large sample for the purpose of describing the nature of the existing conditions or determining the relationship that exists between specific events.

3.2. Method

Both quantitative and qualitative methods were used to analyze data obtained from diverse sources. Aryl and Razavlen (1985:8) state that a research method comprises the overall strategies followed in collecting and analyzing data.

3.3. Sources of Data

In this study, both primary and secondary sources of data were used. The primary sources were teachers, principals, supervisors and woreda education office heads and experts. The secondary sources of data were secondary school reports and relevant policy documents.

3.4. Sample Size and Sampling Techniques

In HoroGuduru Wolegazone her are nine woredasone administrative city and thirty (30)secondary schools. Out of 30(thirty) principals 8(eight) principals, out of 4(four) supervisors 3(three) supervisors, 82 teachers from 347 teachers and 14 woreda education office were taken as a sample. To manage the research, woreds were elected randomly by using simple random sampling techniques and secondary schools in woredas were selected using purposive sampling techniques . Woreda educational officers, school principals and school supervisors were taken by available sampling techniques because of their position. In each of the secondary school teachers were selected using simple random sampling techniques .Generally 3 woredas 33.3%, one Administrative city, eight secondary schools

(26.6%), 61(18%) teachers of secondary schools and 3(75%)of secondary school supervisors were included as respondents in this study.

The woredas were selected by random sampling technique and the administrative city of the zone was selected by purposive sampling. Teachers were selected by using simple random sampling technique whereas principals of all sample schools and the educational office heads and experts were included by using availability sampling technique. Generally, a total of 82 teachers, eight principals, three supervisors and 14 woreda education experts were used as a sample in this study.

Table:1 Description of Sample Population

S N	Woreda	School Name	Teachers Population			Principals			Supervisors			WEOs experts			Sample WEO experts	Sample teachers	
			Male	Female	Total	Male	Female	Total	Male	Fem.	Total	Male	Fem	Total	Os	No	%
1	Amuru	Amuruprip.sc h	31	-	31	1	--	1	--	--	--					7	22.58
2	Amuru	Amuru Sec sch	50	6	56	1	--	1	--	--	--	15	3	18	6	13	23.21
3	J/Jarte	AliboPrip.sch	33	1	34	1	--	1	--	--	--					8	23.52
4	J/Jarte	AliboSec.Sch	31	3	34	1	--	1	1	--	1	18	2	20	7	8	23.52
5	Horro	SekelaPre.Sch	23	1	24	1	--	1		--						6	25
6	Horro	SekelaSec.Sch	37	5	42	1	--	1	1	--	1	17	3	20	6	10	23.8
7	Shambo Ad.City	ShamboPrip. School	40	3	43	1	--	1		--	--	--	--	--	-	11	25.58
8	Sshamha mbo Ad.City	ShamboSec.sc h.	75	8	83	1	--	1	1	--	1	8	5	13	5	19	22.89
Total			320	27	347	8	--	8	3		3	58	13	71	14	82	23.63

Source:Horo

GuduruWollegaZone educational Department.

3.3. Instrument of Data Collection

(a) Questionnaire

A questionnaire that consists of many close-ended and a few open-ended question items were prepared in English distributed to teachers and principals. The close-ended question items comprise yes or no questions as well as Likert type rating scales. Open ended questions were also used because they suited to give free response in a continuous text. It was also more appropriate to elicit sensitive information (Somekh and Lewin 2005:219).The questionnaire was administered by the researcher to principals. Pilot test was conducted in Agamsa and Wara-Bera secondary schools. A pilot study had been conducted as a preliminary step to avoid errors. Its main objective was to detect possible errors and ambiguity and to make the necessary correction and adjustment before administering to the actual research practices.

(b) Semi-structured Interview Guide

In order to get the required in-depth information from educational officers and supervisors, a semi-structured interview guide was prepared first in English and then translated into Afaan Oromo. It consisted of eight questions. Then, the researcher asked the Wereda education officers and supervisors for their consent and secured appointments for the interview sessions. All the interviews were conducted by the researcher himself. During the interview, only notes were taken by the researcher, since the interviewees were afraid of the utilization of tape recorder. Furthermore, the interviews were conducted by using Afaan Oromo as a medium of communication for the sake of convenience and the responses were later on translated into English.

(c) Document analysis

In addition to a questionnaire and semi-structured interview, the researcher also employed document analysis to secure relevant secondary data from school minutes and reports as well as from relevant policy documents and guidelines.

3.4. Methods of Data Analysis

Different data analysis techniques were employed depending on the nature of information gathered through the various instruments mentioned above .Data obtained through close ended items in the questionnaire was changed in to percentages and / mean as they deem(consider to

be) necessary. Alpha level of 0.05 has been the point of reference to determine whether or not there exists significance of difference among groups. The data obtained through open-ended items of the questionnaire, and those collected through the interview has been analyzed qualitatively using narrative accounts.

The data were analyzed using both qualitative and quantitative procedures. The researcher categorized instruments into homogenous groups, coded the quantitative information and summarized them into frequencies and percentages which are presented using frequencies, means, percentage and mean weight in tables and graphical representation and discussed thereafter.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with analysis, interpretation and presentation of data collected from the respondents through questionnaire.

S N	Woreda	School Name	Teachers Population			Principals			Supervisors			WEOs			Samp le WE Os	Sample teachers	
			Male	Female	Total	Male	Femal e	Tota l	Male	Fem.	Total	Male	Fem	Total		No	%
1	Amuru	Amuruprip.sch	31	-	31	1	--	1	--	--	--					7	22.58
2	Amuru	Amuru Sec sch	50	6	56	1	--	1	--	--	--	15	3	18	6	13	23.21
3	J/Jarte	AliboPrip.sch	33	1	34	1	--	1	--	--	--					8	23.52
4	J/Jarte	AliboSec.Sch	31	3	34	1	--	1	1	--	1	18	2	20	7	8	23.52
5	Horro	SekelaPre.Sch	23	1	24	1	--	1		--						6	25
6	Horro	SekelaSec.Sch	37	5	42	1	--	1	1	--	1	17	3	20	6	10	23.8
7	Shambo Ad.City	ShamboPrip. School	40	3	43	1	--	1		--	--	--	--	--	-	11	25.58
8	Shambo Ad.City	ShamboSec.sch.	75	8	83	1	--	1	1	--	1	8	5	13	5	19	22.89
	Total		320	27	347	8	--	8	3		3	58	13	71	14	82	23.63

Table: 1 Description of Sample Population

Source: HoroGu/W zone education department

This chapter deals with analysis, interpretation and presentation of data collected from the respondents through questionnaire. This chapter presents the characteristics of the sample population involved in the study and then deals with the analysis and interpretation of data. The necessary data for the assessment was obtained from principals, teachers, supervisors and woreda education officers of the sample area. A set of questionnaire was prepared and then distributed to the full groups of respondents that consisted of eight principals eight two teachers, three supervisors and fourteen Woreda educational officers. All the distributed questionnaires were returned and used. The responses were gathered using five rating scales of strongly agree (SA), agree (A), undecided (UD), Disagree (DA) and strongly disagree (SD). The weighted mean achieved from data analysis were interpreted as (0.05-1.49)=SD.,(1.5-2.49)=L,(2.5-3.9)=undecided,(3.5-4.9)=A,and(4.5-5) strongly agree

0.05-1.49=SD.

1.5-2.49=L

2.5-3.49=Undecided

3.5 -4.9=A

4.5-5 Strongly agree

Therefore, the presentation and interpretation of the characteristic of data is as follows.

4.1 Demographic characteristics of respondents

Table: 2characterizations of Respondents

SN	Characteristics		R e s p o n d e n t s									
			Principals		Teachers		WEOs		Superv isors		Total	
			No	%	No	%	No	%	N o	%	No	%
1	Sex	Male	8	100	77	93.91	11	78.57	3	100	99	92.52
		Female	-	-	5	6.09	3	21.43	-	-	8	7.48
2	Age	15-25	-	-	6	7.31	-	-	-	-	6	5.6
		26-30	-	-	22	26.83	2	14.28	-	-	24	22.43
		31-35	-	-	26	31.7	3	21.42	-	-	29	27.1
		36-40	3	37.5	18	21.95	5	35.71	2	67	28	26.17
		41 & above	5	62.5	10	12.19	4	28.57	1	33	20	18.69
3	Educational Qualificatio n	MA/MSC/ME D	2	25	10	12.19	-	-	1	43	13	12.15
		BA/BSc/BED	6	75	72	87.81	12	85.71	2	67	92	85.98
		Dep(12+2)	-	-	-	-	2	14.29	-	-	2	1.87
4	Work Experience	Below 5 yrs	-	-	8	9.75	-	-	-	-	8	7.48
		6-10 yrs	-	-	18	21.95	-	-	-	-	18	16.82
		11-15 yrs	4	50	28	34.14	3	21.43	-	-	35	32.71
		16-20 yrs	4	50	15	18.29	4	28.57	2	75	25	23.36
		21 or above	-	-	13	15.85	7	50	1	25	21	19.62

Source: HoroGuduru Wollega Zone educational Department

The information presented in table 2, item -1all 100%of principals were males, as shown in the same table 6.09 %(5) were females from the total of 82 teachers and 93, 99%were males in secondary school teachers. This describes the number of female principals and teachers are not

proportional with the number of male principals and teacher. In personality characteristics like Age 35.71% of WEOs were in the age 36-40 and 37.5% of principals were in the Age 36-40 years. This indicates that there is an inclination to relate WEOs with more experience and age. 67% of Supervisors more experienced. As informed in table -2 In number 2(25%) of principals were MA holders and 75% of the principals were degree holders, this describes the principals 'qualification were under standard to lead secondary schools. 10(12.19%) of teachers were MA and 72(87.81%) of teachers were degree holders. This indicates that there is better teachers' qualification to meet the needs and standard to teach secondary schools effectively. But none of WEOs were MA holders and 2(14.71%) were diploma , this inform as they lack qualification, knowledge and skill to align National and regional school vision and goal and have less ability to lead manage the principals and the schools' performance effectively . Regarding to work experience 4(50%) of principals to 16-20 years of work experience and 28 (34.14%) of teachers has work experience of 11-18 years of teaching experience. This information presented that the number of experienced teachers were very small in secondary schools.

4.2 Status of Principals in Goal Clarification

Principals help and create a shared vision and clear goals for the schools and ensure continuous progress toward achieving the goals.(Moe 2013: 13-14).The goal clarification of principals is very help full for the school lead all the activities of the school. Principals expected to facilitate the articulation and realization of a shared vision of continuous school improvement and lead the process of setting, monitoring, specific and challenging goals that reflect high expectations for all students and staff. However, this is discussed below.

Table 3. Goal clarification

No	Principal	Respondents	Responses										M	WM
			SA		A		UD		DA		SD			
			No	%	No	%	No	%	No	%	No	%		
1	Identify goal areas that promote high level of achievement for all students.	Teachers	-		-		26	31.7	25	30.48	31	37.0	1.9	2.25
		Principals	2		2		1		2		1		3.2	
		WEOs	1	7.14	1	7.14	3	21.4	4	28.57	5	37.71	2.2	
		Super visors	-		-		2	66.66	1	33.3	-		1.7	
2	Able to clarify the goals and objectives of the education to the learners.	Teachers	12	14.63	12	14.63	15	18.29	19	23.17	26	31.7	2.6	2.67
		Principals	2	25	2	25	2	25	1	12.5	1	12.5	2.9	
		WEOs	-		3	21.42	4	28.57	4	28.57	3	21.42	2.5	
		Super visors	-		1	33.33	-		2	66.66	-		2.7	
3	Collaboratively develop and set measurable goals	Teachers	10	12.19	11	13.4	19	23.17	20	24.39	22	26.82	2.4	2.42
		Principals	2	25	1	12.5	2	25	2	25	1	12.5	2.5	
		WEOs	1	7.14	2	14.28	3	21.42	4	28.57	4	28.57	2.4	
		Super visors	-		-		-		1	33.33	2	66.66	1.4	
4	Focus attention to clarify on established goals to teachers.	Teachers	7	8.53	8	9.75	9	10.97	25	30.48	23	28	2.0	2.6
		Principals	1	12.5	1	12.5	2	25	2	25	2	25	2.5	
		WEOs	2	14.28	3	21.42	3	21.42	4	28.57	2	14.28	2.9	
		Super visors	-		1	33.33.	1	33.33	1	33.33	-		3	
5	Encourage all the teachers to understand what his school is	Teachers	9	10.97	10	12.19	15	18.92	18	21.95	30	36.58	2.4	2.47,
		Principals	1	12.62	2	25	2	25	1	12.62	2	25	2.5	
		WEOs	1	7.14	3	21.42	4	28.57	3	21.42	3	21.42	2.7	
		Super visors	-		-		1	33.33	2	66.6	-		2.3	

Key Terms: SA=5, A=4, UD=3, DA=2, SD=1

As described in table -3, item -1 shows principals were able or unable to clarify goals and objectives of educational goals to the teachers .According to this principals reported 3.2 undecided where as teachers, woes and supervisors reported 1.9dis agree respectively. The weight mean of the respondents lowly rated principals, disagree (mean weighted=2.25) the ability to clarify goals and objectives of the education to the teachers.

As shown in the same table, item 2 describes whether or not principals were making clear goals and objectives to the learners .Connecting to this principals reported (mean =2.9), whereas teachers and WEOs un decided(mean =2.6and 2.5) respectively. The weighted mean of the respondents indicates principals, disagree (mean weighted= 2.67).by making clear goals and objectives of the education to the learners indicates lowly rated .in line with goal clarification (Ubben and Huges, 1997:24)states that principals expected to make clear general and specific objectives of the instructional process in order for teachers and students have appropriate expectation for achieving objectives and meeting goals.

4.3 Regarding Principals' Role in planning the school work.

Principal of the school have played a major role in determining the success of the school as a whole. In this sense school leaders have long been accountable to lead all process in the school.

See the following table

Table 4planning

No	Principal can	Respondents	Responses										M	WM
			SA		A		UD		DA		SD			
			No	%	No	%	No	%	No	%	No	%		
1	Prepare participatory long term and short term educational plans of the school according to the national and regional educational goals and strategies.	Teachers	4	12.19	6	7.31	11	13.41	18	13.4	33	40,24	1.8	
		Principals	--	--	--	--	5	62.5	3	3.75			2.7	
		WEOs	--		3	21.42	3	21.42	4	28.57	4	28.57	2.4	
		Super visors	--	-	--	-	2	66.66	1	33.33	-	-	2.7	2.4
2	Principals ensure that instructional plans and practices are effective and meet the needs of all students	Teachers	6	7.31	8	9.75	15	18.29	27	33	26	31.7	2.3	
		Principals	1	12.5	2	25	4	50	1	12.5	-		3.4	
		WEOs	2	14.28	2	14.28	3	21.42	3	21.42	4	28.57	2.6	
		Super visors	-	-	-	-	2	66.66	1	33.33	-		2.7	2.75
3	Plans effective and efficient educational programs in a way that enhance learning opportunities and programs solving problems of students.	Teachers	--		8	9.75	8	9.75	31	37.8	35	42.68	1.9	
		Principals	1	12.5	3	3.75	2	25	2	25			3.4	
		WEOs	--		2	14.28	5	35.71	3	21.42	4	28.57	2.4	
		Super visors	-	-	-	-	2	66.66	-		1	33.33	2.33	2.5
		Teachers	5	6	7	8.53	21	25.6	25	30.48	24	29.26	2.3	

4	Make the plan aligned with national and regional standard having implementing strategies for educational programs	Principals	1	12.5	2	25	2	25	1	12.5	2	25	2.5	
		WEOs	--		2	14.28	3	21.42	4	28.57	5	35.71	2.9	
		Super visors	-	-	-	-	-	-	1	33.33	2	66.6	1.0	2.17
5	Prepare flexible educational plans	Teachers	20	24.3 9	35	42.68	11	13.41	14	17	--		3.6	
		Principals	2		1		2		2		1		2.7	
		WEOs	2		3		3		3		3		2.9	
		Super visors	-	-	-	-	1		1		1		2.0	2.8

Key Terms: SA=5, A=4, UD=3, DA=2, SD= 1

As shown in Table-4 describe principals major role in preparing long and short term educational plan ,of the school according to the national and regional educational goals 33(40.24%)of teachers replied strongly disagree,(mean=1.8). 5(62.5%) of principals replied undecided(mean=2.4) and also 2(66.66) of supervisors replied undecided The weighted mean of the respondents indicates disagree (weighted mean =2.75) .Item -2 in the same table shows that principals role in ensuring that instructional plans and practices are whether effective and meet the needs of all students , principals reported undecided 4(50%)(mean=3.4),

And teachers al so replied disagree27 (33%) The weighted mean of the respondents indicate disagree (weighted mean =2.75)this show that principals were low rated to prepare educational plan according to the goal of national educational plan.

Item -3 in the same table whether principals can develop effective and efficient educational program to enhance learning opportunity to solve problems as shown in the table ,teachers replied strongly disagree (mean=1.9),I n other way principals replied undecided (mean=3.4).However ,there are some substantial differences between the response of teachers and principals. But WEOs and supervisors replied disagree(mean=2.4 and 2.33)and the weighted mean of the respondent indicate disagree(weighted mean =2.5).

Item -5 inform whether principals were producing educational plan flexible .teachers replied undecided (mean=3.6),whereas principals and supervisors reported disagree(mean=2.7 and 2.0) respectively. The weighted mean of the respondents indicate principals lowly rated, disagree agree(weighted mean =2.8) to develop flexible educational plan. Many researchers describe that plans can define who will do what by when. They outline the methods you will use to achieve the goals and indicate the resource needed to be successful. As to (MOE,2013)It is the responsibility of principals to make flexible and effective plan in the school in order to achieve organizational goal.

4.4 The Supervisory Activity of the principals.

Supervision is one of the most effective tools to lead instruction. Through effective supervision of instruction, principals can reinforce and enhance teaching practice that will contribute to improve students' learning. By skillfully principals can provide meaning full feedback and

direction to teachers that can have profound effect on the learning that occurs in each classroom because student learning is the primary function of the schools, Effective supervision of instruction is one of the most critical functions of the principal.

States of principals in supervisory activities were discussed below based on table-5.

The data in table -5 reveal that whether principals encourage self and collegial evaluation. Teachers replied disagree (mean=2.0).WEOs and principals reported undecided (3.3 and 3.2) respectively. The average weighted mean of the respondent also shows that they disagree (weighted mean =2.62), from the data one can understood principals were low in encouraging self and collegial evaluation. But principals have the responsibilities to encourage in built supervision with in the school and to arrange seminars with teachers to share experience after supervision(MOER ,2013).

Table 5- Status of Flow up Activity of Principals

o	Principals	Respondents	Responses										M	WM
			SA		A		UD		DA		SD			
			N	%	N	%	No	%	No	%	No	%		
1	Ensures weather time allotted to teach and to learn is effectively used	Teachers	6	7.32	7	8.54	10	12.10	24	29.27	35	42.68	2.0	
		Principals	_		2	25	3	37.5	3	337.5	_	-	2.9	
		WEOs	2	14.28	3	14.28	4	28.57	3	21.48	2	14.28	3.0	
		Sup.	-		-		2	66.66	1	33.33	-		2.6	2.62
2	Follow and give correction weather the teachers 'lesson plan preparation is well done or not	Teachers	--		--		18	21.95	24	29.26	40	48.78	1.7	
		Principals	_		1	13.75	3	37.5	2	25	2	25	2.4	
		WEOs	1	7.14	2	14.28	4	28.57	3	14.28	2	14.28	2.4	
		Sup.	-		-		1	33.33	1	33.33	1	33.33	2.0	2.1
3	Clarify rules regulation of the school for students & teachers ,	Teachers	2	24.39	12	14.63	20	24.39	13	15.85	35	42.68	2.1	
		Principals	1	13.75	2	25	1	13.75	2	25	2	25	1.8	
		WEOs	--		2	14.28	4	28.57	4	28.57	4	28.57	2.3	
		Sup	-		-				1	33.33	2	66.66	1.3	1.8
4	Take corrective action against teachers or students who violate the rules and regulation of the school.	Teachers	7	8.54	6	7.32	17	20.73	21	25.6	31	37.8	2.2	
		Principals	_		2	25	2	25	2	25	2	25	2	
		WEOs	1	7.14	1	7.14	5	60.97	3	14.28	4	28.57	2.3	
		Sup.	-		-		2	66.66	1	33.33	-		2.7	2.32
5	Treat people fairly, equitably and with respect	Teachers	6	7.32	10	12.19	14	17	22	26.82	30	36.58		
		Principals	--		3	3.65	2	25	2	25	1	13.75	2.9	
		WEOs	--		4	28.57	4	28.57	3	14.28	3	14.28	2.6	
		Sup.	-		-		1	33.33	2	66.66	-		2.4	

Table-6

No	Supervision	Respondents	Responses								M	WM		
			SA		A		UD		DA				SD	
			No	%	No	%	No	%	No	%			No	%
1	Encourage self and collegial evaluation	Teachers	-		14		13		20		35		2	
		Principals	3		2		1		1		1		3.2	
		WEOs	2		3		4		3		3		3.3	
		Super visors		-	-	-	1		1		1		2.0	2.62
2	Collaboratively encourage frequent class room observation	Teachers	9		10		15		23		15		2.5	
		Principals	1		1		2		2		2		2.7	
		WEOs	1		3		2		3		5		2.4	
		Super visors	-		-		2		1		-		3.0	2.65
3	Monitor and evaluate the quality of student centered teaching learning method.	Teachers	-		8		17		26		31		2	
		Principals	-		2		2		2		2		2	
		WEOs	2		3		3		3		3		3.3	
		Super visors	-	-	-	-	1		1		1		2.0	2.32
4	Set meeting with the staff to share the experience before and after observation of the class room.	Teachers	9		11		15		20		28		2.5	
		Principals	-		2		2		3		3		2	
		WEOs	-		4		4		3		3		2.9	
		Super visors	-	-	-		1		1		1		2.0	2.35
5	Develop and support an assessment system that measure academic progress.	Teachers	1		12		15		21		23		2.6	
		Principals	1		1		1		2		3		1.9	
		WEOs	1		2		3		5		3		2.5	
		Super visors	-		-		2		1				2.6	2.9

If there is a gap between present performance and desired performance of an individual or group, then follow up is required in the form of additional leadership involvement, follow up is almost a certainty. Tasks readiness, and results are all continually changing; follow up is a must. Leading is a full-time job that must be practiced every hour of every day. Principals follow up as indicated on table -6 item 1 principals ensure whether time allotted to teach and to learn is effectively used or not. Principals and supervisors were replied that principals were undecided (mean=2.9 and 2.6) respectively that shows low rating. The weighted mean of the respondents also inform that principals were lowly rated weighted disagree (mean =2.62).

In the same table item -2 the perception of both the principals and weos were the same replied that disagree (mean =2,4) as regards to principals follow and give correction for teachers' lesson plan preparation was well done or not. The weighted mean of the respondents also indicate that lowly rated that principals in identifying the strong and weak side of lesson plan preparation and give professional correction is low. From this we can understand that principals were not systematically check and identify the weakness of lesson plan preparation. It is only for the sake of filling the format and use for reporting.

Supervision is an instructional leadership that relates perspectives of behaviors, clarifies purpose, contributes and supports organizational

Actions, coordinates interactions, provides for maintenance and improvement of the instructional progress, and assess goal achievements (Pawlas and Aolive 2008:11). According to this in Table-5 whether principals encourage self and collegial evaluation, Teachers replied disagree (mean 2.0). Supervisors also replied disagree (mean 2.5), in case of principals and weos they replied undecided (mean 3.3 and 3.3) respectively. (The weighted mean of the respondents disagree=2.62) to encourage self and collegial evaluation. We can understand that principals were not encourage self-evaluate performance and identify areas for improvement. In item -2 the same table whether principals collaboratively encourage frequent class observation, teachers and weos rated disagree (mean=2.5 and 2.4) respectively. In addition principals replied disagree (mean=2.7). The weighted mean of the respondent inform that the principals were lowly rated to encourage frequent class room observation disagree (mean =2.65).

In the same table item -3 whether principals monitor and evaluate the quality of student –centered teaching learning method all teachers, principals and woes gave the same answer disagree(mean=2.0),except WEOs that responded un decided(mean=3.3).The weighted mean of the respondents indicated disagree(mean=2.32).but principals have to monitor and evaluate work place learning and ensure that learning delivery methods are appropriate to the learning goals ,the learning style of participants ,and availability of equipment and resources.(MOE,2013:23).

In the same table ,item -4, that principals can set meeting with staff to share the experience before and after observation of the class room .Teachers ,supervisors replied disagree (mean=2.5,2.0) respectively. Principals and WEOs also strengthen the response of teachers and supervisor s by replying (mean=2.0and 2.9)respectively . The weighted mean of the respondents were indicated disagree (weighted mean =2.350).The over all working of

Pre-conference and post conference of supervision of class by principals with teachers were the core function of principals to share experience to staff to promote and implement active learning and continuous assessment that maximize out comes of the students.

Table Regarding Resource mobilization and Utilization

No	Resource mobilization	Respondents	Responses											
			SA		A		UD		DA		SD		M	M W
			No	%	No	%	No	%	No	%	No	%		
1	Mobilize required resources to run school activities to enhance teaching – learning Practice	Teachers	12	14.63	12	14.63	18	21.95	18	21.95	22	26.82	2.7	
		Principals	-		3	37.5	2	25	3	37.5	-	-	3.0	
		WEOs	-		4	28.57	4	28.57	3	21.42	3	21.42	2.4	
		Supervisors	-		1	33.33	1	33.33	1	33.33	-	-	2.0	2.5
2	Manage the budget to support student and staff learning.	Teachers	11	13.41	12	14.63	13	15.85	20	24.39	26	31.7	2.9	
		Principals	2	25	2	25	3	37.5	1	12.5	--	-	3.6	
		WEOs	2	14.28	2	14.28	4	28.57	3	21.42	3	21.42	2.6	
		Supervisors	-		-		-		2	66.66	1	33.33	1.7	2.7
3	Use technology effectively to manage school operations	Teachers	8	9.75	9	10.97	16	19.5	20	24.39	29	35.48	2.4	
		Principals	-		3	37.5	2	25	3	37.5	-		3.0	
		WEOs	2	14.28	2	14.28	4	28.57	3	21.42	3	21.42	2.9	
		Supervisors	-		-		-		2	66.66	1	33.33	1.7	2.5
4	Develop budget aligned to student and school needs.	Teachers	10	12.19	13	15.85	14	17	21	25.6	24	29.26	2.4	
		Principals	2	25	2	25	4	50	-		-	-	3.7 5	
		WEOs	1	7.14	1	7.14	5	35.7	3	21.42	4	28.57	2.4	
		Supervisors	-		-		-		1	33.33	2	66.66	1.4	2.4 8
5	Engage in procuring additional funding targeted to support student and staff learning that result in improved student performance	Teachers	14	17	15	18.29	16	19.51	18	21.95	19	23.17	2.8	
		Principals	-		-		3	37.5	3	37.5	2	25	2.1	
		WEOs	1	7.14	3	21.42	3	21.42	4	28.57	3	21.42	2.6	
		Supervisors	-		-		-		1		2		1.4	2.2 2

Effectiveness of principals can mobilize ,allocate and utilize resources including technology to support students and staff learning. To investigate whether principals of Hor-Guduru-Wplegazonne secondary schools can mobilize required resources to run school activities to enhance teaching learning practice, as described in table -7 item 1 teachers respond that disagree (mean=2.7)and principals also replied disagree(mean=3).almost similar perceptions were given .The weighted mean of the respondents dis agree(weighted mean =2.5).

In the same table item two implies whether or not principals manage the budget to support student and in teaching and learning practice . Relating this principals replied lowly rated (mean=3.6) .Teachers and WEOs respond that disagree (mean=2.9and 2.6).respectively the weighted mean of the respondents replied also disagree(weighted mean=2.6). this also revealed that low rated

In the same table, item three- whether or not principals use technology effectively to manage promote school operation , teachers and weos were report disagree(mean=2.4and 2.9)respectively ,principals replied undecided (mean=3.0).The weighted mean of the respondents also replied disagree(weighted mean=2.5). With this notion we can understood that principals may not have effective knowledge of resource mobilization and utilization.

Principals have to allocate resources and use technology effectively to manage school operations and procure additional financial resources for the school to support student and staff learning.(_MOE,2013;37).

In the same table item five whether or not principals engage in procuring funding targeted to support student and staff learning that result improved student performance. Teachers and weos were replied disagree (mean=2.8 and2.6)respectively. Principal and supervisors also replied lowly)respectively disagree (mean= 2.1 and2.22) respectively. If the principals can not engage the staff in procuring additional funding target to support student and staff learning ,the result is not improve student performance. According to Duke(1987:872) principals including scheduling ,developing the school calendar, adopting text books and procuring necessary materials to support instruction The principal is also not successful in gaining the necessary resourcefunding

to complete the school building program : a new hall and library, a ‘Professional Development’ room, as well as upgrading and increasing computing technologies. In summary, this principal has set a bold course in terms of pedagogical direction and has achieved buy in to that pedagogy from all community stakeholders.

Table -8. Regarding Staff Development

No NO	Staff Development	Respondents	Responses											
			SA		A		UD		DA		SD		M	MW
			No	%	No	%	No	%	No	%	No	%		
1	Apply professional development strategies	Teachers	12	14.63	14	17	16	19.5	17	20.73	23	28	2.6	
		Principals	-	-	2	25	2	25	4	50	-	-	2.8	
		WEOs	2	14.28	3	21.42	5	62.5	4	28.57	-		3.2	
		Supervisors	-		1	33.33	-		1	33.33	1	33.33	2.4	2.75
2	Develop and maintain effective strategies and procedures for staff induction, professional learning and performance review	Teachers	11	13.41	12	14.63	16	19.5	18	21.95	25	30.48	2.3	
		Principals	2	25	2	25	3	37.5	1	12.5	-	-	3.62	
		WEOs	2	14.28	4	28.57	4	28.57	4	28.57	3	21.42	2.8	
		Supervisors	-		-		-		2	66.66	1	33.33	1.7	2.6
3	Encourage individuals to self-evaluate performance and identify areas of improvement	Teachers	13	15.85	14	17	16	19.5	18	21.95	21	25.6	2.8	
		Principals	-		2	25	3	37.5	3	37.5	-	-	2.9	
		WEOs1	1	7.14	3	21.42	5	35.7	2	14.28	3	21.42	2.8	
		Supervisors	-		-		-		2	66.66	1	33.33	2.7	2.8
4	Identify and implement learning and development needs in line with school requirements.	Teachers	10	12.19	13	15.85	13	15.85	20	24.39	26	31.17	2.5	
		Principals	2	25	2	25	2	25	2	25	-		3.5	
		WEOs	-		-		6	42.85	4	42.85	4	42.85	2.1	
		Supervisors	-		-		2	66.66	1	33.33	-	-	2.7	2.7
5	Create learning teams in which teachers serve as school leaders in modeling and guiding other teachers	Teachers	8	9.75	14	17.19	16	19.64	22	26.82	22	26.82	2.6	
		Principals	-		2	25	3	37.5	2	25	1	12.5	2.8	
		WEOs	-		-	-	4	28.57	4	28.57	6	75	1.85	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.3

Principals have the responsibility to identify and prioritize professional development and develop individuals and teams. According to this idea whether or not principals apply professional development strategies, principals and WEOs replied undecided and disagree respectively and (mean=2.8 and 3.2). Here there might be little attention to apply professional development strategies.

The promotion of professional development by principals increases teachers' use for higher order instructional strategies when they receive professional development on particular strategies. (Desimone et al, 2002)

Skill of teaching is not easy. To gain skill of teaching in school continually experience sharing is the basic task which is deeply expected from the school principals.

In an attempt to investigate whether the principals develop and maintain effective strategies and procedures for staff induction, professional learning and performance review. The principals in the same table item two in form that undecided lowly rated (mean=3.2). WEOs support the notion by replying disagree (mean=2.8). The weighted mean of the respondents also confirm the above information given by principals and WEOs by replying disagree (weighted mean=2.6). From this we can conclude principals are unable to develop and maintain effective strategies and procedures for staff education. But promotion of professional development by principals increase teachers' use of reflectively informed behavior, including innovative ideas and instructional risk taking (Blas and Blas, 1998:234). In the same table item four in order to investigate whether principals identify and implement learning and development needs in line with the school requirements, indicate that teachers replied disagree (mean =2.5) and principals replied lowly rated

Undecided (mean=3.5), this is informed as that principals under standard knowledge to identify and implement. Learning and development needs. The weighted mean of respondents also describe that the role of principals staff development were lowly rated in identifying and learning and development needs in line with school requirement is disagree (weighted mean =2.7) but data to recruit, select, orient, assign, train, or re-assign staff members as to provide the best possible staff for the

operating of schools, generally used to include both staffing and in service educating.(Good ,1973:448). MOE2013:7) strengthening this, implement process for resource allocation and budgetary decision and optimize stakeholder involvement to provide learning opportunity to staff and students

No one deny that in school sharing experience in different mechanism such as seminars, workshop and group discussion are crucial to enhance the quality of education. Moreover, if competent teachers share their experience with colleagues, it will make the school more fruit full and effective. In line (MOE 2013) state that principal have to develop and improve mechanism by which competent teachers share there experience with the staff to improve teaching learning process.

Table 9.

No	Item Research Work	Respondents	Responses											
			SA		A		UD		DA		SD		M	MW
			No	%	No	%	No	%	No	%	No	%		
1	Identify problems of the school for research to find solution	Teachers	-		-		17	20.73	25	30.45	40	47.78	1.7	
		Principals	2	25	2	25	1	12.5	3	37.5	-		3.37	
		WEOs	-		-		4	28.57	4	28.57	6	42.85	1.9	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.24
2	Encourage teachers to conduct researches on the problems of teaching learning process	Teachers	9	10.9	10	12.195	14	17	23	28	26	31.7	2.3	
		Principals	2	25	1	12.5	2	25	2	25	1	12.5	3.1	
		WEOs	1	7.14	2	14.28	3	21.42	4	28.57	6	42.58	2.6	
		Supervisors	-		-		-		1	33.33	2	66.66	1.4	2.35
3	Demonstrate research skills, to gather ,allocate and interpret information on the priorities and values of research,	Teachers	11	14.41	9	10.9	13	17	15	18.29	34	41.46	2.5	
		Principals	2	25	2	25	1	12.5	3	37.5	-	-	3.4	
		WEOs	-		2	14.28	4	28.57	6	42.58	2	14.28	2.0	
		Supervisors	-		-		-		1		2		1.4	2.32
4	Guide staff in implementation of research based on instructional practices	Teachers	10	12.19	10	12.19	10	12.19	22	26.82	30	36.58	2.5	
		Principals	1	12.5	1	12.5	3	37.5	3	37.5	-	-	2.5	
		WEOs	-		1	7.14	3	21.42	2	14.28	2	14.28	2.37	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.34
5	Conduct action research and serve as model for effective teaching and learning	Teachers	7	8.5	13	15.85	15	18.29	17	20.73	31	37.8	2.4	
		Principals	-		-		4	50	4	50	-		2.8	
		WEOs	1	7.14	1	7.14	2	14.28	6	42.85	4	28.57	2.2	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	1.33	2.18

SA= 5, A=4, UD=3, DA=2, SD=1

Research is an academic activity and as such the term should be used in a technical sense. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. As shown in table nine, item one portrays whether principals identify problems of the school for research to find solution. Principals replied undecided which is lowly rated (mean=3.37). Teachers and WEOs inform that strongly disagree (mean=1.7 and 1.9) respectively. The weighted mean of the respondents confirm that principals were rated disagree (weighted mean =2.3) to identify problems of the school for research to find solution. In the same table item two whether principals encourage teachers to conduct researches on the problems of teaching learning process teachers replied disagree (mean=2.3), principals replied undecided (mean=3.1). WEOs and supervisors confirm the notion of teachers by rippling disagree and strongly disagree (mean=2.6 and 1.4) respectively. The weighted mean of the respondents inform that disagree (weight mean =2.35). In the same table item four whether principals guide staff in implementation of research based on instructional practice. Teachers and principals are both replied disagree (the same mean 2.5).

Accordingly in the same table item five portrays whether principals conduct action research and serve as model of effective teaching. Teachers replied disagree (mean =2.4) supervisors replied strongly disagree (mean =1.33). The weighted mean of the respondents rated disagree. (weighted mean =2.18). There for we can understand that principals cannot conduct action research and serve as model for effective teaching and learning. Principals have to engage staff in identifying and discussing research and theory that support the academic needs of students. Research done on school improvement revealed that most effective principals have research skills to locate and apprise new systems and approaches for managing human and physical resources of the school. (MOE, 2013:75).

Generally, from the above one can infer teaching learning process were not supported by Research work and teachers also did not have awareness on the research work to identify and to solve instructional problems by the research work

Table. 10

No	Evaluation	Respondents	Responses											
			SA		A		UD		DA		SD		M	MW
			No	%	No	%	No	%	No	%	No	%		
1	Encourage self and collegial evaluation.	Teachers	12	14.63	12	14.63	15	18.29	18	21.95	25	30.48	2.6	
		Principals	-		3	37.5	2	25	3	37.5	-		3.0	
		WEOs	3	21.42	4	28.57	4	28.57	3	21.42			3.5	
		Supervisors	-		-		1	33.33	2	66.66	-	-	2.4	2.87
2	Collaboratively encourage frequent class room observation	Teachers	18	21.95	19	23.17	20	24.39	22	26.82	24	29.26	3.5	
		Principals	-		-		3	37.5	3		2		2.1	
		WEOs	2	14.28	3	21.42	4	28.57	2	14.28	3	21.42	2.9	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.62
3	Monitor and evaluate the quality of student centered teaching learning method	Teachers	15	18.29	16	19.51	16	19.51	17	20.73	18	21.95	2.9	
		Principals	-		3	37.5	2	25	3	37.5	-		3.0	
		WEOs	1	7.14	1	7.14	3	21.42	4	28.57	5	37.71	2.2	
		Supervisors	-		-		2	66.66	1	33.33	-		2.4	2.62
4	Set meeting with the staff to share the experience before and after observation of the class room	Teachers	8	9.75	8	9.75	17	20.73	18	21.95	31		2.3	
		Principals	2	25	1	12.5	3	37.5	-		2	25	3.1	
		WEOs	-		-		5		4		5		2.0	
		Supervisors	-		-		2	66.66	-	-	1	33.33	2.4	2.45
5	Develop and support an assessment system that measure academic progress.	Teachers	-		5	6.09	14	17	25	30.48	33	40.24	1.8	
		Principals	-		-		3	37.5	2	25	3	37.5	1.62	
		WEOs	-		-		-		7	50	7	50	1.5	
		Supervisors	-		-		-		2	66.66	1	33.3	1.7	1.65

Key terms SA=5 , A=4, UD=3, DA=2, SD=1.

Evaluating learning producers and process for identifying performance below expectation and for developing plans with individuals and team to address performance versus is one of main role of the principals. Accordingly, on the table 10 ,item one ,whether principals encourage self and collegial evaluation. Teachers and supervisors replied disagree(the same mean=2.0).principals and WEOs replied un decided(mean =3.2and 3.3)respectively. The weighted mean of the respondents leads to disagree,(weighted mean=2.62).The information presented on table ten indicates that principals were lowly rated to encourage self and collegial evaluation.

On the same table item two, whether principals collaboratively encourage frequent classroom observation teachers, principals and weos were replied disagree (mean =2.5,2.7and 2.4) respectively. Only the principals replied disagree (mean=3.0).The weighted mean of the respondents replied disagree ((weighted mean=2.65).

In the same table item four and five teachers replied disagree(mean=2.3&2.26), principals replied disagree(mean=2&2.9).The weighted mean of the respondents shows disagree (weighted mean =2.3&2.54) also it indicates that principals were low in taking corrective action against teachers and students who violate the rules and regulation of the school and to treat people fairly and equitably.

Table. 11

No	Trust BUILDING	Respondents	Responses											
			SA		A		UD		DA		SD		M	MW
			No	%	No	%	No	%	No	%	No	%		
1	Principals have positive expectation through words and actions for staff	Teachers	15	18.29	15	18.29	16	19.51	17	20.73	19	23.17	2.8	
		Principals	-		3	37.5	2	25	3	37.5	-		3.0	
		WEOs	1	7.14	3	21.42	4	28.57	5	35.71	1	7.14	2.9	
		Supervisors	-		-		-		1	33.33	2	66.66	1.4	2.52
2	Assumes knowledge and familiarity about the staff	Teachers	11	13.41	16	19.5	18	21.95	23	28	25	30.48	3.0	
		Principals	-		1	12.5	3	37.5	2	25	2	25	2.0	
		WEOs	3	21.42	3	21.42	4	28.57	4	28.57	-	-	3.4	
		Supervisors	-		-		-		1	33.33	2	66.66	1.4	2.45
3	All teachers have confidence on the principals constructional leadership	Teachers	8	9.75	12	14.63	15	18.29	21	25.6	24	29.26	2.4	
		Principals	-		1	13.5	3	37.5	2	25	2	25	2.0	
		WEOs	-		4	28.57	3	21.42	4	28.57	3	21.42	3.4	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.45
4	There is willingness to take risk in common to take all situations	Teachers	14	17	16	19.51	16	19.51	17	20.73	19	23.17	2.8	
		Principals	-		-		3	37.5	3	37.5	2	25	2.0	
		WEOs	--		3	21.42	5	37.71	3	21.42	3	21.42	2.6	
		Supervisors	-		-		1	33.33	1	33.33	1	33.33	2.0	2.35
5	Have adequate information about all teachers to predict their behavior accurately	Teachers	12	14.63	15	18.29	18	21.95	18	21.95	19	23.17	2.79	
		Principals	-		1	13.5	1	13.5	3	37.5	3	37.5	2.0	
		WEOs	-		-		2	14.28	6	42.85	6	42.85	1.7	
		Supervisors	-		-		-		2	66.66	1	33.33	1.7	2.0

SA=5, A=4, UD=3 DA=3, SD=1

Since trust is the foundation of leadership .Trust or lack trust is an increasingly an important issue in to days' organization.

As described on table eleven, item one portrays whether principals have positive expectation through words and actions for staff. Accordingly, teachers and weos replied disagree (mean=2.8&2.9) respectively .principals replied (mean=3.0), The weighted mean of the respondents replied disagree(weighted mean =2.52). This result shows that principals lack positive expectation through words and actions.

The same table item two describes whether principals assume knowledge and familiarity about the staff. Concerning this teachers and WOE's replied undecided (mean=3.0&3.4)respectively .This implies teachers and woeda educational office have moderately high expectation .But principals and supervisors replied disagree and strongly disagree(mean=2.0and 1.4)respectively .This inform us that principals and supervisors did not agree on the principals positive expectation. The weighted mean of the respondents replies disagree (weighted mean =2.4), Therefore, teachers and supervisors were lowly rated about principals' positive expectation.

The same table item three, four, implies whether all teachers have confidence on the principals'' constructional leadership and whether or not, there is willingness to take risk in common to take all situations. Teachers and WOE's replied dis agree (mean=2.4 and 3.4) .the weighted mean of the respondents replied disagree(weighted mean=2.4)For the item four teachers and WOE's replied disagree (2.8&2.6)respectively. The weighted mean of the respondents replied dis agree(weighted mean=2.35).Therefore teachers were lowly rated to have confidence on their principals ' constructional leadership and there is no willingness to take risk in common to take all situations.

Item five on the same table, portrays whether or not principals have adequate information about all teachers to predict their behavior accurately. AS shown teachers and principals replied disagree(mean=2.79&2.0)respectively. In addition WOE's and supervisors replied strongly disagree (the same mean=1.7).The weighted mean of the respondents replied lowly disagree(weighted mean=2.0).With this notion principals were low in trust building

If a positive expectation that another will not through words, actions, or decisions act opportunistically about the other party. Trust is a primary attribute associated with leadership and when this trust is broken, it can have serious adverse effect on group's performance.

Introduction

The following are some possible factors that affect secondary school principals leadership activity in teaching learning process. Please show the degree to each factor by putting () in the column that best applies to you.

SNB.SA=strongly agree.(value 5).A=Agree (value 4). UD=undecided (value 3). DA=disagree (value 2).SD =strongly disagree (value1)

TABLE -11-Ddescription of principals assumed challenges s.

No	Assumed challenges.	Respondents	Responses										M	WM
			SA		A		UD		DA		SD			
			No	%	No	%	NO	%	No	%	No	%		
1	Lack confidence and commitment to carry out effective instructional leadership activity	Teachers	18	21.95	35	42.68	20	24.39	9	10.9	-		3.8	
		Principals	-		3	37.5	2	25	3	37.5	-		3	
		WEOs	4	28.57	4	28.57	6	42.85	-		-	-	3.85	
		Supervisors	1	33.33	1	33.33	1	33.33	-		-	-	4	3.66
2	Able to design instruction according to the goals and communicate the goals to students.	Teachers	6	7.3	8	9.75	12	14.63	23	28	33	40.24	2.1	
		Principals	1	12.5	2	25	3	37.5	2	25		-	3.25	
		WEOs	--		4	28.57	6	42.85	4	28.57	-		3	
		Supervisors					1	33.33	2	66.66	-		2.4	2.68
3	Lack knowledge to use a variety of teaching methods according to a variety of learning goals and out- comes	Teachers	31	37.8	27	32.92	13	15.85	11	13.41	-	-	3.95	
		Principals	-		2	25	3	37.5	3	37.5	-		3.1	
		WEOs	3	21.42	4	28.57	7	50	--		-		3.7	
		Supervisors	1	33.33	2	66.66	-		-		-		4.4	3.78
4	Adapt their leadership style to the needs of specific situation	Teachers	6	7.3	6	7.3	18	21.95	31	37.8	22	26.82	2.3	
		Principals	1	25	1	25	3	37.5	3	37.5	-		3.25	
		WEOs	2	14.28	2	14.28	3	21.42	3	21.42	4	28.57	2.6	
		Supervisors	-		-		-		2	66.66	1	33.33	1.4	2.38
5	Encourage the school community to demonstrate integrity and exercise ethical behaviors	Teachers	22	26.82	28	43.14	17	20.73	15	18.29	-		1.6	
		Principals	1	25	1	25	3	37.5	3	37.5	-		3.0	
		WEOs	2	14.28	2	14.28	4	28.57	3	21.42	3		2.75	
		Supervisors	-		2	66.66	1	33.33	-		-		3.7	2.76

TABLE -12-Ddescription of principals assumed challenges

No	Principals assumed challenges	Respondents	Responses										M	WM
			SA		A		UD		DA		SD			
			No	%	No	%	NO	%	No	%	No	%		
6	Lack skills and knowledge of promoting and communicating the strategic vision and aims to colleagues, students and the community	Teachers	31	37.8	22	26.82	18	21.95	11	17.	-		3.8	
		Principals	2	25	2	25	4	50	-		-		3.75	
		WEOs	5	37.5	5	37.5	4	28.57	-		-		4.0	
		Supervisors	1	33.33	2	66.66	-		-		-		4.4	3.98
7	Give professional assistance and guidance to teachers to enable them realize instructional objectives	Teachers	--		8	9.75	20	24.39	26	31.7	28	34.14	2.0	
		Principals	-		1	12.5	2	25	3	37.5	2	25	2.25	
		WEOs	-		3	21.42	4	28.57	3	21.42	4	28.57	2.4	
		Supervisors	-		1	33.33	2	66.66	-		-		2.4	2.26
8	Coordinate evaluation of teaching learning process and the out comes through the incitation of active e participation of staff members and local community.	Teachers	18	21.95	15	18.29	19	23.17	20	24.39	10	12.19	2.9	
		Principals	1	12,5	1	12.5	2	25	2	25	2	25	2.6	
		WEOs	-		-		5	37.71	4	28.57	4	28.57	2.0	
		Supervisors	-		-		1	33.33	2	66.66	-		2.4	2.47
9	Retain productive staff and implement incentives that ensure continued motivation	Teachers	--		5	6	23	28	28	34.14	31	37.8	2.0	
		Principals	-		-		3	37.5	2	12.5	3	37.5	2.0	
		WEOs	-		-		3	21.42	4	28.57	7	50	1.7	
		Supervisors	-		-		1	33.33	1	33.33	1	33.3		1.92
10	Use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievements levels for all students	Teachers	--		2	2.43	23	28	28	34.14	31	37.8	2.0	
		Principals	1		1		1		2		3		2.4	
		WEOs	-		-		4	28.57	4	28.57	6	42.85	1.9	
		Supervisors												2

Key terms SA=5, A=4, UD= 3, DA=2, SD=1.

As shown in table 12 item 1 indicate that whether or not principals have confidence and commitment to carry out effective instructional leadership activity .Teachers and weos replied undecided (mean=3.8&3.85).supervisors replied agree (mean=4).The weighted mean of the respondent agree(weighted mean =4) .This show that principals lack confidence and commitment to carry out effective instructional leadership.

On the same table – item three whether or not principals lack knowledge to use variety of teaching methods according to a variety of learning goals and outcomes. Teachers and supervisors agree (mean= 3.95&4) respectively. The weighted mean of the respondents replied undecided (weighted mean=3.75).There for ,from the data we can conclude principals were lack knowledge to use variety of teaching methods according to variety of learning goals and outcomes. On the same table –item five whether not principals encourage the school community to demonstrate integrity and exercise ethical behaviors .Teachers replied undecided (mean=3.69).Supervisors replied undecided (mean=2.76).The mean of the respondents (weighted mean=2.76). There for the researcher can conclude that principals un able to encourage the school community to demonstrate integrity and to exercises ethical behaviors.

On the same stable –item-seven and eight portrays principal’s ability to give professional assistance and guidance to teachers to enable them to realize instructional objectives. Teachers describe disagree(mean=2.0) .WEOs and principals describe dis agree (the same Mean=2.4) . The weighted mean of the respondent replied disagree(weighted=2.260). There for from the data we can conclude that the principal’s knowledge to give provisional assistance and guidance to staff was unsatisfactory. During interview principals said, there are overcrowded number of students in the school to solve problem of the school and shortage of time but the researcher understood that there is lack of ability to manage time accordingly. In open ended questions teachers also replied that the principals do not have in research methodology to support teachers in conducting research in the school to solve educational problems. Regarding to this,(Barth & Sergiovanni 2001) state that the principals are ultimately responsible for almost everything that happen in the school

CHAPTER FIVE

Summary, Conclusions, and Recommendations

The aim of this study was to assess factors affecting the effectiveness of principal's leadership activities in some secondary Schools of Horo –Guduru –Wolego Zone. To this end, a descriptive survey design used. Data sources were teachers, principals, supervisors and wereda education experts. A total of 107 respondents were used as a sample in this study. Both quantitative and qualitative methods were employed. Data collection tools were questionnaire, semi-structured interview and document analysis. The basic questions were the following:

- 1. What are the major factors that affect effectiveness of the leadership a Activity of secondary school principals at Ho.Guduru Wollegzone ?*
- 2.What are the challenges that secondary school principals of HoroGuduru Wolega zone have encountered in their leadership activities?*
- 3. What should be done to improve the situation?*

5.1. Summary

The purpose of this study was to investigate factors affecting principals' leadership activity in some secondary school of Horo-Guduru wollega Zone. To this end, descriptive survey design was used and both quantitative and qualitative methods were employed. Source of data were teachers principles, supervisors and woreda education officers. A total of 107 respondent were used in this study. More specially, teachers, eight principals, three supervisors and fourteen woreda education officers. The teachers were selected by using simple random sampling technique whereas the principal, supervisors and woreda education officers were include by using availability sampling technique. Data collection instrument were questionnaire, semi-structured interview and document analysis. The gathered data were analyzed by using frequency count, percentage, mean. The data were analyzed by using frequency count, mean and grand mean. The data analysis led to the following major findings:

1. Concerning the characteristics of the respondents, it was found that there no female principals in the school.

2. Concerning qualification,75% of the principals of sample schools were first degree holders and only 25% were MA holders in educational leadership.
3. The study disclosed that the following leadership activity of the principals were rated below average: monitoring and evaluating the quality of student centered teaching learning method was rated with weighted mean of 2.45; taking measures against these teachers and student who violate the rules and regulation of the school was rated with weighted mean value of 2.3.
4. The study indicated that 100% of teacher's respondents in the secondary school were qualified to teach at secondary school level; however the result of the interview session with woreda officers depicted that some of the secondary school teachers were not effective in using different types of teaching method in the instructional process.
5. It was found out principals' activity in serving as school leaders in modeling and guiding other colleagues was rated with weighted mean value of 2.3; in developing and maintaining, effective strategies was rated with weighted mean value of 2.6;and in resource mobilization, allocation, utilization and fund raising was rated with weighted mean value of 2.5.
6. The study showed that principals' activity in developing and supporting assessment system that measures academic progress was rated as low with weighted mean value of 1.65, in setting a meeting with the staff to share the experience before and after observation of the classroom was also rated as low with a weighted mean value of 1.95; and considering the opines of students when evaluating the academic plan was also rated as low with a weighted mean value of 1.56. The following conclusions were drawn from the findings of the research study:

5.2. Conclusions

- Principals did not develop mechanism for experience sharing among teachers in staff development. Moreover, they did not provide short term training for teachers by preparing academic seminars and workshop. Hence, it could be concluded that lack of professional development support to teachers would negatively affect the quality of teaching in the schools

- Principals didn't create conducive environment for teachers to conduct research activities, hence, this situation would hamper the development of research skills among secondary school teachers.
- It was found out that principals activities in conducting planning and supervision was in adequate. From this, it could be concluded that major school activities might not be carried out up to the expected standards.
- It was found out that principals didn't carry out goal clarification and evaluation the ongoing achievement of the teaching learning process. Hence, misunderstandings of the goals of the school activities among teachers and lack of adequate feedback based on teaching evaluation results would negatively affect school improvement.

5.3. Recommendations

Depending on the major findings of the study and the conclusions drawn, the following recommendation are forwarded:

1. The Horo-Guduru Wollega Zone education office in collaboration with oromoia Regional Education Bureau is advised to organize short-term trainings for teachers on the following areas of school activities: palling and goal clarification.
2. Woreda educational offices in the Zone are advised to organize short-term training on supervision as well as evaluation and provision of feedback for school principals.
3. Leadership of secondary school in HoroGuduru Wollega zone should encourage the involvement of teachers in research work in general and in conducting action research in particular.
4. Woreda education officers in the Zone should organize workshops so as to iprove the capacity of secondary school principals in the resource mobilization, allocation and utilization.
5. Principals of secondary school should encourage teacher's activity participation in the efforts the school to achieve their goals by clarifying goals and by building adequate trust among the school community.

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Declaration

I hereby declare that this thesis is my original work and that all sources for information used for the thesis have been full of acknowledged

Name _____

Signature _____

Date _____

This thesis has been submitted to with my approval as the university supervisor.

Supervisor

Name _____

Signature _____

Date _____