

The Practice of Educational Leadership in
Government Secondary Schools of Yeka Sub City in
Addis Ababa City Administration

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

By Indris Seid Yimer

July 2014

Addis Ababa

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A Thesis submitted to Graduate Studies, the Department of Educational
Planning and Management, in partial fulfillment of the requirement for
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This is to certify that the thesis prepared by Indris Seid Yimer, entitled: assessment on educational leadership practice focus on government secondary schools. The case of Yeka Sub City in Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the degree of Masters of Arts (Educational Leadership and Management) complies with regulation of the university and meets the accepted standards with to Originality and Qualities

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ABSTRACT

The Practice of Educational Leadership focuses on Government Secondary Schools. The case of Yeka Sub City in Addis Ababa City Administration

Indris Seid Yimer

The purpose of the study was to examine the practices of government secondary school principals' leadership in Yeka Sub City Addis Ababa. The study employed descriptive survey method and was conducted in six secondary schools. To collect the relevant data questionnaire, interview and document analysis were used during the study. Data was gathered from 144 teachers, 17 school principals, 4 supervisors and 6 Yeka Sub City education officers and were analyzing using five rating scales and mean. The participants of the study were selected conveniently based on their responsibility. The review of literature focused on leadership in education within this concept, the concept of leadership, theoretical background of leadership, leadership styles, leadership skills of leaders and managerial functions of school leadership. Descriptive survey method was supported by qualitative study that was employed to study the practices. To collect the relevant data questionnaire of both closed and open ended questions were used. Interview and document analysis were conducted during the study. Accordingly, questionnaire was prepared to be filled by teachers and interviews were administered for Sub City education officers, principals, vice principals and supervisors. The data obtained through questionnaires were analyzed using statistical tool such as mean. On the basis of this findings principals are less effective in their leadership due to lack of experience and qualification in the profession. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively, in turn, encouraging participatory approach of leadership. Furthermore, Addis Ababa Education Bureau is

responsible to give directives and guidelines in the case that whenever shortcomings and gaps are observed and the schools should organized public relations to create school-community links.

List of Acronyms & Abbreviations

ESDP - Education Sector Development Program

MoE - Ministry of Education

SPSS - Statistical Package for Social Science

CHAPTER ONE

1. Introduction

This chapter deals with the problem and its approach. The main purpose of the study is to assess the practice of educational leadership in government secondary schools of Yeka sub city of Addis Ababa City Administration. It begins with a brief background of the study and continues with statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions and Organization of the study.

1.1 Back ground of the study

Education is one of the major driving forces behind economic, social, culture and political development of a country. It is a key instrument for the overall development of a country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MoE, 2005:1-6)

Any program is expected to have a certain goal and, the success or failure of a program is assessed by checking whether or not its goal is achieved. This is, usually, done during and/or after the program is implemented. Besides, most of the factors which determine the success or failure of a program are closely connected with those things which occur at the implementation stage. In fact, this statement does not neglect those decisive factors associated with the planning or developmental stages of a program that affect the attainment of the goals of the program itself Getnet (1996:1).

The most important institution that support and promote rapid socio economic development is school. Schools like other organization have goals to be achieved. They are agents of transmitting knowledge, skill and desired attitudes to students. In line with the attention given to education, the importance of educational leadership is a major corner because it plays a considerable role in the process of change and development (Musaazi1988:1). Conforming this idea, Ubben and Hughes (1997:121) states that with increased value put on educational leadership, what comes to vision is the school as an environment of change the productivity of which depends mainly on the ability of its leaders to analyze existing conditions and future

challenges and implement strategies for attaining the goals. Again among the various over all strategies of ESDP-III to improve quality of education, one is the need for establishment of efficient school leadership and management (MoE, 2005:37).

However, in implementing educational strategies and in bringing changes in the educational systems, principals in the secondary school face many problems due to their position Morphet et.al, (1982:295). Their position is vulnerable to many types of role conflicts. They are under pressure from their super ordinates to meet the goals of the organization on the one hand and from the teachers to meet their personal needs on the other. Moreover, schools are formal organizations and are staffed predominantly by professionals. This has implications for the nature or management in educational institutions because professionals seek a measure of control over their working environment. In professional organization, then there is an authority of expertise which may come into conflict with professional authority.

Today educational leaders are expected more to facilitate sound, productive teaching learning environment. To address this leadership ability, skill and knowledge is critical (Mclaughlin, 1987:53). Thus educational leaders are expected to be strong, responsible, committed and visionary. To this end, some principals and other educational leaders may lack behind due to limited capacity they have.

In line with this, in the Ethiopian case, an attempt has been made to make the educational management system decentralized and professional. But, still a lot remains to be done particularly in the area of training and professionalizing principalship. Owing to this fact, principals failed to play their key leadership role (MoE, 2002:11). Strengthening this idea, Addis Ababa education bureau teachers and educational leadership core process owner (2013:4) annual report as translated from Amharic to English, state that

“Because of the problems of leading and applying resources and by continuous professional development programs, school leaders didn’t accomplish their model and supportive roles. Due to this fact the Addis Ababa education bureau has evaluated that, the package of quality education assurance hasn’t been practiced in all schools. As a result, improvement of students’ result is not improved as intended”.

Therefore, the proceeding attempts would indicate that the conditions of schools invite for appropriate educational leadership which in turn calls for scientific study of problems of government school principals in educational leadership.

1.2 Statement of the Problem

The essential role of leadership in any organization has been pointed out by Sharma (2005:179), all successful organizational activity is a result of the exercise of creative leadership towards some mutually accepted attainable objectives. Moreover, organizations are places of determining the future fate of the national and that of its attendants and produce skilled and trained human power that could solve the problem of a country.

On the other hand, the major cause of failures for organization including schools can be ineffective leadership. It is essential to provide effective leadership at the school level as schools are the scene of implementing educational programs. Based on her study McEwan(2003:11-14) has found out that lack of skills and training, teacher cooperation, vision and good will, and shortage of time are common impediments to educational leadership effectiveness. Inadequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership.

Moreover, the principal personality, vision, extent of commitment, human relation skill's etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorten(1983:264) states that if the principal doesn't possess the appropriate personal qualities needed, the absence of these characteristics can be self-constrain out leadership responsibilities properly.

In light of the above ideas, government secondary school principals in Yeka sub city are expected to perform well with educational leadership activities such as management of resources, public relation and involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, professional development and evaluation to meet needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials (MoE, 1994 E.C: 32-39).

However, from my own experience of secondary school as a vice principal for the past five years in the Yeka Sub City of Addis Ababa and from observation at different educational conferences, annual educational evaluations and supervision reports, almost all secondary school principals in the sub city have been fulfilled the required educational level or first degree for the principal position. But, almost all secondary schools are not managed by professional principals those who are graduates of Educational Leadership. Rather they were drawn from different fields of study. The researcher preferred Yeka sub city among the other sub cities, that Yeka sub city education office has stood last in its educational performance in the academic year of 2005 E.C. as the evaluation made by Addis Ababa education bureau. The researcher has been taken the initiative to investigate the problem of leadership behind this achievement. Therefore, Yeka sub city has become the focus area for the study.

Therefore, the purpose of this study is to investigate the educational leadership practices in Government Secondary schools. To this effect, the following basic research questions are employed.

1. What are the practices of educational leadership in government secondary schools in Yeka Sub City?
2. What are the major institutional factors that affect the effectiveness of leadership in the practice of government secondary schools in Yeka Sub City?
3. What are the major situational factors that affect the effectiveness of leadership in the practice of government secondary schools in Yeka Sub City?

1.3 Objective of the Study

1.3.1. General Objective

The overall objective of this study was to assess the practices that affect the principal leadership effectiveness of government secondary schools in Yeka Sub City of Addis Ababa City Administration,

1.3.2. Specific Objective

The specific objectives of the study were:

- To identify the practices of educational leadership in the government secondary schools.

- To examine the situational factors that affects the effectiveness of principal leadership in government secondary schools. .
- To identify institutional factors that affects the effectiveness of principal leadership in government secondary schools. .

1.4. Significance of the Study

The study is expected to have the following importance.

- It may help the educational leaders of secondary school to be aware of the major problems they face so that they may find ways and means to alleviate them.
- It may throw light on the nature of the problem and initiated the concerned body to undertake further research work.
- It may encourage the concerned bodies to take the necessary action to address those identified problems and help to improve the leadership effectiveness in government secondary schools.

1.5. Delimitation of the Study

In Addis Ababa there are ten sub cities with sixty three government secondary schools and it is difficult to cover all this schools in the study, because it needs large amount of human, financial, materials and time resources. Thus to make it manageable, the study is delimited only six government secondary schools found in Yeka Sub City.

1.6. Limitations of the study

Gay and Airasian (2000:107) defined a limitation as “ some aspect of the study that Researcher knows may negatively impact the study, but over which they have no control “

The limitations of the study included:

1. Poor record system in finding to get updated reports in sampled schools and sub City education office.

1.7. Definition of the Key Terms

1. **Leader:** - is a person who leads a group of people, especially the head of a country, organization etc. A leader in a group of people or an organization is the person who is control of it or in charge of it.

2. Leadership: - the quality that make someone a good leader. Or the methods a leader uses to do his/her job. It is the state or position of being a leader.

3. Organization: - a group of people who form a business, club etc together in order to achieve a particular form.

4. Institution: - **is** a set of circumstances in which one finds oneself

5. Situational: - A set of circumstances in which one finds oneself.

1.8. Organization of the Study

This thesis organized into five chapters. Chapter one deals with the introduction which encompasses background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study and. Chapter two deals with review of related literature. Chapter three discusses the research design and methodology, chapter four deals Presentation and Analysis of data and the 5th chapter contains the summary, conclusion and useful recommendation based on the findings for the research questions. At the end, a list of reading materials will be attached as appendices.

CHAPTER TWO

2. Review of the Related Literature

The major purpose of this chapter is to provide the thesis with the concept of leadership, a theoretical perspective on leadership in general, leadership styles, leadership skills, Leadership in education, Educational leadership at school level, The managerial functions of school leadership, Leadership development in Ethiopia, Factors affecting principals' managerial roles, Factors affecting the effectiveness of school principals in particular.

2.1 The Concept of Leadership

There are several definitions given to leadership. The term leadership can define in different aspects by different scholars as they perceive what leadership means. Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as ‘‘process of encouraging and helping others to work enthusiastically towards objectives’’ (Davis, 1967:616). On the other hand McGregor (1966:73) defines leadership as a property of individuals, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing. Blanchard and Hersey (1982:82) define leadership as the activity of influencing people to strive for group objectives. Likewise, Koontz et al (1984:507) define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It also implies making people perform up to their full capacity.

Considering the basic principles and concepts of leadership the school leader's role is therefore to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management which ensure proper teaching learning process. According to Northouse (2001:3), ‘‘leadership is a process whereby an individual influences a group of individuals to achieve a common goal.’’ Since leadership is a large part of the influence, the idea of power comes into play. Every instructional leader within the school system has this type of power. ‘‘Power is the capacity or potential to influence. People have power when they have the

ability to affect others' beliefs, attitudes, and courses of action" (pg. 6). School principals who possess the quality of guiding and directing their teachers towards the attainment of educational goals are leaders. The school principals at all levels have to perform the function of leaders because they lead teachers whose energies have to follow in a definite direction. Accordingly, effective school leaders establish effective groups, good educational plans, good school programs, adequate facilities, adequately qualified teachers, etc. what is required is good administrative leadership to harness these for the success of the school.

2.2 Theoretical Background of Leadership

The need to lead and the need to be led is a pervasive feature of human being therefore leadership has great value in human society. Since the coming into existence of leadership, many studies have been conducted and various scholars, authors, educators, and others have said a lot about leadership on its various aspects such as duty of leaders and characteristics of effective leaders. In order to express their ideas, different theories were developed.

2.2.1 Trait Theory

This theory is also known as the "great man theory" because according to this theory leaders are born and not made (Kreitner and Kinicki, 2001:533) and Morphet et.al (1982:99). According to this theory it was believed that leadership was a result of personality trait or characteristics that leaders possess but not followers (Moorhead and Giffin, 1995:299). Hence, this theory of leadership focuses on leaders own behavior and suggests that the same qualities are likely to be presented in all those individuals who lead others (Rashid and Archer, 1983:212). Most of advocating of this theory was devoted to the identification of traits of qualities of leaders on the assumption that people could be classified into leaders and followers (Koonz and Wehrich, 1988:439).

Stogdill (cited in Rashid and Archer, 1983:212-213), identified some of the special characteristics that an effective leader should possess. These special qualities are high degree of originality, adaptability, integrity, popularity and expertise. Therefore according to the trait theory of leadership since all people did not possess all of these qualities, only those who possess them would be considered potential leaders (Landers and Myers, 1997:4).

Yukl (1999:177) looked back in to early researchers on trait theories of leadership and indicated that most of the study on the theory identified certain qualities as the characteristics of effective leadership. The qualities were mostly: physical characteristics (eg.Height, appearance) aspects of personality (eg. self esteem, dominance, stability emotion) aptitudes (general intelligence, verbal fluency and creativity).

This theory was found invalid and has been disproved by different researches, for instance Yukl himself had observed the trait approach to leadership and wrote that the old assumption that leaders are born has been discredited completely, and the premise that certain leader trait are absolutely necessary for effective leadership has been substantiated in several decades of trait research. Generally due to various criticisms the trait approach to leadership has been greatly discouraged if not totally abolished.

2.2.2 Behaviouristic /Relationship Theory

The attention has been shifted from the determination what effective leaders are to what effective leaders do (peretomoder, 1991:165). Scholars then contributed their research investigation in order to identify leader's behavior that was crucial for the satisfaction of group and organizational goals. Finally two major behaviors of leaders were identified as consideration and initiation structure (Glatter et.al 1988:31, 1996:164, and Rashid and Archer, 1983:213) , Hersay et.al 1998:105).

Consideration refers to the extent to which a leader acts in a worm supporting way, mutual respect trust for others and friendship. Initiating structure refers the extent to which leader detach himself /herself from the members of work group and define and structure his/her own roles and the role of subordinates toward the attainment of organization (Begley and Leonard, 199:42) Moorhead and Griffin, 1995:302). The importance of this approach is that the two dimension of leadership behavior are real and observable that account for grate proportions of actual behaviors that they provide a frame work for solving problems in school organizations (Lunenburg and Ornstein, 1991:134).

2.2.3 Contingency Theory

Contingency theories suggest that there is no one best style of leadership. Successful and enduring leaders use different styles according to the nature of the situation and the followers (Roger (2006; 47).

2.3 Leadership Styles

The various leadership studies that have been conducted to investigate effective behaviors of leader's in different times have had also their own style.

2.3.1 Authoritative style

This style is sometimes referred to as coercive leadership. Autocratic leaders usually demand unquestionable obedience from all within the organization. The member has no voice in matters that affect their welfare. Thus, he/she has the sole authority to decide, control, penalize and reward (Rue and Byars, 1990:292, and Bennis et.al. 1994:251).

Confirming the above idea, Bush et.al. (2006:258), state that autocratic leader can be regarded as one that cares little for the feeling of others, personality over sees administration and excludes others from decision making. Moreover it is rigidly structured and task oriented (Monahan and Hergest, 1982:253 and states the duty of subordinates was to listen to the order of their leader and perform accordingly.

2.3.2 Democratic Style

Democratic /participatory leadership argues that the group is greater than the sum of its parts. Its major characteristics are shared decision making, cooperative planning and open communication (Adesina, (1990:149) it is a great shift from the mechanistic interpretation to an 'organic principle of leadership. Leader need not be limited to one individual such as by increasing the effectiveness of the performance of the group with whom the leader is working focus of leadership with whom the leader is working (Stogdill, 1976:127). Under democratic style leadership function within the group and decentralize and delegated (Adesina, 1990:150) and encourage group discussion and subordinates were informed (Lunenburg and Ornstein, 1991:131). Bush et.al. (1980:258) and Rue and Byars, (1990:293) also state that democratic leaders may be helpful to

their subordinates, delegates freely and allows appropriate leadership acts to develop within group.

2.3.3 Laissez-Faire Style

A leader, who uses this style of leadership complete freedom to the follower, essentially provides no leadership (Rue and Byars, 1990:292). In other words, under Laissez-faire leadership style, there is no strict follow up on the group members, therefore, the members are allowed to do whatever they was to do (Hersay et.al, 1998:123) and it is without structure (Monaham and Hegest, 1982:253).

Generally, even if different situation require different style and that effectiveness of a style depends up on the situation in which it is used.

2.4 Leadership Skills of Leaders

Managers at every plan, organize, lead and control. As used here in relations to the school principal's functions Tedesco and Mitcheu, (1995:8) describes skills as follows;

A skill implies an ability that can be developed is not necessarily inborn, and is evident when one works. How much of these skills an individual need depends on his/her job, the level of management at which the job is classified and the type of responsibilities assigned and the size of the organization.

Thus the skill of the principal is referring to his/her over all abilities to exercise the authority and power equivalent to his/her position expertly to bring about effective changes in the school he/she assigned. From this perspective, principals having the necessary skills of lacking of them could have a positive or negative impact in the attainment of the educational goals of the school.

Being this, Katz (1974:233) has suggested that successful managers must exhibit three distinct types of skills. Although these skills are interrelated in practice, they can be considered separately. The three basic kinds of skills are; technical skills, human relation skills and conceptual skills.

2.4.1 Technical Skills

According to Koontz and Wehrich (1988:323), ‘technical skills are the knowledge and proficiency in activities involving methods, procedures and processes’. A technical skill is the ability of applying knowledge, methods and techniques that are necessary for the performance of the given tasks (Katz, 1974:33-34).

According to Bell (1992:56) technical tasks are those, which are specific to primary purpose of the school. The primary purpose of the school is the education of its people. Since the most important and major purpose of the school is teaching learning activities, principals should be competent in their specialized areas. School principals need to possess adequate knowledge of methods, procedures process and techniques that could be applied in interpreting the curriculum by all teachers.

Technical skills are generally associated with the ability to use tools, procedures, and techniques of specialized areas. Therefore, school principals as leading practitioners should be able to be competent in technical skills such as in scheduling, managing curriculum, and supervisory activities.

2.4.2 Human Relation Skills

Human relation is one of the most important aspects of managerial skills of principals. A human skill refers to the school executive’s ability to work effectively and efficiently with other people on a one-to-one basis and in-group setting.

The skill requires considerable self-understanding and acceptance as well as appreciation, empathy, and consideration for others (Rue and Byars, 1992:327). According to Badaway (1982:384), human relation skills are the ability to work with, communicate with, and motivate individuals and groups in the organization. Similarly, Hersey and Blanchard (1982:5) described human skills as the ability and judgment in working with and through people including an understanding of motivation and application of leadership.

If good human relations are to be prevailing among the school personnel, principals must have the desire to see the group must reduce conflict. In a position in which success depends upon working through others, friendliness must have an outgoing quality. Hence in order to work with

and through people, principals are required to acquaint themselves with the knowledge of what motivates the staff, how to work cooperatively with them and how to create common networks in the school so as to give fresh impetus to the provision of instructional to clients. Therefore, in order to be effective in the human relation aspects of school, principals should be competent in applying the concept of motivation, seek to exert the relevant style leadership and need to be good communicators.

2.4.3 Conceptual Skills

Conceptual skills include the school executive's ability to see the school, the district, and the total educational program as a whole. The skill includes the effective mapping of interdependence for each of the components of the school as an organization.

According to Williams's et al (1985:20) conceptual skills involves the ability to understand how the parts of an organization depend as each other. Conceptual skills involve understanding the part of a business to one another and to the business as a whole.

Conceptual skills, therefore, enable organizational leaders to see the overall features of organization to understand interrelationship, interaction and interdependence of various components of a system. In terms of leadership it means sensitivity to the organization.

Rue and Byars (1992:329) stated that, managerial skills are so closely interrelated that in practice that is difficult to determine where one begins and another ends. However, it is generally agreed that supervisory management needs more technical skills than managers at higher levels. Human skills are essential to effective management at all levels. Conceptual skills become increasingly important as a person moves up the managerial hierarchy. Similarly, Katz (1974:236) suggested that although each of these skills are important to school executive's at all hierarchical level, technical skills are most important to administrators at lower levels, and conceptual skills are more important to those at the upper levels. The emphasis on technical and conceptual may vary with management level, but human skills are the common denominator that appears to be crucial at all levels.

2.5 Leadership in Education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement.

Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (1995) Principals' key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principals' leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

2.5.1 Creating a Vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals.

Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

2.5.2 Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the Future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

2.5.3 Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision-making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

2.5.4 Demonstrating Ethical and Moral Leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they pay and what they do.

2.6 Educational Leadership at School Level

The school effectiveness and improvement have become interactional phenomena that have begun to reveal some of the key issues in enhancing performance. A generalization of such studies has emphasized and reemphasized the vital importance of school leadership in developing schools in order to ensure that pupils and students gain as much as possible from their educational experiences (Brundrett and Terrell, 2004:7). This is why contemporary educational reform places great emphasis on effective school leadership management. These practical researches at school level have been indicating that a co-relationship between leadership and high level of student learning (Hopkins, 2000:55). According to Adesina, (1990:186) of the process affecting the school system, probably none is more important than the school leaders who have the responsibility for recommending change in educational activity and facilitate learning some schools are exceptional in their competency. All the reason that present

of differentiates them from others not be known. But the presence of educational leadership, in education has been considered as an essential factor by research in effective schools.

Actually, for the success of schools, educational leaders are expected to play a pivotal role and great is expected from them as they are in a position to facilitate conditions and arrange the necessary inputs for school effectiveness. Sharma, (2005:2) on his part state that the key factors to the individual school's success is the building principal who sets the tone as the school educational leader, enforces the positive and convince the students, parents and teachers that all children can learn and improve academically.

According to Fullani (cited in Harris and Muijs, 2005:4), although the quality of teaching strongly influences pupil motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom. Thus, leadership, change and school improvement are closely related. It is clear that when schools are functioning especially well and school achievement is high, much of the credit typically belongs to the principals (Sergiovani, 2001:99). This is why, Harris, (2003:9), state that "it has been consistently argued that the quality of headship (leadership) matters in determining the motivation of teachers and quality of learning which takes place in the classroom.

2.7 Managerial Functions of School Leadership

The function of educational management can be categorized under 5 basic functions of management. On this issue Adesina (1990:8) clearly stated that 'I often like to remember the basic functions of management by the word POSED (plan, organize, staff, evaluate and develop).

2.7.1 Educational Planning

Planning is a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optional means (Mussazi, 1982:62). Planning is also defined as a way of protecting our intentions, which is a method of deciding what we want to accomplish (Adesina, 1990:9). Planning deals essentially with concepts of the future; problems requiring imagination and choice, design and deliberate forethought.

Culberston (1971:139) has noted that there are essentially two interrelated kinds of systematic planning, each of which has different purposes; strategic planning and management planning. Each of these may be utilized for both - long & short range planning with some aspects of education.

Strategic planning which fosters and requires productive relation and linkages with public agencies and groups other than those directly responsible for education, should receive primary attention because it involves the determination of policies and the establishment of new or revised goals and objectives. This concept should be of specialized interest to educational leaders implementing plans, because if properly utilized, it will help to ensure the commitment and support that is essential to facilitate needed changes.

Management planning, on the other hand, is concerned with the effective and accepted managing of the organization members. It may, therefore, be conceptualized as after the basic decisions relating to goals and policies have been made.

The planning process is different from one plan to another and one organization to another. According to Newman (1996:36), the steps in planning are analysis of the internal and external environment, determination of the objectives, determining planning premises and constraints, examination of alternative course of actions, weighing alternative course of actions, selection of the best alternative course of actions, implementation of the best alternative and follow-up.

Therefore principals should know that the participation of teachers and school community in formulating plan, since they are implementers, could bring success on the attainment of the school goals. Succession planning is essential to expand the applicant pool for school leadership and increase the quantity and quality of future school leaders. Leadership succession cannot rely on self-selection by talented candidates. Proactive strategies are needed to identify and develop future leaders with high potential early in their careers. They then need to be supported in participating in leadership experiences and encouraged to develop their leadership skills.

2.7.2 Delegation of Authority

Creative leaders ought not to avoid delegation of authority. Delegation is the process by which leaders allocate authority to the people who report to them (Megginson et. al., 1983:259).

However, before delegation, the delegate must have to know daily tasks to be delegated besides whom to delegate. Delegation of authority in general, is critical for effective management because in an organization a single man cannot perform several duties unless shared to others. In addition, delegation reduces burden of work and facilitates staff empowerment.

2.7.3 Organizing

Organizing involves determining how activities and resources are to be grouped. Dumaine (1993:80-84) stated the 5 basic elements of organizing which includes job design, departmentalization, authority relationships, span of control and line and staff roles. The five together make all the major decisions that affect the overall organization;

2.7.4 Communication

Communication is central for every activities of the organization and it is essential for the survival of the system. According to Chandan (1987:259), ‘effective management is a function of effective communication.’ This shows that communication is one of the duties of the leader to integrate organized activities and to change people’s behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well.

Luthans (1989:506) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. Communication is purposive and full of objectives. The first objective is to obtain the understanding when any message is passed from an individual or group to another. The second is to obtain the response that is required from the receiver.

According to Haneryger and Heckmanna (1967:69-70) communication has three dimensions. These are downward, upward and horizontal communications. Downward communication, which refers to the transmission from higher officials to the subordinates, is the most frequently used and relied upon in every dimension of communication. In school system, the principals gives the staff orders and instructions that they are expected to do and to follow. Upward

communication is sending of information from the subordinate to the top. Such communication is important to provide feedback to the leader. It is important for the principal to talk in detail with the teachers and students in different levels. The horizontal dimension is between department and people of the same level in an organization.

Okumbe (1998:137) describes that horizontal dimension of communication is very important for the operation of any task. The term refers to the flow of information between departments or people of the same level in an organization. According to Robbins (1989:46), in a perfect communication a thought or an idea is transmitted fully so that the mental of the receiver perceived exactly what the sender transmitted, receiver is exactly the same as that envisioned by the sender. In practice, however, perfect communication is never achieved due to communication barriers. Communication in organization is crucial for the management task of planning, organizing, staffing, leading, and controlling. An efficient and effective communication system establishes a high level of relationship between and among teachers, non-teaching staff, students and parents. It helps in interchanging thoughts and coordinating efforts for the attainment of organizational goal. Generally, the school leaders must be effective in facilitating communication in imparting directives and orders to the staff as well as receiving their ideas feelings and thoughts to maintain or change leadership.

2.7.5 Decision Making

The ability to make effective decision is vital to any individual success as a leader. The competence of the school principal depends on the leader's ability to make a correct choice out of the possible alternatives, and all, the implementation of the decision employing correct leadership style. According to Musaazi (1982:100), decision making is a "a conscious choice from among a well defined set of competing alternatives". A leader in any organization has to make the right decision at the right time; this shows that in the school system, the ability of effective decision making is useful to the principal in his instructional leadership.

Some of the advantages of participative decision making are: self-reliance on the parts of teacher's professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what problems exist (Donnelly, 1990:276). In connection to this, Ezewu (1990:97) also points out that, the mere teachers are participated in the process of

decision making, the more likely they are to make initiative in accomplishing their roles effectively and efficiently.

2.7.6 Motivation

Motivation is a factor, which closely affects the performance of work and the overall efficiency of an organization. Luthans (1989:23) defined motivation as a process that starts with a physiological and psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Musaaazi (1982:43) defined motivation as "the inner drive, which prompts people to act in a certain way." And suggests that the school will not be able to realize its goals fully until students, teachers, administrators themselves are sufficiently motivated.

Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Motivation can be intrinsic-satisfaction, feeling of achievement; or extrinsic-rewards, punishment, or goal obtainment. Not all people are motivated by the same thing and over time their motivations right changes. Influencing people's motivation means getting them to want to do what you know is done (U.S. Army, 1973:13).

Adesina (1990:151) has suggested at least three major ways by which the school principal can prepare the proper atmosphere that would motivate the staff. First by providing immediate attainable goals towards the staff should work. Principals are sometimes accustomed to setting overambitious programs for their staff to ensure that they are constantly kept busy. The second way of facilitating motivation among staff is to ensure that means are provided for attaining goals set for the staff. It is useless to set goals for staff without providing means by which the goals could be attained. The third way of preparing a good atmosphere for motivation is through feedback. Undoubtedly, feedback is an important element in motivation. For maximum effectiveness feedbacks must be immediate and specific. Huneryger and Heckmanna (1967:329) describes about employees motivational behavior as: "if morale is high employees are satisfied and happy about their job, working conditions, pay and other aspects and employment situation and are consequently effectively and efficiently. On the other hand if they believe morale is low, they assume that employees are dissatisfied with things in general and that quality and quantity of production is accordingly low to the workers."

The above concept of motivation stresses that satisfaction of needs and interest is a basic factor for the worker to perform their tasks and duties effectively. The heart of motivation is to give more attention what people really want most from work. What expected of a leader in an organization is to motivate the subordinates more efficiently. This is because, the leader can get the work done effectively and efficiently only if the leader properly motivates the behavior of the subordinates. Therefore the principal, as school leader, should use different techniques such as solving teacher's personal and professional problems, giving recognition to teachers to work better for the successful achievement of the school objectives. So the school leaders are expected to see and dig out the interest and needs of the subordinates, seek to exert a type of leadership that will create the atmosphere and working conditions under which success is recognized and achieved.

2.7.7 School Principal as a Change Agent

Change is with us always. It is part of living and breathing. A person who resists change may find him becoming ossified and out of touch with others. Just an individual must change, so most communities and societies, including schools.

Recently the pace of change has increased and is accelerating and many people find it difficult to keep up. The ability of individuals and communities to cope with change depends to some extent upon their ability to adapt. The health of a school may be measured by the extent that is able to adapt successfully when major change is required. No organization can afford to be static and change must be managed so that it is effective (John, 1985:69).

The skill of making changes depends upon many factors, including the sensitivity of the leaders to the community. Change needs need to be made when the climate and attitudes are right.

2.8 Leadership Development in Ethiopia

Principalship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical back ground of principalship, authorities give their own argument. Knezevich (cited in Ahmed, 2006) the origin of principalship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from

classroom teacher with few administrative duties to principal teacher and then to supervising principal.

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principalship positions were given to Indians, because of their experience in principalship.

In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principalship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with BA/BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were

issued from 1973–1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EDAD) field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principalship.

Currently, the job description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.9 Factors Affecting Principals’ Managerial Roles

2.9.1 Professional Factor

School leadership has a key role in the improvement of school. Educational leadership development programs provide certain kinds of knowledge and skills about leading and managing and leadership practices. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skill and knowledge to the learners for later use. Keller and Keller (1993:127) stated that; Knowledge as organized for a particular task can never be sufficiently detailed, sufficiently precise, to anticipate exactly the conditions to results of actions. Action is never totally controlled by an actor but influenced by the vagaries of the physical and social world. Thus in any given instance, knowledge is continually being refined, enriched, or completely revised by experience whereas external action accommodates unanticipated physical contingencies or previously unrecalled of the activity. School principals regularly deal with emotions come from aggressive or pleased parents, students, and staff members. This is a common practice in principal’s school work environment. Hence principals training should include learning strategies to deal with the emotional trouble of the principal’s activities. Trained principals should integrate learning and work, emphasizes action-orientation, problem solving approaches to training; focus on the development of teams; and be comprehensive, coherent, and continuous (Mojkowski, 1991).

2.9.2 Societal and Organizational Culture

The act leadership and its organizational context are inseparable. Organizations cannot be understood without due consideration of the culture which constitutes them. Organizational culture is, as Sergiovanni (2001) stated “... the glue that holds a particular school together with

shared visions, values and beliefs at its heart, culture serves as compass setting, steering people in common direction ... It provides the framework for deciding what does or does not make sense.” Hence, the ways things are done in an organization are dictated by a cultural practice of the school. The reverse is also true; leaders have power to influence the practice of schools.

Organizational culture includes all the beliefs, feelings, behaviors, and symbols that are characteristics of an organization. According to Lunenburg and Ornstein (1991:58), “organizational culture is shared philosophies, ideologies, beliefs, feelings, assumptions, attitudes, norms and values.” Additionally, Walker and Dimmock (2002:16) defined culture that it is the enduring sets of beliefs, values, and ideologies underpinning structure, processes, and practices they distinguish one group of people from another. Organizational culture can influence many administrative functions. Among these are motivation, leadership, decision making, communication and change. Organizational cultures can pressure the performance of employee and organizational success (Lunenburg and Ornstein, 1991:67). On the other hand Sergiovanni and Corbally (1994:106-107) express the relationship between leadership and organizational culture as follows: Leadership acts as expression of culture. Leadership as cultural expression seeks to build unity and order within an organization... historical and philosophical tradition, ideas and norms which define the way of life within the organization and which provide the basis for socializing members and obtaining their compliance.

Organization must adopt a change to achieve its purpose. Owens (1987:205) noted that, “educational organization expected not only to preserve and transmit culture, but at the same time they are expected to deal with an ever changing world.” This is also true of schools, where principals have to lead the schools to perform consistently within the community to gain acceptance of the norms of the school to be successful. Detaching changes and new opportunities in a rigid culture is difficult. Culture could be a hindrance to innovation because the goodness of things carried out by the leader in a certain way becomes an obstacle when changes have to be implemented. The reason is that the community has internalized one way of doing things (Sergiovanni and Corbally, 1994).

2.9.3 Socio-Political Factor

To be a successful leader of a school, it is better to understand the context of political behavior of the school environment. Schools like other fields of public administration, act as political organizations characterized by multiple interest groups. Educational administrators typically cannot exercise their power directly to get things done; rather the administrators must obtain voluntary, cooperation, support and goodwill from others to get things done (Sergiovanni and Corbally, 1994:109). Hanson (1996:45) argued that: Organizations were viewed as hierarchical structure controlled from the top by rational procedures, oriented towards precise goals, bound together by a network of comprehensive rules, with everything focused on achieving maximum efficiency. Power struggle is natural to education system. The objective of using power is to gain control over the system's resources and to transmit political ideology of a government or an institution (Hanson, 1996:65).

2.10 Factors Affecting the Effectiveness of the School Principals

The leadership responsibilities principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership principals, usually face a lot of challenges or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals.

2.10.1 Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient leader. In line with this Glatter (1988:15) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to Bennars (1994:258), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, McEwan, (2003:12) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world.

2.10.2 Lack of Resource

Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that role to resources is evidence Ubben and Hughes (1997:304), in other words a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership. But if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impede (Gorton, 1983:264).

2.10.3 Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Segiovanni, 2001:13) state that the principals is ultimately responsible for almost every thing happens in the school and out. Responsibility other than instructional leadership will frequently press for principals time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even through the principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, sheldes (2004:111) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attained respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socio-economic background.

2.10.4 The Personal Quality of the Principals

The principals own personalities, vision, extent of commitment, human relation skills etc. can several to constrain /hamper the exercise of leadership (Ubben and Hughes, 1997:104). Strengthening this ideas, Gorton (1983:264) state that if the principal does not possess the appropriate personal quality in carrying out leadership responsibilities properly.

2.10.5 Shortage of Time

Principals are schools representative. They have responsibility over many areas of their respective school. Hence they become busy in dealing with these responsibilities the whole work days. According to the Ubben and Hughes (1997: 327) a school executive day is characterized by one encounter after another with staff member, students parents, community member, politicians, and others the kind of individuals or sub-groups are myriad and diverse, all of whom have questions and requires and problems demanding principals time. Thus lack of time, due to variety of task that principals deal with is another biggest problem in principals work (McEwan, 2003:13).

2.10.6 Teacher- Principals Interaction

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction,. Exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals okumebe (1998:87) have healthy interaction. Permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal. It is thinkable to cope up with complex instructional operation. To run this activity the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert (2001:14) stated. The principal's large time should be allocated to mutual relationship with teacher, students parents and superiors. According to their plans. Without effective and continues communication it is therefore, very difficult for school. Principals to secure the purpose of the school program (Davis, 1981:399).

2.10.7 The Way of Decision Making

Decision making is process of choosing a course of action from two or more alternative (Robins 1989:62, Nwankwo, 1982:80). For this matter individuals or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership, the level of authority, the span of control, the degree of decision making in school principals is a strong factor in determining the nature of leadership the level of authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie,

Jamees W. 1991:241). Perfect information, rationality of decision maker, multiple goals communication and common sense performance and evaluated to arrive at correct decisions.

Accordingly Kinard, (1988:155) Agrawall, (193:98) and Katz and Kahn, (1978:498) stated there are different situational factors that affect decision making. They are organization, environmental and personality factors that affect decision making. As (MoE 2002) stated in the concept paper of principals the first and foremost for the principal who is working in administrative line is making effective decision. As Gorton (1987:102) explained "To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students. Some principal's familiar with directive decision making approach by which principals more collecting information. Others exercise consultative decision making to get the idea of their subordinates even other encourages participative decision making. In this practice the principals share the problem to subordinate and both of them discuss and analyze the issue jointly. This attitude develops mutual trust and generates strong feeling and job satisfaction. To make effective decision, the principals should know not only the alternative but also the type and effective of the decision to be made.

2.10.8 Motivational Factors

Motivation is a drive that moves or activities and individual. Dejnozka, Edward (1983:105) it is stated earlier specific task area of leadership would vary from one situation to another as Adesina (1990:151). The major task area of teaching how to influence the behavior of subordinate to obtain maximum performance from the member of the group within the standard condition set forth in the system procedures. In this view, in school, realizing workers satisfied is the fundamental task of the school principals. Needs and roles in a school have more to do with motivation.

The need of organization management activities such as planning, organizing, decision making are dormant cocoons until the leader triggers the power of motivation in people and quilts them towards goals (David, in Hicks and Gullet 1981:301). As stated above, the principals need to be competent enough to satisfy the employees' need according to their manifestation. Fail out to do that negative repercussion is hard to cope with.

CHAPTER THREE

3. Research Design and Methods

The purpose of this study was to analyze the practices of school principal leadership in government secondary schools of Yeka Sub city of Addis Ababa City administration. In this chapter the research approach, methods, procedures and data analysis were discussed as follows.

3.1 The Research Method

The research method that the researcher used to is descriptive survey method. It is used to describe the way how secondary school leaders practice their roles in the schools. Descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena, concerned primarily with determining “ what is ” (Gall and Borg: 2003). School principals, Secondary School Supervisors and Yeka Sub City education office heads were interviewed through structured interviews in order to establish dependability and conformability of the procedures and findings.

3.2 Sources of Data

The researcher used both primary and secondary data as a source. The primary data was gathered through interview and questionnaire while the secondary sources were from written documents as to have some background information about the issues. Documents like magazines, books, journals, research papers, published and unpublished materials and annual abstracts were examined.

3.3 Population and Sample of the Study

Gall and Borg (2003) defined a target population as all the members of a real or hypothetical set of people, events, or objects to generalize the results of their research (p.167). The target population for this study consisted of Teachers, Secondary School Principals, Vice principals, Supervisors and Sub City education officials found in Yeka Sub City of Addis Ababa.

3.3.1 Population of Target Schools

The main purpose of the study is to investigate the practice of secondary school principals of Addis Ababa. The investigator took Yeka Sub-City as a study area. Under Yeka Sub City there are six government secondary schools, namely kokebetsibah secondary and preparatory, Dejazmach Wondirad preparatory, Kefteгна 12 Secondary, Karaalo Secondary, Birhanguzo Secondary, & Millennium Secondary Schools.

According to Gay (1981), to take the acceptance sample size for descriptive research sample of 10% of the population is considered minimum and for a small population 20% may be required. Due to this all principals and vice principals of the 6 secondary schools were part of the study. So 17 principals and vice principals were included as a respondent to respond questionnaire and interview. Teachers were also part of the research work that was expected to respond. So from the given 6 secondary schools a total of 144 teachers (29.6%) were selected as a respondent, 31 (21.5%) were female teachers that were selected in convenience method of non-probability sampling techniques. Interview was made with all 5 principals (100%) and 12 vice principals (100%). There are a total of 19 Sub City education officers in the Sub City and the researcher included 6 (31.6%) officers as a respondent. There are a total of 4 secondary school supervisors in the Sub city and the researcher included all (100%) supervisors as a respondent in the study. Principals and supervisors were selected purposefully, but some teachers were selected as they are easily available in the school.

Table 3.1 Population and Sample Size of Respondents

Target groups		Total population												Sample Size											
		Diploma			Degree			Masters			Total			Diploma			Degree			Masters			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Kokebetsibah prep.teachers		3	1	4	77	34	111	16	2	18	96	37	133	1	-	1	25	8	33	4	1	5	25	9	39
Dej/ wondirad prep.teachers		-	-	-	44	17	61	17	4	21	61	21	82	-	-	-	13	5	18	5	1	6	18	6	24
Keftegna 12 teachers		-	-	-	49	8	57	3	-	3	52	8	60	-	-	-	15	2	17	1	-	1	15	2	18
Karaalo teachers		-	-	-	57	21	78	2	-	2	59	21	80	-	-	-	18	5	23	-	-	-	18	5	23
Birhan guzo teachers		-	-	-	40	16	56	-	-	-	40	16	56	-	-	-	13	4	17	-	-	-	13	4	17
Millennium teachers		-	-	-	55	21	76	-	-	-	55	21	76	-	-	-	18	5	23	-	-	-	18	5	23
Sub Total		3	1	4	322	117	439	38	6	44	363	124	487	1	-	1	102	29	131	10	2	12	113	31	144
Gov. Seco. Schools	Principals	-	-	-	5	-	5	-	-	-	5	-	5	-	-	-	5	-	5	-	-	-	5	-	5
	V/principals	-	-	-	11	1	12	-	-	-	11	1	12	-	-	-	11	1	12	-	-	-	11	1	12
	Supervisors	-	-	-	-	-	-	4	-	4	4	-	4	-	-	-	-	-	-	4	-	4	4	-	4
Yeka SCEOs		1	-	1	15	2	17	1	-	1	17	2	19	-	-	-	5	1	6	-	-	-	5	1	6
Total		4	1	5	353	120	473	43	6	49	400	127	527	1	-	1	123	31	154	14	2	16	138	33	171

3.4 Instrumentation

Information was obtained through various ways Close ended questionnaire was set by the investigator and responded by teachers to gather quantitative data for the study (Appendix A). The Questionnaire is comprised of items using a 5–point–likert scale. There was an interview which was made with principals, vice principals, supervisors and Sub City Education officials to gather qualitative data for the study (Appendix B). Document analysis was also served as tools for data collection in order to make reliable the information gathered and to measure the practices of school principal leadership in the selected six secondary schools.

3.5 Procedures of Data Collection

The questionnaire were distributed to the respondents and given adequate time for the participants to answer the survey and returned within the time frame. To ensure data integrity, the data were collected through questionnaire and analyzed a follow up interview . Informants were selected by convenience sampling for the interview portion of the study. The informants were conducted face to face and asked to participate in the study. Interviews were conducted in person at their respective working places. All interviews were held in the afternoon time according to the informant's willingness. The interviewees were given sufficient time to preview the questions and consent information prior to the interviews. A professional, but relaxed atmosphere was maintained in the interviews. After that the gathered and collected data were analyzed, presented and interpreted quantitatively as well as qualitatively. Finally the study summarized and concluded; the suggested recommendations were also forwarded.

CHAPTER FOUR

4 Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire structured interview and document analysis. The study includes 144 teachers, 5 principals, 12 Vice principals from six government secondary schools, 4 secondary school supervisors and 6 Sub city education officials who were part of the study..

28.5% of teacher respondents have work experience within the age range of 6–10 years whereas the majority (80%) of principals, (84%) of vice principals and (50%) of Supervisors have experience 1-5 years of the current position but they have more than six years experience in teaching except one vice principal. Out of all principals and vice principal no one were trained in principalship, from this one may conclude that principals were former teachers and principal position was not assigned due to their qualification for leadership and management but through appointment or other criteria by the Sub City Education Offices (SCEOs). Since leadership requires knowledge and skill of the field, effectiveness of leadership may not realize with this less trained school leaders. All supervisors (100%) have qualified. The majority of teachers are within the age range of 26–30 years and majority (57.9%) of Sub City education official respondents are within the age range of 41 and above years similarly majority (60%) of principals, (66.7%) of vice principals and 100% of supervisors are within the age range of 41 and above years.

The questionnaire which was distributed to 144 teachers was wholly returned to the researcher. To further ensure the integrity and confirmatory purposes of the qualitative data were interview were conducted in analyzing the data. According to Gall, Gall and Borg (2003:32) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Interview were conducted for All (100%) government secondary school principals, all supervisors and for 6 (31.6%) of Sub city education officials.

The responses were gathered through questionnaires using five rating scales of Poor(P)=1, Fair(F)=2, Good(G)=3, Very Good(V)=4 and Excellent(E)=5 and those through interview interpreted on the base of idea raised. The mean achieved from the data analysis were interpreted as $1.00 \leq P < 1.50$, $1.50 \leq F < 2.50$, $2.50 \leq G < 3.50$, $3.50 \leq V < 4.50$ and $4.50 \leq E \leq 5.00$.

Table 4.1 Educational Leaders Practice in Effective Planning

No.	Item	Degree of response					Mean
		E	V	G	F	P	
		N0	N0	N0	N0	N0	
1	Develop clear and specific plan	15	15	114			3.31
2	Facilitate stakeholders' participation in planning		11	105	28		2.88
3	Develop simple, measurable, achievable, realistic and time bounded Plan			23	108	13	1.91
4	Ability to communicate vision of the plan			82	62		2.57
5	Implementation status depending on annual planning		17	93	34		2.88
6	Regular staff meeting to discuss about the plan				45	99	1.31

As shown on table 4.1 the practice of developing clear and specific planning of principals teachers responded good (mean=3.31).

On the same table item 2, regarding to facilitating stakeholders' participation in planning teachers responded again good (mean 2.88), also majority of teachers responded good (mean 2.57) for principals' ability to communicate vision of the plan, in the same manner majority of teachers responded good (mean 2.88) in implementation status depending on annual planning. But majority of teacher respondents responded fair (mean 1.91) for principals practice in developing simple, measurable, achievable, and realistic and time bounded plan. Finally majority of teacher respondents responded that principals were poor (mean1.31) in regular staff meeting to discuss about the plan.

Table 4.2 Principal's Performance in Goal Clarification

No.	Item	<i>Degree of response</i>					<i>Mean</i>
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	The principal is capable of making clear the school goals and objectives to teachers and students				33	111	1.23
2	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals				34	110	1.24

As shown on table 4.2, item 1 deals with principals' skill in developing school goals and objectives to teachers and students hence, majority of teachers responded poor (mean=1.23). Concerning the capability of principals in setting directions and encouraging the staff towards the achievement of expected goals as depicted in item 2, teachers replied poor (mean=1.24). This may be due to the fact that principals were not qualified or trained in such areas.

Table 4.3 Current Practice of Educational Leaders in Organizing Process

No.	Item	<i>Degree of response</i>					<i>Mean</i>
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Set a standard for each activity to be completed on time			3	38	103	1.31
2	Establish simple, clear and save method of data handling system				42	102	1.29
3	Give meaning to collect data				40	104	1.28

As depicted on table 4.3 majority of teachers' responded that standards set by principals for each activity to be completed on time were poor (mean= 1.31) Similarly majority of teachers' responded poor (mean=1.29) for establishing simple, clear, and save method of data handling system. Again the performance of teachers in giving meaning to collect data were poor (mean=1.28) as reflected by majority of teachers.

Table 4.4 Educational Leaders Practice in Decision Making Process

No.	Item	<i>Degree of response</i>					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Ability to prioritize problems		10	24	81	29	2.31
2	Ability to evaluate various alternatives		9	60	46	29	2.34
3	Ability to address problems timely		18	91	35		2.88
4	Ability of using participatory decision making process			132	12		2.92
5	Follow up for continuous improvement			12	97	35	1.84

As depicted on table 4.4 item1, portrays school leader's ability to prioritize problems. Accordingly, majority of teachers replied fair (mean=2.31). Item 2 on the same table shows the ability of principals to evaluate various alternatives is good (mean =2.34). Items no 3 and 4 have the same response that educational leaders in schools are good in ability to address problems timely (mean=2.88) and using participatory decision making process for problems (mean=2.92). But majority of teachers responded fair (mean=1.84) for principal follow up for continuous improvement after making solution for problems.

Table 4.5 Resource Management Capacity of Educational Leaders

No.	Item	<i>Degree of response</i>					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	The school leader is capable to perform and utilize the allotted current budget and available resources effectively		20	124			3.14
2	Facilitate auditing, inventory and monitoring to reduce corruption			104	38	2	2.69
3	Keep accurate and complete resource record		90	54			3.63

As shown on table 4.5, principals are good (mean=3.14) at performing and utilizing the allotted current budget and available resources effectively. In the same manner, principals acting in facilitating auditing, inventory and monitoring to reduce corruption were good (mean=2.69). But school leaders' capacity on keeping accurate and complete resource record is found at a very good level (mean=3.63).

Table 4.6 Educational Leaders Practice in bringing ready for Change

No.	Item	Degree of response					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Commitment to facilitate change			7	15	122	1.20
2	Inviting change and innovation			3	55	86	1.42
3	Ability to mobilize stakeholders to bring change			24	35	85	1.58
4	Ability of overcoming resistance to change				39	105	1.27
5	Create a conducive environment to promote development			11	116	17	1.96

From the table 4.6 it is depicted that large numbers of respondents of teachers (84.7%) perceived and reflected on leaders commitment to facilitate change were poor(mean=1.20) and besides this on item 2 majority (86%) of teacher respondents respond poor(mean=1.42) to the ability of leaders to inviting change and innovation. Similarly on item 3 majority of respondents (59%) reflected that the ability to mobilize stakeholders to bring change were also poor (mean =1.58), moreover ability of principals to overcome resistance to change, majority of respondents (72.9%) respond poor (mean=1.72) but on items 5 majority of respondents(80.5%) reflected that leaders are fair (mean=1.96) to create a conducive environment to promote development.

Table 4.7 Factors that Affect Leaders' Leadership Roles

No.	Item	<i>Degree of response</i>					<i>Mean</i>
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Trust of the school leader by the school community			33	67	44	1.92
2	Principal encourage formal and informal groups to contribute to the school improvement			10	40	73	1.27
3	The principal works to improve students disciplinary problems in school		7	64	57	16	2.43
4	Use of leadership style			45	99		2.31
5	Level of conflict between teachers and principal		13	86	45		2.78
6	The principal make him/herself free from routine tasks			10	50	84	1.49
7	The school leader gives incentive to the school community for their best performance				16	128	1.11

There are a number of problems that exist in the school system and affect leaders' leadership role. Leaders do not perform equally in different situation and in different schools. This is true due to many factors like social, political, teachers and students' behavior, limited acceptance of leader, and so on.

In this study let's see the problems that affect school leaders as responded by teachers in order to play their basic leadership roles. Trustfulness of the school leader by the school community and use of leadership style both were rated faire (mean=1.92 and 2.31) respectively. While encouraging formal and informal groups to contribute to the school improvement and providing incentive to the school community for their best performance, the respondents were rated poor (mean=1.27 and mean=1.11) respectively. But majority of teacher respondents respond good (mean=2.43) for the principal works to improve students disciplinary problems in the school and majority of respondents reflected again good (mean=2.78) for the level of conflict between teachers and principals. Teachers' respondents respond principals mostly were focused on routine tasks as shown on item no.6 of table 4.7.

Table 4.8 Principal’s Role in Supervision of Classroom

No.	Item	<i>Degree of response</i>					<i>Mean</i>
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	The principal visits the classroom often to ensure classroom instruction					144	1.00
2	The principal observes teachers for professional development instead of evaluation				8	136	1.06
3	The principal encourages in-built supervisions within the school				32	112	1.22
4	Arrange meeting with teachers to share experience after supervision				24	120	1.17

As depicted on table 4.8, majority of respondents reported the same idea that was poor for item 1 to item 4 accordingly. All teachers respond that, principals were not observing classroom to ensure classroom instruction. Accordingly, majority of respondents of teachers reported poor (mean=1.06) for the principal observation of teachers were for evaluation instead of professional development. From this we infer that principals were observing teachers only for judgment and reporting. Regarding in built supervision encouragements’ with in school and an arrangement of meeting with teachers to share experiences after supervision, as indicated in items N_o 3 and 4, all respondents of these items replied poor (mean=1.22 and mean=1.17) respectively. From this we infer that supervision of classroom or in built supervision were not carried out frequently and even the observations were not for teachers’ professionally development. But principals have the responsibilities to encourage in built supervision with in schools and to arrange seminars with teachers to share experience after supervision (MOE, 1994 E.C:34).

Table 4-9 Principal Role in Making Relationship and Work Together

No.	Item	<i>Degree of response</i>					<i>Mean</i>
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	The school leader works to make school community members more active participants in problem solving and academic activities of the school.			11	75	58	1.67
2	The principal let parents of the students to involve in financial support to the school.		18	126			3.13
3	The principal ability to delegate and share responsibility is effective			49	78	17	2.22

As depicted on table 4.9, item 1 portrays how principals work to make school community members more active participants in problem solving and academic activities of the school. Accordingly teachers replied fair (mean=1.67). On the other hand the second item on the same table reveals how principals motivate and influence parents to support the school by their financial resources were good (mean=3.13). Finally the last item tells us that the majority of teachers respondents agreed that the principal ability to delegate and share responsibility is fair (mean=2.22).

From the forgoing discussions above, we see that almost in all items that raised on table 9, the involvement of parents were fair, even if their involvement on supporting schools by financial resources were indicate good. This may affect the schools in many different ways. According to Walker and Dimmock (2002:77) it is the school leader role that has to play central roles in linking the internal and external environment of the school. Ubben and Hughes (1997:50) also state that schools are not an island that exists a part from main land.

Table 4.10 Principals' Role in Staff Development

No.	Item	Degree of response					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Help to provide short term training at school level by preparing academic meeting/workshop			21	25	98	1.46
2	Develop a mechanisms by which competent teachers share their experiences for teaching methodologies with their colleagues					144	1.00
3	Read different current educational publications and encourage teachers to do so and to attend professional development program				3	141	1.03

As depicted on table 4.10 Item 1 portray principals' role of providing short term training by preparing academic meeting or work shop to teacher. Hence, majority of teachers responded poor (mean=1.46). Item 2, portray principals' role in developing mechanisms by which competent teachers share their experience with colleagues. Similarly, all teachers replied poor (mean=1.00). Regarding principals' role in reading different current educational publications and encouraging teachers to read different current educational publications and to attend professional development program were rated poor (mean=1.03). No one can deny that in school meeting /seminar/ and workshops are crucial mechanism to enhance the quality of teaching and learning process. Moreover, if competent teachers share their experiences with colleagues, it will make the schools more fruitful and sounded. In line with this MOE (1994 E.C: 33) state that principals has develop mechanism by which competent teachers share their experience with the staff. Moreover, it is the responsibilities of principals to prepare short term training by preparing academic meeting and workshops at school levels. Thus, from this we infer teachers' professional development was not improving still; in the long run it may cause them out dated and the schools are becoming unproductive institutions.

Table 4.11 Principal's Role in Evaluating Academic out Comes

No.	Item	<i>Degree of response</i>					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	Evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results			51	74	19	2.22
2	The principal provides private feedback to teachers and has capable of evaluating and making fair judgment			80	58	6	2.51

As depicted on table 4.11 item 1 portrays principal's role in evaluating the ongoing achievement of teaching-learning process in each semester and making use of evaluation results in improving the instructional process based on evaluation results. Accordingly, majority of teachers responded fair (mean=2.22). As shown in the same table item 2 concerning the provision of private feedback to teachers on time and has capable of evaluating and making fair judgment as the response of majority of teachers indicated good (mean=2.51) .

Table 4.12 some organizational factors that affect the principal's leadership

No.	Item	<i>Degree of response</i>					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
1	The school is manageable		47	97			3.33
2	The school is conducive for teaching learning activities		10	64	59	11	2.51
3	The school has good Societal and Organizational culture			11	59	74	1.56
4	Roles and relationships of principals are clear to all school community			22	78	23	1.70

From the above table 4.12, the data in item 1 indicate that the majority of teachers responded that manageability of the schools were good (mean=3.33). Similarly majority of teachers responded that schools were conducive for teaching learning activities (mean=2.51) on the contrary majority of teachers show their feelings that principals roles and relationships were clear to all school community was fair (mean=1.70), but regarding to item no. 3, the majority of the respondents of teachers responded that, the schools were poor (mean=1.56) in Societal and Organizational culture. Hence Organizational culture is, as Sergiovanni (2001) stated "... the glue that holds a particular school together with shared visions, values and beliefs at its heart, culture serves as compass setting, steering people in common direction. So that principals and teachers are waking in different directions.

Table 4.13 Some Situational Factors That Affect the Principals' Leadership

No.	Item	<i>Degree of response</i>					Mean
		<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>	
		N0	N0	N0	N0	N0	
	Internal factors						
1	The existing education policy is well accepted by the school community		16	92	36		2.86
2	Teachers are encouraged to participate in all activities				12	132	1.08
3	Existence of good qualified teachers and non-teaching personnel	40	93	10	1		4.19
4	Good allocation of resources		20	99	25		2.97
	External factors						
5	Absence of political influence			13	72	59	1.68
6	community participation and Social value			24	25	95	1.51
7	Higher official support from the sector				32	112	1.22

As depicted on the table 4.13 large number of teachers responded good (mean 2.86 and 2.97) in 2 items (items 1 and 4) respectively as shown correspondingly to its rate of respondents, that were the existing education policy was well accepted by the school community (mean=2.86), as majority of teachers respondents there were good (mean=2.97) allocation of resources. Regarding to absence of political influence, large number of respondents responded fair (mean=1.68), teacher's encouragement to participate in all activities were poor (mean=1.08). The major task area of teaching how to influence the behavior of subordinate to obtain maximum performance from the member of the group within the standard condition set forth in the system procedures Adesina (1990:151). In this view, in school, realizing workers satisfied is the fundamental task of the school principals. Needs and roles in a school have more to do with motivation. Teachers responded that principals were poor (mean=1.51) in social participation and social value in the school. In the same manner teachers replied poor (mean=1.22) for the issues of higher official support from the sector. Principals were also argued for this issue that there was no technical support from the higher officers rather than checking and asking different statistical data.

CHAPTER FIVE

5 Summary, Conclusions and Recommendations

This chapter consists of summary of the major findings, conclusion drawn from the findings, and finally the recommendation parts.










5.1 Summary of Findings

The attempt of the study was to assess the practices of the government secondary school principals' leadership effectiveness in their discharging their educational responsibilities. To this end, a descriptive method of analysis was used in order to achieve the purpose of the study based on the following basic questions.

1. What are the practices of educational leadership in government secondary schools in Yeka Sub City?
2. What are the major institutional factors that affect the effectiveness of principals in the practice of government secondary schools in Yeka Sub City?
3. What are the major situational factors that affect the effectiveness of principals in the practice of government secondary schools in Yeka Sub City?

A mixed-methods approach was used in this study, combining both qualitative and quantitative components. The study was conducted in 6 Government secondary schools that are selected purposively in Yeka Sub City of Addis Ababa. Both closed and open ended types of questions were used to obtain necessary data for the analysis and the data gathered were analyzed using mean and percentage. Accordingly the major findings are summarized here under.

- As it was understood from the analysis, school principals concerning to their qualification, 100% of school principals in government secondary schools of Yeka Sub City are not qualified in educational planning and management or not trained in the area of educational leadership.
- The Sub city school principals' practice in developing simple, measurable, achievable, realistic and time bounded Plan were fair.

-  According to responses shown from respondents, principals' practice in regular staff meeting to discuss about the plan was poor.
-  Based on the responses secured from teachers and interview of supervisors, principals' capability to facilitate stakeholders' participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were poor. On the other hand from the interview of principals they put their performance as good in the area of facilitating stakeholder's participation in planning and ability to communicate vision of the plan and Implementation status depending on annual planning.
-  School principals' capability where poorly rated in making clear the goals and objectives to teachers and students and in setting direction towards achieving the expected goals
-  Teachers were poorly rated in setting standard by school principals for each activity to be completed on time, establish simple, clear and save method of data handling system and give meaning to collect data but from the interview of principals, majority of them didn't accept this idea.
-  Educational leaders are poor in inviting change, innovation and ability to mobilize stakeholders to bring change and create a conducive environment to promote development.
-  Teachers were poorly rated the Principals' encouragement of formal and informal groups to contribute to the school improvement.
-  The principals were not free from routine tasks and the school leader gives incentive to the school community for their best performance.
-  School principals were poorly rated in classroom observation to ensure classroom instruction align with school goals, in observing teachers for their professional development instead of evaluation, in encouraging in built supervisions within the school and in arranging meeting with teachers to share experience after supervision.
-  School principals were poorly rated in their role of staff development in developing mechanism by which competent teachers share their experience with colleagues, in providing short term training by preparing academic meeting and workshop, in reading current educational publication and encouraging teachers to attend professional development program.

- ❖ In the case of evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results principals are rated poor. Similarly the interview of supervisors indicated, principals do not have enough time to visit classroom and providing timely feedback for teachers.
- ❖ Teachers were poorly rated the principals in their Societal and Organizational culture development of the school.
- ❖ Principals were also poorly rated in their role of encouragement of the staff to participate in all activities,
- ❖ The principals are also poor in social participation and similarly from the interview of supervisors' majority of school principals are not active in participating parents.
- ❖ Principals are not obtaining technical Support from the education sector.

5.2 Conclusions

Quantitative and qualitative methods of the study were combined to obtain a reasonable conclusion about the finding of the study. Therefore, the following conclusions are drawn:

- Concerning the qualification, all school leaders in government secondary schools of this Sub City are not qualified with principalship or not trained in the area of educational leadership. So principal's performance have a negative impact in the attainment of the educational goals of the school.
- Principals were not doing well in regular staff meeting to discuss about the plan, setting a standard for each activity to be completed on time.
- Educational leaders were not stood themselves for change. Principals by themselves agreed that they were in a poor performance in inviting change and innovation. They were also poorly performed in their ability to mobilize stakeholders, invite change and innovation. Therefore the government tried to bring change but leaders were not committed to facilitate it.
- Principals and teachers perceive and respond with a significance difference on creating conducive environment to teaching learning and further development, overcome resistance to change. This way of responding in different manner implies that there is a big crack created between teachers and principals, because one of the

two groups did not see the actual situation and practical implementation of the items stated above.

- Principals' capability to develop clear and specific plan, facilitate stakeholders' participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were not good.

There was significance difference between teachers and principals in responding to;

- Facilitating stakeholder's participation in planning and ability to communicate vision of the plan and Implementation status depending on annual planning. And
- Making recent data collection mechanism, and give meaning to collected data.

This implies that either principal put themselves over what they practiced in reality or teachers are not willing to accept and recognize the performance of their leaders.

- Concerning time allocation principals are not spend their academic time for proper work but they mostly consume the time for routine tasks it is another biggest problem in principals work. So principals were not following their procedure to use their time in a proper and wise way.
- Frequent classroom observations were not carried out by principals who were expected from them so as to improve the teaching-learning process. Moreover, principals didn't arrange condition for experience sharing after supervision and not motivate teachers for professional development through which teachers' increases their academic performance.
- Principals are not good in evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results. Without evaluating the ongoing achievement of the teaching-learning process it is difficult to make effective decision.
- Societal and Organizational culture of the schools were very week. Therefore, administrative functions and organizational success were not influenced by organizational culture. Simply employees were doing their work without motivation, leadership, decision making, communication and change.
- There were no teachers' encouragement to participate in all activities, student parent participation and higher official support from the sector. Hence there were no self-

reliance on the parts of teacher's professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what the school is doing.

5.3 Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are put forward.

- ❖ Educational leadership is a profession which has its own theories and implications. Therefore, secondary school principals should be recruited based on their educational merits.
- ❖ Heavily work load has been found impeding principals' effort to support the teaching-learning process in their capacity. Administrative assignments other than the official instructional role were absorbing their time and effort. Thus, the education Bureau need to revise a clear job description that enables principals focuses on the growth and development of school community.
- ❖ Parents' involvement in schools' affairs has been found to be low. Thus, principals including the concerned body need to inform and influence parents relentlessly for their more involvement in the school affairs. Moreover, principals themselves need to work more with parents.
- ❖ Regular evaluation of instructional process is one aspect of the role of instructional leaders. Moreover, using evaluation result to improve instructional process is what makes complete this aspect of principals' role in promotion of instructional process. However, even if principals carried out regular evaluation result in the teaching-learning process, they were not using evaluation results to enhance the instructional process. Hence, principals must use evaluation results to improve teaching-learning process rather than using it only for judgments and reporting.
- ❖ Schools are organizations where different school communities exist to work together for the attainment of schools' goals and objectives which are not possible for principals alone. However, principals were not participative in involving and working with school communities in different school affairs.

Hence, principals must work together with school communities in different school affairs by involving them.

To sum up, further study and due attention should be given to school leadership by responsible bodies so as to address the challenges more adequately and to invest for the future betterment of the coming generation.

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Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management
Questionnaire to be filled by Teachers

Dear Teachers

The main purpose of this questionnaire is to investigate the major factors affecting the effectiveness of educational leadership in government secondary schools of Yeka Sub City of Addis Ababa. So you are kindly requested to give genuine responses in order to make this study successful. And I would like to appreciate your genuine response to the questionnaire in advance.

Thank you!

Directions:

Please

- Don't write your name.
- Make a tick mark (√) in the boxes provided.
- Write your brief and short response in the blank spaces.

PART I: Personal background of respondents

1.1 . Name of the school : _____

1.2 .Sex : Male Female

1.3. Age: 20 -25 26-30 31-35 36-40 41 and above

1.4. Educational qualification:

Diploma Degree Masters PhD

1.5. Fields of study major: _____ Minor: _____

1.6. Work Experience (in years)

1.6.1. Teaching experience: _____

1.6.2. If other, specify it: _____

1.6.4. Total experience: _____

PART II: The following questions are designed to assess some **personal factors** of the principal in his/her principalship.

Direction: Put “√” mark in the box against the choice appropriate to it

according to your degree of agreement based on current status? Where

E- Excellent **V**- Very good **G**- Good **F**- Fair and **P**- Poor

<i>Items</i>	<i>Degree of response</i>				
	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
1. Activities of Planning					
1.1. Develop clear and specific plan					
1.2. Facilitate stakeholders' participation in planning					
1.3. Develop simple, measurable, achievable, realistic and time bounded Plan					
2. Effective Planning					
2.1. Ability to communicate vision Of the plan					
2.2. Implementation status depending on annual planning					
2.3. Regular staff meeting to discuss about the plan					
3. Activity of Goal Clarification					
3.1. The principal is capable of making clear the school goals and objectives to teachers and students					
3.2. The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
4. Organizing					
4.1. Set a standard for each activity to be completed on time					
4.2. Establish simple, clear and save method of data handling system					
4.3. Give meaning to collect data					

<i>Items</i>	<i>Degree of response</i>				
	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
5. Decision Making Process	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
5.1. Ability to prioritize problems					
5.2. Ability to evaluate various alternatives					
5.3. Ability to address problems timely					
5.4. Ability of using participatory decision making process					
5.5. Follow up for continuous improvement					
6. Resource Management	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
6.1. The school leader is capable to perform and utilize the allotted current budget and available resources effectively					
6.2. Facilitate auditing, inventory and monitoring to reduce corruption					
6.3. Keep accurate and complete resource record					
7. School Principal as a Change Agent	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
7.1. Commitment to facilitate change					
7.2. Inviting change and innovation					
7.3. Ability to mobilize stakeholders to bring change					
7.4. Ability of overcoming resistance to change					
7.5. Create a conducive environment to promote development					
8. Leadership Roles	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
8.1. Trust of the school leader by the school community					
8.2. Principal encourage formal and informal groups to contribute to the school improvement					
8.3. The principal works to improve students disciplinary problems in school					
8.4. Use of leadership style					
8.5. Level of conflict between teachers and principal					
8.6. The principal make him/herself free from routine tasks					
8.7. The school leader gives incentive to the school community for their best performance					

<i>Items</i>	<i>Degree of response</i>				
9. Activity of Supervision	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
9.1. The principal visits the classroom often to ensure classroom instruction					
9.2. The principal visits the classroom often to ensure classroom instruction					
9.3. The principal encourages in-built supervisions within the school					
9.4. Arrange meeting with teachers to share experience after supervision					
10. Activity of relationship and work together	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
10.1. The school leader works to make school community members more active participants in problem solving and academic activities of the school.					
10.2. The principal let parents of the students to involve in financial support to the school.					
10.3. The principal ability to delegate and share responsibility is effective					
11. Activities to staff development	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
11.1. Help to provide short term training at school level by preparing academic meeting/workshop					
11.2. Develop a mechanisms by which competent teachers share their experiences for teaching methodologies with their colleagues					
11.3. Read different current educational publications and encourage teachers to do so and to attend professional development program					
12. Activities of Evaluation	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
12.1. Evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results					
12.2. The principal provides private feedback to teachers and has capable of evaluating and making fair judgment					

PART II: The following questions are designed to assess some **organizational factors** that affect the principals leadership.

Direction: Put “V” mark in the box against the choice appropriate to it according to your degree of agreement based on the current status of your school? **Where**

E- Excellent **V**- Very good **G**- Good **F**- Fair and **P**- Poor

<i>Items</i>	<i>Degree of response</i>				
	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
13. Organizational factors					
13.1. The school is manageable					
13.2. The school is conducive for teaching learning activities					
13.3. The school has good Societal and Organizational culture					
13.4. Roles and relationships of principals are clear to all school community					

PART III: The following questions are designed to asses some **situational factors** that affect the principals leadership.

Direction: Put “V” mark in the box against the choice appropriate to it according to your degree of agreement based on the current status of your school? **Where**

E- Excellent **V-** Very good **G-** Good **F-** Fair and **P-** Poor

<i>Items</i>	<i>Degree of response</i>				
	<i>E</i>	<i>V</i>	<i>G</i>	<i>F</i>	<i>P</i>
14. Situational factors					
14.1. Internal factors					
14.1.1. The existing education policy is well accepted by the school community					
14.1.2. Teachers are encouraged to participate in all activities					
14.1.3. Existence of good qualified teachers and non-teaching personnel					
14.1.4. Good allocation of resources					
14.2. External factors					
14.2.1. No political influence					
14.2.2. There is good community participation and Social value					
14.2.3. Higher official support from the sector is encouraging					

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Interview questions designed to **Sub City Education Officials, Supervisors, Principals and Vice Principals** to assess the problems of government secondary school principals to perform their leadership role.

PART I: Background

1.1. Name of the interviewee _____

1.2. Sex: Female Male

1.3. Age: 25 and below 6 – 35 36 – 45 & above

1.4. Work Experience (underline the current position)

1.4.1. Teaching.....years

1.4.2. Principal ship _____years

1.4.3. Supervision _____years

1.4.4 .Education office as a head.....years 1.4.5 other, if any _____

1.5. Educational Qualification: First Degree Second Degree

1.6. Field of study: major:_____Minor:_____

1.7. Total work experience in years: 10 and below 15 1 20 2 and above

PART II: Interview Questions

1. What changes are you observed recently in Yeka Sub City Government Secondary Schools due to the effort of principals? _____

2. In your view, which government secondary school leader is effective in your Sub City? Why?

3. What educational leadership practices are good in Yeka Sub City? government secondary schools ? _____

4. What are the major organizational and situational factors that affect the effectiveness of the principal leadership?

Organizational factors: _____

Situational factors: _____

5. What do you think of solution for the problems maintained above? _____

6. In your believe, in which area training is necessary for government secondary school principals? _____
