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PRACTICES OF DISTRIBUTED SCHOOL LEADERSHIP IN PREPARATORY SECONDARY SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION

BY
TESFAYE FELEKE

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TESFAYE FELEKE

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TESFAYE FELEKE

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APPROVED BY BOARD OF EXAMINERS

Ayalew Shibeshi (Asso.prof)		
Advisor	_____	_____
	Signature	Date
Kenenisa Dabi	_____	_____
Internal Examiner	Signature	Date
Solomon Areaya	_____	_____
External Examiner	Signature	Date

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TABLE OF CONTENTS

Pages

ACKNOWLEDGEMENTS I
TABLE OF CONTENTS II
LIST OF TABLES AND FIGURES V
ABBREVATIONS AND ACRONYMS VI
ABSTRACT VII
CHAPTER ONE 1
1. THE PROBLEM AND ITS APPROACH 1
1.1 BACKGROUND TO THE STUDY 1
1.2 STATEMENT OF THE PROBLEM 5
1.3. OBJECTIVES OF THE STUDY 7
1.3.1. GENERAL OBJECTIVE 7
1.3.2. SPECIFIC OBJECTIVES 8
1.4 SIGNIFICANCE OF THE STUDY 8
1.5 DELIMITATION OF THE STUDY 8
1.6 LIMITATION OF THE STUDY 9
1.7. DEFINITION OF KEY TERMS 9
1.8 ORGANIZATION OF THE STUDY 10
CHAPTER TWO 11
2. REVIEW OF THE RELATED LITERATURE 11
2.1. MEANING OF LEADERSHIP AND DEVELOPMENT IN MODELS OF SCHOOL LEADERSHIP 11
2.2. HISTORICAL PERSPECTIVES OF DISTRIBUTED LEADERSHIP 12
2.3. MAJOR PRACTICES OF DISTRIBUTED LEADERSHIP 14
2.3.1. SETTING SHARED VISION 14
2.3.2. DEVELOPING PEOPLE 15
2.3.3. REDESIGNING THE ORGANIZATION 16
2.3.4. MANAGING THE INSTRUCTIONAL PROGRAM 18
2.3.5. MAKE PARTICIPATORY DECISION 19

2.3.6. RECOGNIZING OTHER PEOPLE'S EXPERTISE 19
2.3.7. MAKE INTERACTIONS AMONG LEADERS, FOLLOWERS AND SITUATIONS EFFECTIVE 20
2.4. NEW PARADIGM ON LEADERSHIP 22
2.5 DISTRIBUTED LEADERSHIP: IMPLICATIONS FOR THE SCHOOL LEADERS 23
2.5.1 ROLE OF THE PRINCIPAL 23
2.5.2 ROLES AND RESPONSIBILITY OF TEACHER LEADERS 24
2.5.3 ROLE OF DEPARTMENT HEADS 25
2.6 FACTORS AFFECTING DISTRIBUTED LEADERSHIP 27
2.7 DISTRIBUTED LEADERSHIP AT WORK: WHAT THE RESEARCH TELLS US FROM INTERNATIONAL PERSPECTIVE 31
CHAPTER THREE 33
3. RESEARCH DESIGN AND METHODOLOGY 33
3.1. RESEARCH DESIGN 33
3.2. SOURCES OF DATA 33
3.3 SAMPLING TECHNIQUES AND SAMPLES 34
3.4. DATA GATHERING INSTRUMENTS AND PROCEDURES 35
3.5. DATA ANALYSIS 36
3.6 RELIABILITY OF THE DATA 37
3.7 VALIDITY 37
3.8 PILOT TESTING 38
3.9 ETHICAL CONSIDERATIONS 38
CHAPTER FOUR 40
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION 40
4.1 GENERAL CHARACTERISTICS OF THE RESPONDENTS 40
4.2 THE PRACTICE OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL 43
4.2.1 KNOWLEDGE ABOUT DISTRIBUTIVE LEADERSHIP 43
4.2.2 DEVELOPING AND SUSTAINING DISTRIBUTIVE LEADERSHIP 46
4.2.3 THE SCHOOL CULTURE AND CLIMATE OF LEADERSHIP 52
4.2.4 DECISION MAKING PRACTICES IN THE SCHOOLS 55

4.2.5 RATIFICATION AND IMPLANTATION OF RULES AND REGULATIONS 57
4.2.6 VISION DEVELOPMENT AS A MEANS FOR ESTABLISHING DISTRIBUTIVE LEADERSHIP 60
4.2.7 SCHOOL PLAN AS ELEMENT OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL 61
4.3 FACTORS AFFECTING OF THE PRACTICES OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL 63
CHAPTER FIVE 65
5. SUMMARY, CONCUSION AND RECOMMENDATIONS 65
5.1. SUMMARY 65
5.2. CONCLUSION 68
5.3. RECOMMENDATIONS 69
REFERENCES 71
APPENDICES 80

LIST OF TABLES AND FIGURES

Pages

Table 1: Selection of Subjects from Sampled schools 35

Table 2: Respondents' Age, Sex, Educational level and Work Experience 41

Table 3: Knowledge about Distributive leadership 44

Table 4: Developing and sustaining Distributive leadership 46

Table 5: Leadership culture and climate 52

Table 6: Decision Making 55

Table 7: Rules and Regulations in the Schools. 58

Table 8: Vision Development 61

Table 9: School planning 62

Table 10: Challenges 63

Figure 1. Leadership Practice from a Distributed Perspective 21

Figure 2: The Paradigm Shift 22

ABBREVATIONS AND ACRONYMS

AAEB:	Addis Ababa Education Bureau
AMS:	Aggregate Mean Score
CVR:	Content Validity Ratio
CV:	Content Validity
DL:	Distributed Leadership
ETP:	Education and Training Policy
FDRE:	Federal Democratic Republic of Ethiopia
GEQIP:	General Education Quality improvement Package
EDPM:	Educational planning and Management
LAMP:	Leadership and Management Program
MOE:	Ministry of Education
NCSL:	National College for school Leadership
OECD:	Organization for Economic Development
PTA:	Parents and Teachers Association
PPS:	Probability Proportion to Size
SBM:	School-based management
SD:	Standard devastation
SIP:	School Improvement Program

ABSTRACT

The purpose of this study was to assess the practices of distributed school leadership in preparatory secondary schools of Addis Ababa city Administration. The study deals with examining the actual practices of distributed school leadership in government schools by guiding three research questions.

The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers, vice principals and department heads. For the qualitative portion, interviews were administered to all principals in the selected schools. Regarding the questionnaires, distributed to sample size of 143 teachers, 68 vice principals, unit leaders and department heads, were returned, producing an overall 77.25% return rate. Of which 55 (29.7%) were school leaders and 108 (58.37%) were teachers. The findings of the study revealed that distributed leadership is not/moderately practiced as expected due to lack of knowledge/experience and qualification in the profession. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of different experts to apply their knowledge and skill in practicing distributed leadership for sustainability of school improvement.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, basic research questions, the significance of the study, objectives of the study, its delimitations and limitations as well as definition of key terms and the organization of the study.

1.1 BACKGROUND TO THE STUDY

A review of the leadership literature reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership and Distributed Leadership (Yukl, 2010). Great Man theory belief that leaders are exceptional people, born with innate qualities, destined to lead (Splillane, 2005). Here leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories which believes that the lists of traits or qualities associated with leadership exist in abundance and continue to be produced. i.e. leaders are born not made (Harris and Muiji, 2003). Behaviorist theories concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership' (Elmore, 2005). Situational leadership sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization (Stoll & Fink, 1996).

Transactional Leadership Theory emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Mulford, 2008). In Transformational Leadership Theory the central issue is change and the role of leadership is envisioning and implementing the transformation of organizational performance (Fullan, 2006).

Each of the aforementioned theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of "distributed" leadership (Mark & Printy, 2003). This approach, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated 'leader' (Timperley, 2003). The emphasis thus shifts from developing 'leaders' to developing organizations with a collective responsibility for leadership (Barth, 2001).

Similarly in education, researchers have long examined the link between the importance of principal leadership and student achievement, concluding that successful educational leaders have a powerful influence on the effectiveness of the school and student learning (Harries, 3005). For decades, studies on school leadership have documented specific leader traits and behaviors, focusing on the top of the hierarchical organization, the principal (Fullen, 2001). There is now much greater emphasis placed on the idea of distributed leadership, shared by multiple individuals at different levels of the school organization (Elmore, 2005). The idea that a single "hero" leader can lead and transform a school alone has become obsolete. The task of leading today's schools has become so multifaceted and complex that a single person cannot be expected to accomplish this alone (Copland, 2003).

The multitude of demands placed on principals' time draws resources away from a focus on curriculum and instruction, as numerous tasks from the school, district, state, and federal government require the attention and consideration of school leaders (OECD, 2008). Because of this, many educational researchers and policymakers believe that school leadership today should be distributed throughout the organization, rather than focused on a single individual (Mulford, 2008).

Distributed leadership is currently a buzzword in educational circles, and has been used increasingly in discussions about school leadership (Harries, 2003). As attention to this perspective grows, so does its research base and empirical support (Fullan, 2006). However, there seems to be little agreement as to the meaning of the term, and it lacks a widely accepted definition. Some may define distributed leadership as simply the

redistribution of the principal's responsibilities to other staff members (Barth, 2001). Other views move beyond this simplistic analysis and call for a fundamental change in organizational thinking, redefining school leadership as the responsibility of all in a school (Timperly, 2003). A fruitful way of considering distributed leadership is that it is a way of thinking about leadership, rather than a new technique of practice (Neuman and Simmon, 2000). Distributed leadership seeks expertise throughout an organization, rather than focusing it upon a single individual or individuals in a formal position or role. So the idea is that school leadership should be viewed as the cumulative activities of a broad set of leaders, both formal and informal, within a school, rather than as the work of one individual—such as the principal (Spillane, 2006)

Distributed leadership is characterized as a form of shared or collective leadership in which expertise is developed by working collaboratively. The rationale is that in a knowledge-intensive situation found in schools, there is no way to perform tasks of great complexity without widely dispersing the responsibility for performance among various roles (Leithwood et.al. 2006). Distributed leadership becomes the focal point that provides a common frame of values for performance. This does not, however, suggest that there is no one responsible for the overall performance of the school (Elmore, 2005).The job of the principal in a distributed environment is to hold the pieces together and maintain a productive relationship between the actors(Beatriz et.al., 2008).

Having knowledge-based society, a successful school is no longer an isolated kingdom ruled by a single heroic principal (Spillane, 2006). Instead, collective wisdoms and shared responsibilities are the key elements contributing to the school's sustainable development (Murphy, 2005). Thus, a successful school is under the umbrella of teachers' teaching capacity as well as their contribution to the school leadership. (Copland, 2003; Donaldson, 2001; Spillane, Diamond &Jita, 2000).

Distributed leadership moves beyond the philosophy that leadership is generated solely by the role and position of the principal and instead frames leadership as a practice that involves an array of individuals whose dynamic interactions mobilize and guide teachers in the process of instructional change (Harris, 2005; Spillane, 2005; Timperley, 2005). It

does not take the responsibility of leading the school from the principal. Most importantly, distributed leadership does not mean that there is no anyone responsible for the overall organization. Instead, it requires the principal to understand the relationship between leadership and organizational structures, school vision, and school culture (Elmore, 2000). Distributed leadership means that the job of administrative leaders is primarily about recognizing and enhancing the skills and knowledge of people in the organization (Spillane, 2006).

Elmore (2000: 14) also wrote:-In any organized system, people typically specialize, or develop particular competencies, that are related to their predispositions, interests, aptitudes, prior knowledge, skills, and specialized roles. When practicing distributed leadership, it then becomes the responsibility of the principal to organize these diverse competencies into a functioning system where the skill of one person can be made to complement that of another and how the expertise of some can be shared with others in order to move the entire school forward. In general, distributed leadership means cultivating a system that holds various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result (Harris, 2005).

According to Tigistu(2012), The Ethiopian education system which lasted for a long period is now in a process of implementing school Improvement Program (SIP) that gives emphasis for quality of education. The Education and Training Policy (ETP) has been launched in 1994. The most promising results of the 1994 ETP are increasing access to education and then to work with quality of education. Recently, the Ministry of Education has launched General Education Quality Improvement Package (GEQIP) which comprises six programs. School Improvement Program(SIP) & Leadership and Management Program (LAMP) are of GEQIP among the Others. The launching of GEQIP shows that the government has now found its attention to improve the quality of education. To this end, the role of leadership is vital to bring transformative changes in the school improvement initiative. To enhance the leadership skills of the principal the Ethiopian government tried to provide workshops, short training on school leadership to school principals. The outcome of all these attempt is to have principals who are able to

organize members of the school for its success and to make new changes sustainable with unwavering participation of all the key stakeholders. The investigator is thus initiated to conduct this study to observe whether the trained principals enact a new way of leadership which is distributed leadership from the actual practices of the schools.

1.2 STATEMENT OF THE PROBLEM

In many developing countries, decentralization of education and school-based management (SBM) are creating new challenges for the school principal (Chapman, 2000). The principal is increasingly expected to create a climate that is conducive to teaching and learning; work towards improving student performance; support and supervise teachers' work in instruction and classroom management; and ensure effective staff development programs are operational in the school and that teachers improve their professional competence (Atkinson, 2001).

The managerial tasks which almost waste most of the principals time, the response to high expectations of a student learning and school improvement; the countries demand of knowledge-based society for the success of transformational and development strategy, forces to change the conceptual frame work of the principals leadership role. Therefore, enacting the evolving theory of leadership from distributive perspective has the potential to respond to the aforementioned demands adequately (Harris, 2005).

Research indicates that opportunities for teachers to gain leadership experiences are present in schools where the principal practices distributed leadership. As many international studies in general highlighted the need for leadership to be distributed throughout the organization to bring the possible advantages in terms of school improvement and successful learning, a study of distributed leadership is particularly timely. (NCSL 2004, OECD 2008, Mulford 2008)

The contextual factors in Ethiopia too, currently impinge on schools and support the idea that leadership should not reside solely with the principal but should be spread across the school as an organization. Thus in contrast to the prior researches both the international and local that generally highlighted the leadership role of the principal, this study focuses

on distributed leadership. This refers to forms of collaboration practiced by the principal, deputy principal , unit leaders ,department heads and teachers in leading the school's development.(Harris ,2005).The concept school leadership is now being applied to the involvement of these school members. Harris and Muijs (2002) have defined teacher leadership as being primarily concerned with developing high quality learning and teaching in school. It has at its core a focus upon improving learning and is a mode of leadership premised upon the principles of professional collaboration, development and growth. Teachers lead within and beyond the classroom, they identify and contribute to a community of teachers and influence others towards improved educational practice.

The rationale for distributed school leadership is grounded in the concept of sustainable change (Fullan, 2001). Leadership must create changes that are embraced and owned by the teachers who are responsible for implementation in classrooms. (Fullan, 2006; Hall &Hord, 2001) Many scholars assert that sustainable school improvement must be supported by leadership that is shared among stakeholders (Barth, 2001; Fullan, 2001; Harris, 2003; Marks &Printy, 2003; Stoll & Fink, 1996).

The key issues that we understand from the literature can be summarized as follows: Distributed leadership provides fertile ground for maintaining long-term commitments to the desired goals of equity. Achieving equitable outcomes for all learners is beyond the capacity of highly talented individual leaders and requires the knowledge and expertise of others in the school working with a shared sense of purpose. Formal leaders, no matter how talented, cannot make the equity agenda successful without leadership practiced by others in the school. Moreover, an organization cannot flourish - at least, not for long - on the actions of the top leader alone. Schools and districts need many leaders at many levels' (Beatriz et. al. 2008). Thus, the days of the principal as the lone instructional leader are over; we no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators (Fullan, 2006)'.

Leadership that embraces collective effort, promotes a shared sense of purpose and mission, engages many in collaboration across roles, and develops organizational cultures

that set high expectations for adults and children, is leadership that results in a more fertile environment for meaningful changes in the teaching and learning environment . While the literature suggests that distributed leadership is an indispensable ally of the learning organization, how this expresses itself in the day-to-day life of schools is more problematic and challenging (Spillane, 2006).

Distributive leadership requires special attention as it is new practice in education. Its advocacy of fundamental examination and redesign of work to bring sustainable change in students' achievement which is crucial for the overall development of the country, but challenging to implement are the key to give emphasis. The perceived problem that initiates me to undertake this study is the individualistic work tradition of principals," I am not a leader " belief of the teacher , the organizational(school) readiness for change, the teachers' and other key stake holders attitude towards this change. Thus, the study is conducted with intention of finding solution to the following basic questions.

Thus, the study is conducted with intention of answering the following basic questions.

1. To what extent is distributive leadership practiced in the selected preparatory schools?
2. What are the factors influencing the application of distributive leadership in the schools?

1.3. OBJECTIVES OF THE STUDY

1.3.1. GENERAL OBJECTIVE

The study is designed to examine the practices of distributed leadership in preparatory secondary schools of Addis Ababa

1.3.2. SPECIFIC OBJECTIVES

The specific objectives of the study were to:

1. Assess extent to which distributed leadership is practiced in the schools.
2. Examine factors inhibiting or fostering the practices of distributed leadership in the schools.
3. Explore challenges, major strengths and weaknesses observed in practice.

1.4 SIGNIFICANCE OF THE STUDY

Distributive leadership as a new leadership practice is believed to help overcome the traditional heroic school leadership culture. As it is a new practice, there could be different problems that can challenge both the leaders and the other stakeholders' of any school that can hinder the smooth running of the effort. Therefore, the researcher believes that the findings of this study may provide reliable insight to the schools themselves about how they are practicing DL and enable them take corrective actions if necessary and explores the relative contribution of the different actors in practicing DL for school improvement. It May be also useful in identifying effective leadership practices in schools and offers guidance in to the level of influence distributive leadership has on overall leadership effectiveness and school success. Moreover, the findings of the study may give policy makers, and other educational institutions clear insight how distributive leadership practices in the Ethiopian context for future planning. At last the findings of the study can serve as a spring board for those people who want to conduct further study in the area.

1.5 DELIMITATION OF THE STUDY

The study is delimited to government preparatory secondary schools of Addis Ababa city Administration with special attention how teachers and school leaders practice distributed school leadership in their respective schools. Preparatory secondary schools are selected

due to their small number and the peoples working here are expected to be very well experienced in schooling system.

1.6 LIMITATION OF THE STUDY

This study has a number of its own limitations. Due to the fact that distributed leadership is a newly introduced leadership approach to the country and the minimal effort made to adopt the tool to the education sector, people's knowledge of its principles and even the related activities taking place in their organizations was limited. This condition- lack of awareness- affects the accuracy and dependability of the information gathered from the respondents to some extent. The shortage of adequate reference materials and previously done local studies; poor cooperation from concerned people in some organizations; unwillingness to fill and return questionnaires on time; and of course financial constraints were the major limitations of this study. As the result of these limitations, the outcome of the study was not as complete as it was initially anticipated.

1.7. DEFINITION OF KEY TERMS

For the purpose of this study, the following key terms are defined as follows:

Leadership: According to Kouzes and Posner (1995 p. 30), leadership is "the art of mobilizing others to want to struggle for shared aspirations". It involves the process in which influence is exerted by one person over others in guiding, structuring, and facilitating organizational activity (Yukl, 1998).

Distributed Leadership: A dynamic process cultivated by an organization's leader where other leaders function as a team to balance their inherent strengths and weaknesses, resulting in the distribution of leadership covering collectively the stakeholders everywhere in the organization (Ancona et al., 2007).

Teacher Collaboration: The degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers (Gruenert, 1998).

Collegial Support: The degree to which teachers work together effectively. Teachers trust each other, value each other's ideas, and assist each other as they work to accomplish the tasks of the school organization (Gruenert, 1998).

OECD is a unique forum where the governments of 30 democratic countries work together to address the economic, social and environmental challenges of globalization. The OECD is also at the forefront of efforts to understand and to help governments respond to new developments and concerns, such as corporate governance, the information economy and the challenges of an ageing population.

1.8 ORGANIZATION OF THE STUDY

The study consists of five chapters. Chapter one deals with introducing the problem, whereby, background and statement of the problem; objectives, basic questions and significance; delimitations and limitations of the study; definition of key terms; and organization of the study are included. Chapter two is committed to the review of the related literature so as to lay the theoretical foundations of the study. Chapter three is concerned with the research design and methodology under which the method, data sources, sampling techniques and the type of instruments used were discussed in detail. Chapter four treats the analysis and interpretation of the data gathered. Chapter five presents the summary of major findings, conclusions drawn upon the findings, and possible recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

The aim of this chapter is to establish analytical framework that serves as the basis of the subsequent analysis and discussion of the study. The chapter deals with meaning of and its development models of leadership in general and distributed school leadership in particular. The chapter also gives emphasis the historical development, practices, factors that promote and inhibit, challenges and benefits of distributed leadership. The understanding of the concepts and its practical application of DL, enhances the dynamics of school community participation in education that helps to guide the analysis and discussion of practices of DL in preparatory schools of Addis Ababa, Ethiopia.

2.1. MEANING OF LEADERSHIP AND DEVELOPMENT IN MODELS OF SCHOOL LEADERSHIP

Leadership is a complex term which is frequently used in discussion in many organizations. This term has been defined in different ways by many researchers. Describing leadership as a social interactive process, Cammock (2001) says that, "Leadership is a holistic process that involves leaders and followers interacting in particular social contexts" (p. 27). Similarly, Northouse (2007) identifies leadership as a process by which a person influences a group of individuals to reach a common goal. Leadership is an integrated process where leaders interact with followers in a social context. Basically, leadership is a social process by which a person persuades the followers to achieve specific goals by motivating, guiding and leading them within a social context.

Leadership naturally takes place in a group context where a leader exercises influence on followers to carry out some task, motivating them through development of a mission, vision and goals. Spillane (2006) explains educational leadership as the way to influence the enthusiasm, knowledge, affect or practices of other members of schools or the way they understand the practice of influence. Similarly, Elmore (2000b) defines leadership in

education as focusing the leader's role on guidance and improvement of instruction. He comments that leadership is a process that can be learned and is also related to inherent traits.

Though leadership has got many definitions, for the purpose of my study, I prefer to use the following definition. Leadership is defined as a process by which principals are motivating teaching and non-teaching staff toward the development of their knowledge, instructional practice and leadership qualities for the success of the school (Elmore, 2000b; Northouse, 2007).Leaders influence followers to improve their skills, to explore their expertise to reach the goals of schools, a complicated task. There is continuous need for competent and creative leaders at every level in every society.

2.2. HISTORICAL PERSPECTIVES OF DISTRIBUTED LEADERSHIP

The concept of distributed leadership is far from new. As long ago late 1950s the possibility of leadership displaying a distributed pattern was posed in the first edition of the Handbook of Social Psychology (Gibb 1954). In theoretical terms, the most robust and extensive contemporary analysis of distributed leadership can be found within the work of Spillane etal. (2001b) and Gronn (2003).

Gronn (2000) suggests that distributed leadership is an emergent property of a group or a network of interacting individuals. In Gronn's view, leadership is a form of intensive action which is about the additional dynamic that occurs when people work together or that is the product of conjoint agency.

Spillane et al. (2001b) similarly imply a way of understanding leadership that focuses upon interaction and the exploration of complex social processes. In this sense, leadership is best understood as 'practice distributed over leaders, followers and their situation'. A distributed view of leadership' incorporates the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change processes. It implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through the interaction of multiple leaders (Spillane, 2001a). It

implies interdependency rather than dependency, embracing how leaders of various kinds and in various roles share responsibility.

According to Elmore (2000), distributed leadership theoretically it means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture. It is 'the ''glue'' of a common task or goal – improvement of instruction – and a common frame of values for how to approach that task. .For him distributed perspective focuses on how leadership practice is distributed among formal and informal leaders.

Sergiovanni's (2001) concept of leadership density also supports Elmore's idea. He argues that high leadership density means that a larger number of people are involved in the work of others, trusted with information, involved in decision making, exposed to new ideas and are participating in knowledge creation and transfer. In such circumstances, larger number of the organization has a stake in the success of the school.

Harris again offers a different perspective on distributed leadership which improves teaching and learning. She defines distributed leadership as "maximizing the human capacity within the school organization" whereby principals and teachers take the responsibility for school improvement (Harris, 2004). She concludes the schools most successful in improving student achievement were those where the principal empowered, developed and involved others in leading. She suggests that there is a connection between distributed leadership and school improvement. In general, the distributed framework offers considerable influence for studying leadership as a school wide rather than individual practice (Lucia, 2004) and it emphasizes on "engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role" (Harris, 2004).

2.3. MAJOR PRACTICES OF DISTRIBUTED LEADERSHIP

2.3.1. SETTING SHARED VISION

A vision is an imaginary image, a vibrant and compelling idea in the leader or his followers which describes the futuristic state of an organization or people and draws positive perceptions (Conger & Kanungo, 1998).It is the compass used in determining the way the school operates and develops. School members participating in a distributive leadership format develop and agree on a shared vision. Leadership, instruction, and learning are expected to be derived from this shared vision. Developing a shared understanding about the organizational goals provides a sense of direction. A vision developed in isolation is less likely to influence followers because they have no part or stake in a vision that is thrust upon them. Sharing leadership reduces teacher isolation and increases dedication to the collective good of the organization (Pounder, 1999), and involving more people in school processes. Leithwood and colleagues (2006) concluded that people are generally motivated by goals that (a) compel them in a personal way, (b) are difficult yet attainable, and (c) are able to identify with the shared vision. Thus, those teachers who are the most connected to the vision and goals of the school are more likely to respond to and enact those goals.

Setting direction in developing a schools' vision requires fostering acceptance of a shared set of group goals (Leithwood et al., 2006) and bringing diverse stakeholders into the process. Some studies indicate that coherent vision is established and maintained when the principal's leadership is supported by the direct involvement of teachers, as well as other school stakeholders, in the leadership work of creating the mission, purpose, and culture of a school (Neuman& Simmons, 2000). Somech (2005) noted that leaders, who influence followers to hold a strong philosophy and acceptance of the school's goals, provide a major catalyst to teacher commitment and retention. Within distributive leadership structures, teachers contribute to an assortment of leadership functions such as sustained instructional vision and monitoring program implementation (Firestone, 1989).

School improvement plans are generally interconnected with the school vision. Distributed leadership includes sharing decision-making when planning the school improvement plan. Some conclude that increasing teacher influence has the potential to effect school improvements and climate (Spillane, Halverson, & Diamond, 2004). Further, it has been concluded that a principal's success in the school improvement process can be significantly increased when the ownership and leadership is widely dispersed among teachers and staff (Fink &Brayman, 2006).

2.3.2. DEVELOPING PEOPLE

Another important outcome of using distributive leadership in schools is the enhancement of the professional development of teachers and staff that can be accomplished by allowing teachers to determine the content of in-service professional development programs. When teachers exercise their intellect, personality, and represent suitable principles and practices, they become part of developing the people around them in the school and the organization (Leithwood et al., 2006). Distributed leadership provides the idea that professional development that is organically applied through common proficiencies and mutual ways of working to create an influential learning atmosphere (Harris, 2005). Harris (2005) noted that distributed leadership application would result in more stable organizations through constituents sharing expertise with one another and becoming more adaptable to change.

Teachers' skills can be developed through the influence they exercise on each other and from the influence of the principal. The interchange of experiences teachers enact with their leaders affects teacher capacities and motivations (Leithwood et al., 2006). Furthermore, when teachers' capacities and motivations are positively enhanced through leadership of others in the organization, they develop professionally and promote the development of others.

Leadership that consistently supports teachers is necessary in a distributive leadership environment. When principals relinquish power in the school environment, it supports the development of the leader and followers. It is apparent that "specific tasks and functions

would have to be retained by those in formal leadership positions, but the key to growing distributed leadership resides in the involvement and support of teachers in cooperatively guiding and shaping instructional and institutional development" (Harris, 2005, p. 261).

Leithwood et al. (2004) suggested a teacher's positive participation in decision making builds loyalty; enhances job satisfaction, morale, and self-efficacy; and erodes feelings of powerlessness and alienation. Distributive types of leadership have led to improved group innovation and attitudes (De Dreu& West, 2001), which promotes teachers' belief that their school is a good place to teach and learn. Heightened interest, innovation and attitudes along with distributive leadership behaviors generally increase teacher retention. Ingersoll (2007) showed the increased likelihood of a teacher's willingness to continue in their existing positions when distributive leadership is implemented.

2.3.3. REDESIGNING THE ORGANIZATION

In order for distributive leadership to become the 'lifestyle' of the school, the dynamics of the organization and how people work and function within the organization must change. The purpose behind newly redesigned organizations is a change in school culture and structure through the facilitation of the work by organizational members and the building of collaborative processes incorporated into the overall nature of the school's improvement agenda (Leithwood et al., 2006). The school organization is being redesigned, due to higher degrees of accountability, by programs such as 'professional learning communities' that has emerged from the theoretical concept known as 'learning organizations' (Leithwood et al., 1998).

Within redesigned organizations that incorporate distributive leadership, teachers need time to collaborate with colleagues, and should be provided opportunities to learn from one another. Little (1990) suggested that professional interaction provide the foundation for developing collective ideas and for producing distributive leadership approaches. Rosenholtz (1989) argued for teacher professionalism and collaboration as a channel for producing positive change in schools. He observed that effective schools have stronger

connections between what is important and behaviors between teachers and principals. These behaviors typically result in better school performance (Rosenholtz, 1989).

Ovando (1994) found that common times for teachers to meet were a primary component of successful schools. In order for teachers to regularly improve their practice, they need to be given specific and dedicated time to collaborate with one another. Teachers need time and opportunity to share and expose their classroom practices in order for there to be a transfer and distribution of expertise within schools (Harris, 2005).

Moreover, for organizations to redesign in light of distributive leadership, teachers must be given opportunities to be a part of group decision making. Distributive leadership includes the idea that teachers' have influence over and participate in school-wide decisions (Wahlstrom& Louis, 2008). Research by Harris and Muijs (2005) found distributed leadership results in widely-shared decision-making processes viewed as the responsibility of groups rather than the individual. Distributive leaders provide teachers opportunities for involvement and to exercise influence on decisions. Teachers' participation promotes commitment to decisions and increases teacher's eagerness to follow them (Somech, 2005). Dynamic participation increases involvement and commitment due to the fact that individuals place more trust and are more accepting of information personally ascertained (Armenakis et al., 1993; Beckhard& Harris, 1987; Fishbein&Azjen, 1975; Fullan, 1997). Teachers have important information to share, and their participation advances professionalism. When teachers share in decision making with leaders, they become committed to the decision made since they have become a part of the process. Sergiovanni's (2001) concept of 'leadership density' is helpful in promoting the idea whereby a larger number of people are involved in the work, trusted, exposed to innovative ideas, and participate in the creation of new understanding in schools for greater leadership density among more constituents.

Lastly, within the redesign of the organization for leadership distribution, an environment of trust must be developed between leaders and followers. Trust in the organization is concerned with relationships and organizational behavior. Trust among subordinates and trust in leaders has become important for organizations to be more collaborative in nature

(Tschannen-Moran, 2004). Tarter, Bliss and Hoy (1989) found principal behavior and faculty trust correlatives when principals support teachers. Schools with high levels of engaged teachers enjoyed higher levels of trust in fellow colleagues. Distributive forms of leadership aligned with principal behaviors affected trust (Louis, 2007). Schools with high degrees of trust display more collaborative decision making with improvement for student learning more dispersed (Wahlstrom& Louis, 2008). Generally, organizations with high degrees of trust observe personnel comfortable to seek help and learn from other teachers. Trust is a prerequisite for effective relationships between professionals (Bryk& Schneider, 2002).

2.3.4. MANAGING THE INSTRUCTIONAL PROGRAM

Distributed leadership incorporates activities of multiple participants in guiding others in the process of changing instructional practice. Furthermore, distributed leadership is particularly helpful in providing widespread quality management of the instructional program in schools where multiple groups guide and mobilize staff in instructional change and improvement (Spillane et al., 2004). Instructional leadership and effective school improvement processes include areas such as decisions about staffing, monitoring school improvement strategies and allocating resources that foster school improvement (Leithwood et al., 2006).

Managing the instructional program in the distributive leadership framework requires teachers be involved in the selection of instructional materials, resources and teaching techniques, and setting grading and student assessment practices. Teacher leaders focus on issues of curriculum, instruction, and classroom management improving peer teachers practice (Harris &Muijs, 2005). Teacher leaders can fill a wide range of roles and tasks in terms of school leadership and accomplishment of tasks. Barth (2001) shared that teacher leadership is indispensable, and teachers need to be at least involved in functions like textbook selection, curriculum decisions, student behavior standards, tracking of students, professional development, promotion and retention policies, budgets, teacher evaluations, selecting, and hiring new staff including new administrators. Smylie (1992) indicated that teacher leadership roles include being a mentor or lead teacher, working on school

improvement teams, leading principal advisory councils, and developing and implementing new curriculum and instructional programs.

Teacher leaders play a role in improving the quality of education by being leaders beyond the classroom. They contribute to a community of teacher learners by influencing others to improve their educational practice (Katzenmeyer& Moller, 2001). Academic optimism occurs where teachers become interested in better quality instruction associated with pre-planned approaches from principals to leadership distribution (Mascall et al., 2008). A central purpose of teacher leadership is to improve the teaching profession and assist in school reform (Smylie& Denny, 1990). Distributive leadership mechanisms in managing the instructional program also must involve teachers in the hiring of new teachers and deciding how the school budget is spent. Many teacher leaders in distributive leadership are involved in the organizational work by setting discipline standards for student behavior, making budget decisions, and addressing personnel concerns (Harris &Muijs, 2005).

2.3.5. MAKE PARTICIPATORY DECISION

Expanding the decision-making process to include those who will be affected by and have to implement decisions increases the likelihood that the consequences of decisions – good or bad – will not fall disproportionately to any one group. Besides, multiple participants and their synergized efforts increase the likelihood that erroneous information or assumptions and unethical decisions will be detected and corrected. Together, these foster a more equitable and ethical school climate (Harries, and Muiji, 2002).

2.3.6. RECOGNIZING OTHER PEOPLE'S EXPERTISE

Distributed leadership highlights leadership as an emergent property of a group or network of interacting individuals (Gronn, 2002). Gronn identified the notion of distributed leadership as "an emergent property of a group or network of individuals" in which group members "pool" their expertise (Gronn, 2002b). When people work together

in such a way; they pull together their abilities and expertise. The outcome is greater than the sum of their individual actions. Distributed leadership perspectives focuses on how school leaders encourage and sustain conditions for successful schooling interaction with others, rather than on what structures are necessary for success (Spillane et al., 2004). In all, distributed leadership is about more than accounting for all the leaders in a school and adding up their actions to arrive at some more wide-ranging account of leadership (Spillane et al., 2004; Spillane, 2006). Therefore, by distributing responsibilities among teachers and staff, it is believed that every member of the school community has the capability to work as a leader (Lambert, 1998)

2.3.7. MAKE INTERACTIONS AMONG LEADERS, FOLLOWERS AND SITUATIONS EFFECTIVE

Distributed perspective focuses on interactions among leaders, followers and their situations. Most scholars appear to agree that distributed leadership is not the same as dividing tasks among school personnel who perform defined and separate organizational roles; they believe that distributed leadership consists of dynamic interactions between multiple leaders and followers (Timperley, 2005). According to Spillane (2006), a distributed perspective on leadership involves two aspects: the leader-plus aspect and the practice aspect. The leader-plus aspect recognizes that leading and running a school involves multiple leaders. Leader-plus aspect alone is vital but not sufficient for explaining the complexity of leadership. The conceptual framework of distributed leadership developed by Spillane (2006) moves beyond the leader-plus aspect.

Distributed leadership means more than shared leadership. As leadership moves away from a "command and control" model to a more "cultivate and coordinate" model, the way that leadership is taught must change, too. The leadership practice aspect moves the focus from traditional leadership beyond an individual's actions to the interactions among leaders, followers and their situations (Spillane, 2006).

"People" are an important factor to the analysis of leadership practice since actions of leaders and followers are central regarding leadership practice. A critical challenge involves unpacking how leadership practice is stretched over leaders. Most of the time, attempts to analyze leadership practice never go beyond the actions of individuals, usually the leader of organization or perhaps two or more leaders. In a distributed view of leadership, it is also critical to take account of how leadership practice takes shape in the interactions between leaders and followers (Spillane, 2006). The interactions between leaders and followers are depicted in Figure 1.

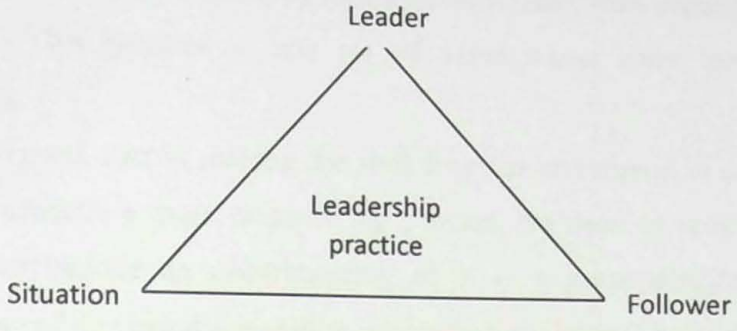

Figure 1. Leadership Practice from a Distributed Perspective (Spillane, 2006, p. 3)

In order to analyze interactions among leaders in leadership practice, Spillane et al. (2004) identified three types of distribution: collaborated distribution, collective distribution and coordinated distribution. In collaborated distribution, the leadership practice is "stretched over the work of two or more leaders who work together in place and time to execute the same leadership routine" (Spillane, 2006). It involves leaders co-performing a leadership routine together in the same time and place. There is a reciprocal interdependency in which the actions of different leaders require participation from one another in co-performing a leadership routine. Reciprocal interdependencies have to do with individuals working with one another in the same place and time, with the action of A directly facilitating the action of B and vice versa. In collective distribution, the leadership practice is stretched over the work of two or more leaders who enact a leadership routine by working separately but interdependently (Spillane, 2006). It involves leaders to co-perform a leadership routine separately and interdependently. Note that almost every leadership routines involve collective distribution (Spillane, 2006). In

coordinated distribution, the leadership practice involves leaders co-performing a leadership routine in which they work separately or together on sequential leadership tasks that are essential for the functioning of the routine (Spillane, 2006).

2.4. NEW PARADIGM ON LEADERSHIP

It is recognised that in order to accommodate the era of rapid and accelerating change in which schools currently find themselves, there is a need to bring about a paradigm shift in approaches to school leadership and management which place a stronger emphasis upon team working and more distributed forms of leadership, than arguably has been the case in the past. This requires a new set of assumptions about power and control in organisations,

Hence it is argued, that in making the shift from an investment in centralised power and supervision towards a more empowering process, we need to recast assumptions about leadership, to include an understanding of it as a more distributed function. The characteristics of this paradigm shift are described in Figure 2 below.

Management	→	Leadership
Vertical	→	Sideways
Fixed roles	→	Flexible roles
Individual responsibility	→	Shared responsibility
Autocratic	→	Collaborative
Delivering expertise	→	Developing expertise
Status	→	Stature
Efficiency	→	Effectiveness
Control	→	Release
Power	→	Empowerment

Figure 2: The Paradigm Shift

(Source: Whitaker (1993) *Managing Change in Schools.* Pp.73-74.)

For the school principal, distributed leadership does not mean simply delegating tasks, but rather practicing governance as intellect stretched over the school's social and situational contexts (Spillane, Halverson & Diamond, 2004). Distributed leadership relies on a key central belief: perception and practice are enhanced by the sharing of intellect and opinion. It is a way of acknowledging and maximizing the expertise that already exists in the school building. Teachers are expert in instruction and they know the students and curriculum best. They should therefore be appointed for their insights and assistance for planning, assessment, and decision making (Schmoker, 2006).

Magno (2009), stated that when organizations are seen as complex, living systems, the importance relationships, trust, internal motivation, transparency, and creativity are fundamental. In such organizations, if they function effectively, all participants actively engage in the construction of meaning and there is collective ownership, in which leadership flows throughout the system. These characteristics define communities of practice or what are commonly known as learning communities (Fullan, 2005; Senge, 2006; Wheatley, 2006). The change from an authoritarian governance structure to a learning community requires courage, intelligence, clarity of purpose, relationships, and networks of information (Barth, 2001). In general schools today are expected to show a paradigm shift from a single authoritarian school structure to a distributed school leadership system which incorporates the skills, expertise and talents of its members.

2.5 DISTRIBUTED LEADERSHIP: IMPLICATIONS FOR THE SCHOOL LEADERS

2.5.1 ROLE OF THE PRINCIPAL

The practice of distributed leadership has requirements that the formal and informal leaders of the school work together in addressing the improvement needs of the school. The role of the formal leaders of the school, especially principals, is defined but varies from country to country. Fullan (2002) referred to the principal of the future--the Cultural Change Principal--as a person who must see the big picture and transform the organization through people and teams. Presthus identified the essential tasks of the

principal in distributed leadership practice as the medium through which meaningful information was shared, a culture of care was established, and communication was emphasized.

Again to manage the resistance of school members towards the expected change, the school principals are expected to be masters of effective communication. Moreover they need to listen respectfully, communicate positive comments frequently and faithfully that they foster what Kegan&Lahey (2001) refer to as a "language of ongoing regard". Most importantly, they need to be careful for the professionalism of teachers. To make the aforementioned tasks successfully s/he has a potential to lead this change. (Leading change)

2.5.2 ROLES AND RESPONSIBILITY OF TEACHER LEADERS

A number of different roles have been suggested for teacher leader's that further explain the distinctive nature of the leadership activity. Katzenmeyer and Moller (2001) see teacher leadership as having three main features:

- Leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups.
- Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles as head of department, club coordinators.
- Leadership through decision making or partnership: member of school improvement teams, prime mover of organizations and parent–teacher associations.

Gehrke (1991) also identify quite similar functions of teacher leaders as:

- Continuously improving their own classroom teaching
- Organizing and leading reviews of school practice
- Providing curriculum development knowledge
- Participating in school decision making
- Giving in-service training to colleagues and
- Participating in the performance evaluation of teachers

Harris (2002a) also suggests that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the way in which teachers translate the principles of school improvement in to the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized. A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and to foster a more collaborative way of working (Blase and Anderson 1995).They work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal. A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role is building close relationships with individual teachers through which mutual learning takes place.

2.5.3 ROLE OF DEPARTMENT HEADS

According to Weller (2001), while there is a large and growing body of research on teacher leadership, and on professional learning communities as important elements of effective school reform, amazingly little has been written on the department chair's role. Those who have written about the department chair have noted the ambiguity inherent in the role, the focus on management rather than leadership functions, and the tension between chair roles of leader versus teacher. Typically, department heads manage resources (order supplies, schedule facilities, and provide input into building the master schedule), facilitate communication between administration and teaching staff, and serve as a teacher representative in school-wide discussions. Department chairs also play important pastoral roles, providing comfort and support for teachers struggling through everyday challenges, and in holding the department together as a team or unit.

With a strong connection to both school-wide policy and vision, and to the realities of the daily life of teachers, the department, the classroom, and students, department heads are in a position to play an important role in advancing instructional effectiveness. So much so, that one researcher calls the department heads "the most underutilized leadership position" (Weller, 2001). He further explains high school reform in the U.S. has focused on addressing structural challenges of the large comprehensive urban high school. These efforts have focused on making structural changes to personalize the learning environment and improve access to higher level courses for all students. In addition to these changes, some high school reformers have focused on repurposing existing school structures to strengthen the focus on teaching and learning. One of these structural reforms involves making better use of the department chair as an instructional leader.

For example, the National College for Leadership of Schools and Children's Services (The National College), England's national professional development and school Improvement College, has developed a leadership training focused specifically on middle-level leaders, or department chairs. Research on English high schools with challenging populations of students that have succeeded in advancing learning for all students, shows that these middle-level leaders play a key role in advancing the quality of instruction in effective high schools (Emmerson et al., 2006; Francis, 2007; Hobbes, 2006; Jones, 2006).

In general it is suggested that the type of leadership which leads to school improvement is not one that is necessarily aligned to a formal leadership role or function, but is more of a dynamic interaction between individuals within an organization that is a catalyst for change. In this sense, leadership is located between and among individuals within an organization; it belongs to a broad group of people, including non-teaching staff, parents and students, who all contribute to the school's distinctive culture and community, Harris and Mujis (2008).

2.6 FACTORS AFFECTING DISTRIBUTED LEADERSHIP

According to NCSL Some of the conditions which are identified as important in nurturing, supporting and developing the practice of distributed leadership both within and across the school community are the following:-

1. Involvement in Policy Development Processes

In order for policy initiatives to have an impact on democratic practices in schools, more opportunities are needed for teacher involvement in both the policy development and implementation process. In particular, the notion of establishing a forum for the 'voice of the practitioner' was regarded as essential in enabling teachers to be at the core of the policy development process.

There was also a feeling that, as successful implementation was dependent upon teachers involvement and actions in school, opportunities should be created for teachers to have a role as 'pedagogical leaders' and to raise their status as key players in the school improvement and development process. This would require viewing the professional role of the teacher in an extended way to include their contribution to leadership and management as well as the implementation of policy at the class, group, department or whole school level. Southworth (2001) suggests that pedagogic or instructional leadership goes hand-in-hand with the development of schools as learning organizations.

In his research such learning organizations were found to require a 'culture of collaboration' which offers opportunities for mentoring, coaching and school-based professional development which maintains a strong focus on the development of pedagogy as both 'an individual and collective responsibility' (Southworth 2001). An emphasis upon the concept of teachers as learners has been increasingly recognized as essential in enabling education practitioners to fulfil their role in implementing school improvement. As Stoll (2000) points out, it is important to recognize that 'The individual teacher as learner is located right at the center of school change. Nothing or no-one is more important to school improvement than the teacher' (p.2). This creates a need both for teachers to remain active in their own continuous learning and for schools to develop

as learning organizations if change is to be effectively managed and implemented in schools.

Although the central role played by teachers in the leadership of school improvement at the classroom level is becoming more widely accepted, it might be argued that more needs to be done to promote this in practice - there is a need to move beyond the rhetoric of effectiveness and improvement towards the reality of involving teachers as key players in a process of striving for excellence (Carter, 1998:26). One possible vehicle for achieving this is the extended involvement of practitioners in school-based research, which it is suggested, provides 'a powerful route to establishing teachers themselves as key players' (Carter & Halsall, 1998: 72). In this way of thinking, collaborative school-based enquiry is seen to provide a valuable forum in which classroom practitioners and other members of the school community (Joyce et al., 1999) have a participative voice, alongside senior managers, academics and policy makers, as equal partners in the leadership of the school improvement process.

2. Creating Opportunities for Distributed Leadership

In order for democratic or distributed leadership to really take place in schools, not only a need to be genuine commitment on the part of head teachers to 'let go', but that head teachers also had to actively devolve power, with responsibility for leadership, laterally across their schools. It was felt that some head teachers may be reluctant to practice democratic, or distributed leadership because of uncertainties about their own role in such a school. Such a view is consistent with the findings of Day and Bakioglu (1996) where a reluctance to devolve and distribute leadership was noted amongst groups of head teachers at particular stages in their careers. Despite these potential reservations on the part of head teachers, it is believed that teachers needed to be provided with opportunities to see themselves as leaders and locate themselves as an individual within a collective leadership role in the school.

An understanding of the need to encourage head teachers to embrace distributed leadership is becoming more widely shared and it is apparent that changes are needed in

leadership development if a genuine commitment to distributed leadership practice is to be fully realized. As Jackson (2001) states:

Developing leadership in schools is not, of course, all about head teachers. It is about schools growing leadership capacity and effectively dispersing leadership to a greater extent than they do currently. However, if we want schools to be capable of dispersing leadership opportunities, it is with new models of headship and continuous learning – not training – that the journey has to start (p.17).

Head teachers have an essential role to play in creating a culture whereby leadership is genuinely distributed throughout their school. The successful heads in Harris and Chapman's (2002) study of schools facing challenging contexts found ways to devolve leadership in their schools, where it was reported that, far from being reluctant to share leadership, these head teachers were operating a distributed model of leadership which was 'fundamentally concerned with building positive relationships and empowering others to lead' (p.1). This is acknowledged as involving a move away from a controlling culture to one of encouragement and support which 'involves a shift from leadership as 'power over', to leadership as 'power to' (Whitaker, 1993:89). If achieved, this shift in culture would result in increased opportunities for distributed leadership throughout schools because, essentially, leadership would become 'an activity concerned with empowerment and transformation' (p. 90).

3. Perceptions of Leadership and Management Roles

In the traditional school culture it is observed that there was a perception of 'separateness' associated with roles and responsibilities of head teachers and other school managers (as those individuals with a responsibility for leadership) from those in teaching roles (who were perceived not to have a leadership responsibility). And yet, all teachers from the start of their careers exercise leadership within the classroom, where they might be considered to be 'pedagogical leaders' from the very outset of their professional lives (Riley, 1989; Whitaker, 1993; Elliott, 1998).

The difficulty perceived by practitioner participants, however, was that whilst teachers' are often comfortable with the notion of leading the learning of their pupils as this is seen to be an integral part of their professional role, they are less likely to see themselves as leaders of the learning of their colleagues. In this way, participants' perceptions underlined a picture of school practice reflective of the traditional orthodoxy of professional (and leadership) development as something which is either delivered externally to the school environment, or at best, if incorporated into the internal working practices of the school, remains the responsibility of senior managers. In this regard, collaborative models of leadership learning (Fullan, 2001; Elmore, 2001; in Creasy & Williams, 2002) driven from within the school, or across networks of schools, were recognized as being significantly underdeveloped as a vehicle for the promotion of distributed leadership with a pedagogical or learning-centered focus.

In this regard, establishing the principle of 'learning-centered' leadership, in which educational professionals come to see themselves as having a role in leading the professional learning of others, would appear to be a key factor in embedding the practice of distributed leadership amongst the teaching profession and within the schools in which they work. By recognizing the capacity for leadership which exists amongst all those who work in schools, it is suggested that a shift from an emphasis on hierarchical management structures to one of multi-layered leadership is required, in which, 'all participants in school life can be regarded as potential power sources in the process of change and development' and where 'leadership becomes a process of realizing and energizing rather than one of controlling and regulating' (Whitaker, 1993:86)

4. School Culture

According to Danielson (2006) a framework for teacher leadership is not complete without attention to the culture of the school in which such leadership is exercised. Thus culture determines, to a large degree, the extent to which teachers will be able to acquire and exercise skills of leadership. In addition, when teacher leaders exercise their influence in the school, they do so in specific areas of school life. For example, they

might work with their colleagues to start a new practice or they might take initiative in establishing a business partnership.

While the implementation of a new practice represents the exercise of leadership, a good initiative reflects important aspects of the school's culture. Therefore, all leadership activities take place within a cultural context encompassing the school's culture and ethos. This culture influences not so much what people do but how they do it. The school's culture affects how individuals treat one another, the expectations people have for their own and others' behavior, and the belief structure underlying school practices.

Different aspects of the school's culture shape the tone of the organization. A positive culture inspires optimism and hope; a negative culture promotes distrust and defeatism. This pervasive atmosphere is felt and reflected in the interactions between and among students, teachers, administrators, nonteaching staff, and parents. This respectful interaction builds trust and support among its members for the successful implementation of new school agenda. This kind of culture make teachers to feel it is safe to share ideas, raise questions, and seek answers, their leadership skills improve and their schools become better places.

2.7 DISTRIBUTED LEADERSHIP AT WORK: WHAT THE RESEARCH TELLS US FROM INTERNATIONAL PERSPECTIVE

According to OECD(2008) report ,to analysts and observers, the development of distributed leadership is due to the intensification of the role of school leadership, organizational change with flatter management structures in different sectors and the view that distributed leadership can be a more effective way of coping with a complex, information-rich society. Distributed leadership has a variety of meanings and seems to share certain characteristics with leadership that is "devolved," "dispersed," "shared", "teamed" and "democratic". A good starting point for understanding might be Leithwood and Riehl's (2003) assertion that leadership is "a function more than a role". Leadership does not need to be confined to formal or positional roles but can be the function of anyone at any level in the school who exerts influence (Goleman, 2002). Leadership can accordingly be distributed in many ways.

According to a comprehensive review of the literature on distributed leadership conducted by the National College for School Leadership (Bennett, et al., 2003a and2003b), there are various interpretations from which shared characteristics can be pulled together to form an understanding of the term. The authors suggest that distributed leadership is a "way of thinking about leadership" that "challenges many current assumptions about leadership and the community within which it occurs".

According to Elmore (2008), creating a new model of distributed leadership implies defining the ground rules of what the leaders would have to do for school improvement and describing how they would share responsibility, is based on a set of five principles:

- The purpose of leadership is the improvement of instructional practice, regardless of role.
- Instructional improvement requires continuous learning by all and distributed leadership needs to create an environment that views learning as a collective good.
- Leaders lead by exemplifying the values and behavior they want others to adopt.
- The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Research Methodology is the philosophy or the general principle which is used to guide the research. It is the overall approach to studying the selected research topic in detail. It is important for seeing how the conclusions are drawn from the empirical evidence, to help others who might want to do the research over again and to assess the overall quality of the study. In general this chapter deals with the research design, method, data sources, sampling techniques, data gathering instruments and data analysis techniques.

3.1. RESEARCH DESIGN

A research design is crucial in thinking how to guide data collection, its analysis and interpretation; how to establish a link between research question, data analysis and conclusion; and how the research question can be addressed. As cited by Obsaa, Yin (2003, p. 20) defines research design as "a logical sequence that connects the empirical data to the study's initial research questions, and then ultimately, to its conclusions. The study was targeted to assess the practice of distributed school leadership in the selected preparatory schools of Addis Abeba. Thus, the study was used a descriptive survey method which included both quantitative and qualitative methods of data collection. The qualitative research design is used to get and depth understanding of school principals using open ended interviews. The quantitative research design is used to gather data from teaches, department heads and vice principals using questionnaire.

3.2. SOURCES OF DATA

The study used both primary sources of data and Secondary source of data.

The primary sources of data for the study were principals, vice principals, unit leaders, department heads and teachers. The researcher's personal experience in the field, different statistical documents in the schools, etc were also used as primary sources. Secondary sources of data were gathered from research books, journal article reports,

online journals and books, reference books related to the selected title and different websites.

3.3 SAMPLING TECHNIQUES AND SAMPLES

According to 2012/13 Addis Ababa Education Bureau, there are seven government senior secondary/preparatory schools in Addis Abeba city Administration. These are Addis ketema preparatory, DeraretuTullu Preparatory, Medhanealem preparatory, Yekatit-12 preparatory, DagmawiMinilik preparatory, Dej/Wendyirad preparatory and Higher -23 preparatory. Out of the target population, four senior secondary schools were selected using stratified simple random sampling technique through lottery system to give the schools equal chance of being included as a sample. The subject of the study comprised 5 groups in each sampled schools. These were main principals and vice-principals, unit leaders, department heads, and teachers .All principals and vice-principals, unit leaders and department heads, were taken as a sample (subject) using comprehensive (availability) sampling technique because their number were easily manageable for the researcher.

Regarding teachers, 143 teachers' were selected from the sampled schools using stratified random sampling because this technique could give them equal chance of being a sample. The number of sample teachers from selected sampled schools was again determined by probability proportion to size (PPS) sampling technique. Thus, each sample school contributed the sample subject Proportional to its size. Therefore, 30 percent of the teachers from the total population were included in the study. The selections of samples (subjects) were indicated in the table below:

Table 1: Selection of Subjects from Sampled schools

Sample Schools(4)	Teachers		Unit leaders		Department heads		Vice principals		Principals	
	P	S	P	S	P	S	P	S	P	S
Total no of participants	479	143	8	8	52	52	8	8	4	4
Instrument used	Questionnaire								Interview	

Key: P-Population S-sample

Teachers from selected schools were selected by random sampling method since it gives each teacher an equal chance of being included in the study and more over each chance is independent of any other choice (Best and Kahn, 2003).

3.4. DATA GATHERING INSTRUMENTS AND PROCEDURES

The necessary data for the study were gathered through interviews, and a questionnaire, developed by the researcher, which included both open and close ended items. Open ended interviews were used to gather data from school principals to see their practices of distributed leadership in their respective schools, the strategies school leaders used to enact DL among teachers and other staff members, the opportunities and challenges in practicing it and the real outcomes observed from practicing it.

Questionnaires were prepared to collect information from two groups of respondents. The first part of the Questionnaire was used to seek data from leaders such as vice principals, unit leaders and department heads about practices of leadership in general and distributed leadership in particular. This part of the questionnaire comprise16 items. The second part of the questionnaire was used to collect information about the techniques of leadership practices which comprises vision development, building leadership development, decision making, planning strategies, link to government policies and regulations and school structure that teachers, unit leaders and department heads and vice-principals

observe in their specific school. It contains 27 items. The third part of the questionnaire was used to collect data about the benefits that the particular school members benefit from the current leadership practice. This part of questionnaire consists of seven items. The last part of the questionnaire was used to observe the challenges the school suffers from improper use of distributed leadership. This part of the questionnaire again consists of 8 items. The items in each case were prepared in five points Likert scale ranging from strongly agree (5) to strongly disagree (1).

Before administration of questionnaire to the actual subjects in the study, pilot test had been conducted(piloted)in two schools, the DilBer Secondary schools and the Ethio-parents primary and secondary schools to check the relevance of each of the items in the questionnaire, in order to avoid ambiguities, and misunderstandings. Questionnaires were administered after making the necessary corrections and refinements on instruments based on comments from the pilot study. The Questionnaires were preferred as the major instrument since they are economical in time and expense and enable to reach large number of respondents at a time, and help explain the purpose of the study briefly. The instruments were prepared in English for the sake of convenience.

3.5. DATA ANALYSIS

The raw data obtained from the field work through questionnaires were organized by computer software called Statistical Procedures for Social Sciences (SPSS) since it makes the computation precise, dependable and not time consuming. Depending on the nature of the variables, quantitative as well as qualitative data analysis methods were employed.

Respondents were categorized under different groups in terms of the schools where they are working in and the roles they have in schools. Different characteristics of respondents and items that either check the performance or prioritize given items (activities) were analyzed using frequency counts and percentages. Means were calculated for those items prepared in Likert type scale for more advanced statistical operations and decision making.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, I was also abided by other ethical principles as follow. I started by explaining the purpose of the research to subjects. Practicing the above ethical elements were not only helped me to elicit tangible and adequate data from the subjects but also helped to establish ''friendship which is ongoing and over lasting" (Bogdan , and Biklen, 2007,p. 49).

3.6 RELIABILITY OF THE DATA

Triangulation is very critical in determining the accuracy and authenticity of the study, instruments, and data trustworthiness. The accuracy of data collection was established by triangulating, sources, and data collection methods. The reliability of the data in this study was also confirmed as a result of convergence of the responses arising from the triangulation of the different data collection methods combined with the purposeful sampling (Owney, 2006).

3.7 VALIDITY

As it has already mentioned above, the questionnaire items was prepared after an exhaustive review of related literatures and research works. In this endeavor, rating scales were designed. It was also imperative to test these questionnaire items for their content validity.

One of the widely used methods of measuring content validity is the three point scale measurement procedures developed by C.H.Lawshe (1975). It is essentially a method for determining agreement among ratters or judges regarding how essential particular item is. According to Lawshe, each expert ratter on the judging panel respond the content validity of questionnaire items based on three points scales of measurement. These measurement scales stands for,3=Essential,2=Useful, but not essential,1=Not necessary at all. He has noted that, if more than half of the panelists indicate that an item is essential, that item has some content validity. Greater levels of content validity exist as larger number of panelists agrees, that particular item is essential. Using this assumption, he developed the

minimum value of CVR(Content Validity Ratio)to ensure agreement, in terms of the number of expert ratters. In this research questions validation process, eight expert judges in the field of Population Resource and Development with MA qualification were requested to rate all items of the questionnaire in the direction of the three point scale of content validity. The responses of the eight experts were collected and counted the number indicating "essential" for each item. As per Lawshe's (1975) procedures of evaluating CV (content Validity), eight questionnaire items which have minimum value of <0.78 were cancelled out.

The experts were also requested to forward their constrictive comments on the forms, layout, and length of items in each category. They suggested for adding of new items, correcting typographical errors and printing styles, reducing the length of some items. All constrictive comments and suggestions of experts were incorporated, which might improve the concurrent validity of the questionnaire.

3.8 PILOT TESTING

The next step in standardizing the questionnaire item is pilot study, field trial or pilot testing. Hence, pilot testing was conducted to measure the reliability of the instrument in general and to ensure the appropriateness of all questionnaire items. The pilot test was carried out by four teachers from each schools (these were not included in the main study). The pilot study questionnaire was distributed by the researcher himself and collected the entire questionnaire to evaluate their reliability. All the necessary amendments have been made in line with the feedback obtained from the respondents in the pilot study.

3.9 ETHICAL CONSIDERATIONS

The participants of the study are human beings who should never be treated unethically. Accordingly, I started gathering data in accordance with the informed consent and interest of the respondents. On top of this, I also assured to the respondents that the information gathered would never be used for other purpose rather than the consumption

for only this study. To keep confidentiality of the information and security of the respondents that data were collected without asking their names.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, I was also abided by other ethical principles as follow. I started by explaining the purpose of the research to subjects. Practicing the above ethical elements were not only helped me to elicit tangible and adequate data from the subjects but also helped to establish ''friendship which is ongoing and over lasting" (Bogdan, and Biklen, 2007, p. 49).

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data gathered on the general characteristics of the respondents, practices, techniques, benefits and challenges of distributed leadership in the schools. To this end data were gathered from four preparatory schools found in Addis Ababa city administration. These schools are namely Addis Ketema, Medhanealem, Dagmawi Menilik, and Dejazmach Wondrad preparatory schools.

Data were gathered both from primary and secondary sources. Primary sources were groups. These were principals, vice principals, unit leaders, department heads and teachers. However, to make analysis more practical and less complex the responses of these respondents were organized into three parts. The first was the data gathered from the principals through interview. These data were used to triangulate the data gathered through questionnaire. The second group of responses were the data gathered from the leaders (vice principals, unit leaders, and department heads). The third group of the responses was those gathered from the teachers. Questionnaire mainly the likert scale was used to construct the alternatives under each item, mean values and standard deviations were used to analyze the data.

4.1 GENERAL CHARACTERISTICS OF THE RESPONDENTS

Characteristics of the respondents might indicate the level of appropriateness and the compositions of the respondents. Hence, two groups of respondents, leaders who were involved directly in leadership positions, and teachers who were teaching in the schools filled the questionnaires prepared for the study purpose. 143 out of 479 teachers, all (4) Principals, all (8) vice principals, all (52) department heads, and all (8) unit leaders and a total of 211 individuals participated in the study. Hence, a total of 211 copies of questionnaire were distributed to the sampled respondents except the school principals.

Only 163 (77.25%) were filled and returned, of which 55 (29.7%) were school leaders and 108 (58.37%) were teachers. Based on the data collected the general characteristics of the respondents of the study were analyzed as follows:

Table 2: Respondents' Age, Sex, Educational level and Work Experience

No	Item	Teachers		Department heads		Unit Leaders		Vice principals		Principals	
		No	%	No	%	No	%	No	o/o	No	o/o
Age Range	25 and below	14	11.2	-	-	-	-	2	25.0	-	-
	26-35	26	20.8	12	23.08.	2	25	2	25.0	2	50
	36-45	61	34.4	26	50.00	4	50	3	37.5	1	25
	45 and above	42	33.60	14	26.92	2	25	1	12.50	1	25
	Total	**143**	**100**	**52**	**100**	**8**	**100**	**8**	**100**	**4**	**100**
Sex	M	109	81.6	39	75	7	87.50	6	75	3	75
	F	34	18.3	13	25	1	12.50	2	25	1	25
	Total	**143**	**100**	**52**	**100**	**8**	**100**	**8**	**100**	**4**	**100**
Educational	College	-	-	-	-	-	-	-	-	-	-
	B.A/B.Sc	136	96	50	96	8	100	8	100	2	75
	M.A/M.S	7	4	2	4	-	-	-	-	2	25
	Total	**143**	**100**	**52**	**100**	**8**	**100**	**8**	**100**	**4**	**100**
Work Experience	Below 5	27	18.8	6	11.53	2	25	2	25		
	[5-10)	58	40.5	9	13.3	2	25	3	37.5	2	50
	[10-15)	18	12.5	13	25	3	37.50	3	37.5	2	50
	[15-20)	18	12,5	17	32.7	1	12.50	-	-	-	-
	[20-25)	13	7	5	9.6	-	-	-	-	-	-
	More	9	4.9	2	3.9	-	-	-	-	-	-
	Total	**143**	**100**	**52**	**100**	**8**	**100**	**8**	**100**	**4**	**10**

Age is very important variable that shows the maturity of the respondents. The increased age category might indicated the increased experience which in turn shows not only the

responsiveness of the respondents in proving the required information but also it might enable us to guess that the data gathered from the individuals falling under such age category can possibly provide more rich data.

As it can be observed from the table 1 above that out of the total respondents about 90% of teachers, 100 % Vice principals, 100% of the principals, 100% department heads and 75% of until leaders were with the age of more than 25 years. This clearly shows that vast majority of the respondents were found to have both life and professional experience in providing the response.

The sex of the respondents was required to be known because it indicates the gender balance among the participants of the study. Maintaining the age balance helps the researcher get data by giving fair and equal or equivalent chance for the two sexes. Moreover, giving due attention for the composition of sexes gives opportunity for the research to be based on the balanced perspectives as viewed by the two parties. With regard to this, the data on the table one serial number two clearly shows that more than two third of the total respondents were males. Hence, not only the response given by the subjects of the study but also the professional work in the schools was found to be male dominated.

Educational level shows us the match between the levels of education that the respondents have with regard to preparatory classes. Ideally, in Ethiopia, it is claimed that teaching in preparatory schools should be covered by the teachers who are qualified with second degree. On the other hand, contrary to this, almost all of the respondents were found to have first degree. This also points out that leadership practices in the schools were being practiced with the individual with lesser qualification in relation to the standard set for the educational level.

The forth personal characteristics of the respondents presented in the table 1 was the about the experiences of the respondents. The experience was regarding the total amount of service years they served in the schools where they were working during the data collection. Accordingly, with the exception of vice principals and unit leaders, the work experience of more than 80% the respondents was reported to be more than five years.

This also reveals that vast majority of the respondents had remarkable experience and awareness on the status and practice of distributive leadership in the schools where they were working.

4.2 THE PRACTICE OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL

Leadership has been practiced in different forms. Some practice democratically by involving concerned individuals who might be affected by the decisions. Other decides by themselves with neither consulting nor involving individuals in the organizations. Still other give the leadership or related decision making practices for the others in the organizations or they may follow let it be type of leadership (Yulk, 2010). It should be known that all of these styles of leadership have their own merits and demerits (Ibid).

On top of this each of the styles have some activities executed to practice them. The researchers wanted to investigate the activities performed so as to run leadership in the schools where the study has been conducted. Accordingly data were gathered on the prevailing practices of leaders in the schools and presented in the table 2 below and thus the status of each of the activities done under leadership are displayed and analyzed as indicated below. The analyses started with the investigation of the depth and width of the understanding that the leaders have with regard to distributive leadership.

4.2.1 KNOWLEDGE ABOUT DISTRIBUTIVE LEADERSHIP

Before practicing any organizational operation deep understanding about the operation is mandatory for the practitioners (Harris, 2005). It is know-how and knows-what of the leaders on the organizational effectiveness that drives the leaders to run feasible and appropriate leadership practices (Louis, 2007). To make organizations effectively implement distributive leadership not only the capacity of the top leaders like principals is need but also the abilities of all middle and lower leaders should also be maintained (Gronn, 2000). Since educational organizations are established to produce and use knowledge they strongly require curios leaders (Fullen, 1997). The knowledge of the

leaders particularly the principals should combine the expertise they have had before they were assigned to the post (Beckhand and Harris, 1993)

The following table shows the informants' response on items related to Knowledge about distributive leadership.

Table 3: Knowledge about Distributive leadership

No	Item	Leaders		Teachers	
		AMS	SD	AMS	SD
1	The principals has prior knowledge on distributive leadership	4.02	0.15	3.0	0.42
2	Leaders have been getting training on issues of distributive leadership	2.11	0.13	2..01	0.23
3	Middle and lower leaders in the school have prior knowledge on distributive leadership	3.31	0.32	2.89	0.42
4	Middle and lower leaders in the school have been getting training on issues of distributed Leadership	2.18	0.67	2.35	0.76

Note: AMS= Aggregate mean score; SD= standard deviation

1= I Strongly Disagree; 2 = I disagree; 3= moderately Agree 4= I Agree; 5 = I strongly Agree. In this analysis if SD> 1.00 and/or the difference between the corresponding mean values is about 1 point it is assumed that the differences between the responses were found to be Significant, hence need verification by other data gained through the interview. This works for data in all the tables except table 1

As it can be seen from the table 2 above, leaders indicated with the mean value of 4.02 and standard deviation of 0.15 that they highly agreed that the school principals had prior knowledge on the essence of distributive leadership. On the other hand, teachers with mean value of 3.0 and minimum difference among themselves (standard deviation of 0.40) they moderately agreed the presence of the indicated prior knowledge on the part of the principals in their schools. To triangulate this interview was conducted on the same issue with the principals of the school. To get the real response the researcher used an in depth discussion with the director and ultimately found the data that support the response provided by the teachers. One of the directors of the school said:

"Yes I belief that distributive leadership is very important now days. This is partly because in this era of knowledge explosion leadership without pertinent knowledge is totally impossible. School principals should possess the scientific knowledge before they are assumed for their post. However, some of the school principals are not being assigned because they have prior knowledge but only because they are good speakers and have good diplomatic relation to their appointers. Hence, as to me at least half of these leaders in the school have no prior professional knowledge on what and how of distributive leadership."

Therefore, this finding confirms one of the research findings indicated in the Bryk and Schneider (2002) that in most cases appointed educational principals in the school had moderate level of knowledge in practicing the distributing leadership in the school

The leadership capacity of the educational leaders is supported not only by the knowledge they have had from their formal education but also from that what they acquire from the on-job trainings (Harris, 2005). Educational leaders need to be continuously evaluated to see the knowledge gap they have and given remedial training to capacitate them (Leithwood et.al, 2006).

The data in the table 2, number 2, the leaders with the mean value of 2.11 and minor difference among themselves (Standard deviation of 0.13) showed that school principals were not given relevant raining for improving their expertise particularly on the practice of distributive leadership. Teachers also supporting the response of the leaders reported that no training programs had been organized to equip the leader to apply distributive leadership effectively.

Realistically, not only principals but also all middle and lower leaders need to have sufficient knowledge on distributive leadership. This is because; distributive leadership requires collective movement among the leaders in the school system (Elmore, 2000). With regard to prior knowledge on middle and lower leaders both the responses of leaders and teachers were found to be similar and that these leaders had no prior knowledge on the meaning and practice of distributive leadership. Furthermore the responses of these subjects also indicated that the middle leaders had not been getting the required training so as to improve their understanding on the essence and practice of

distributive leadership. Hence, it is possible to summarize that the school leaders had shallow understanding on theories and practices of distributive leadership.

4.2.2 DEVELOPING AND SUSTAINING DISTRIBUTIVE LEADERSHIP

Effective practice of distributive leadership needs initiating, establishing and maintaining the culture of distributive leadership in the school (Spillane, 2006). The practice of this theory of leadership also required systematic thinking and conceptual understanding (StallFink, 1996). Therefore, particularly, top managers are responsible to develop and maintain the culture of distributive leadership in the schools where they are assigned to lead. There are different techniques that these leaders can apply so as to develop and sustain distributive leadership in a systemic manner. According to, some authors (like Neuman and Simmon, 2000 and Leithwood et.al 2000) gathering and making use of feedback from employees and subordinates , initiating and applying innovative ideas , recognizing the efforts of employees and subordinates, planning and practicing organizational learning, and maintaining common understanding on the existing and newly arriving educational policies, rules and regulations shall improve the establishment and perpetuation of distributive leadership in the organizations. The following table shows the informants' response on items related to developing and sustaining distributive leadership.

Table 4: Developing and sustaining Distributive leadership

No	Item	Leaders		Teachers	
		AMS	SD	AMS	SD
1	Gathering feedbacks and making use of them to correct the leadership styles	4.35	1.09	2.96	0.86
2	Initiating and using innovative ideas to inculcate in the school leadership.	3.23	1.05	2.26	0.35
3	Recognizing subordinates for extra organizational contributions	3.29	0.89	2.46	1.02
4	Planning and practicing programs of learning each other among the member to build their capacity to wards effectiveness of organizational goal	2.34	0..08	2.24	0.22
5	Maintaining a common understanding on educational policies and strategies in the school	4.10	1.02	3.21	1.32

The data in the table 3, under item number 1 indicated that leaders with the mean value of 4.35 and with high (much) deference among themselves reported that they agree that leaders in the school were collecting and using feedbacks from their subordinates. Contrary to this, the responses of the teachers with mean value of 2.93 and diversification of their response by 0.86 pointed that they moderately agree that leaders in the school were gathering feedbacks and using the feedbacks as input to improve their leadership performances. This means diversifications of the responses were seen both among the leaders and between the leaders and the teacher participants. In order to reconcile the data the researcher consulted data gathered from the interviews. One of the interviewees showing smile face explained as indicated below.

We should always tell realities. We never lie to boost up our selves wrongly. When we seriously see the issue of gathering feedbacks from the coworkers or employees including our subordinates, I feel that the feedback process in most cases was not observed to be constructive. Feedbacks for example in my school were communicated only to evaluate the actors. It is mostly aimed at criticizing the person who are to be appraised. In such conditions it is difficult to expect constructive comment that might be used to improve the leadership practices in the schools even, some feed backs were thrown to harm the leaders who were appraisers in the evaluation program. Initially, feedback programs were not made to be organized for the sake of improving the practice of distributive leadership. Therefore, I assure that the application of most feedbacks to improve distributive leadership is null or minimum in some cases.

Hence, the data generally, shows that the school leadership practices were not made to be modified by gathering constructive comments or feedbacks directly for staff.

Another, important factor that might support the development of distributive leadership is generation and application of innovated ideas linked with the practice of such styles of leadership (Harris and Muijs, 2003). Innovative ideas mostly hold new perspectives that might increase the effectiveness and efficiency of school leadership (Fishbeing and Azajen, 1975). The school principals as representative of the school should initiate and apply innovative ideas regarding the practice of participatory leadership (Griffin, 1971)

As it can be observed from the table 3 item number two that leaders with remarkable difference (standard deviation of 1.05) and mean value of 3.03 indicated that innovation was moderately initiated and applied to practice distributive leadership in the school.

Similarly, teacher with minimum difference in the responses they give (standard deviation of 0.35) and mean value of 2.26 reported that they moderately agreed on the presence of the process of initiating and applying innovative ideas by their leaders in the school. These two responses and the response deviations within the leaders themselves made the researchers to view additional data on the issue. Accordingly the data obtained through interview were analyzed. School principal of on the schools was asked to explain the extent to which he was initiating his staff to generate innovative ideas that might be used to improve his leadership style. After, smiling for about 25 seconds he said the following,

Look we Ethiopian always see things by the eye glasses that might interpret things to benefit ourselves. Here, I will tell you the truth than might not make me happy. If I tell you the truth you will be benefited. The truth is that we, the principals of the schools do not encourage our self and other to hate the existing situation and aspire the new ones. Rather what we do is we try a lot to maintain our position. Therefore, we dislike challenging the existing status quo. We also dislike those who blame or question the existing state of leadership. We need to be admired or appreciated. Because of this we do not want to hear voices that would show the shortcoming of the existing leadership. When teachers of other employees come questioning our leadership style we automatically link the situation with the effort of overthrowing the principals from his or her position. We dare to trust more those who support our leadership styles than others who require changes and modifications over the way we lead the school. Because of these and other inbuilt interests we either moderately enforce or completely abandon encouraging our staff generates new ideas towards changing or developing the leadership styles we use.

By and large from the data obtained through the interview the research revealed that development and application of innovative ideas in the school to foster and improve the leadership was reported to be medium.

Recognizing extra efforts of the employees plays a great role in shaping the existing leadership styles to make more relevant to the need of the organization and the moral of the employees (Griffin, 1971). When extraordinary efforts of the employees are given due attention in the school, the leaders technically pulls their minds of such individuals towards the betterment of the organization (Spillane, 2006). In the school where more effective and efficient staff are motivated the moral of such staff shall be maintained to support the realization of the vision and mission of the school (Stall and Fink, 1996). Such conditions pull the most effective minds of the staff around the leadership practice.

With respect to the culture of providing recognition for the effective staff the responses of both the teachers and leaders were found to be significantly different. Leaders with mean value of 3.29 and standard deviation of 0.89 indicated that the schools were moderately providing recognition for the staff that was showing extra ordinary contributions for the organizations. On the other hand, teachers with the mean of 2.46 and standard deviation of 1.02 pointed that the effort of the school in supporting the moral of the staff as a response for the contribution of the staff was not visible. This means that the responses of the leaders were not supported by those of the teacher. Hence, in order to get further evidences on the issue the data obtained from one principal were indicated as presented below.

Provision of recognition not for all but for some who show remarkable efforts and provide considerable contribution is important. Recognitions as indicated by Herzberg initiates the inner most desire of the employees towards his/her work. When employees are recognized for what they do they are not only motivated to do more but also made to develop sense of belongingness. They live in the school not as a stimulus for the salary but also as a part and parcel of the organization. In my part I can say that I am tiring to examine the efforts of the employees including the works of the teachers and rewarding them. In general terms we, the principals, have to do a lot to make rewards or recognitions as tool for the success of our leadership in particular and the development of our school in general. In this regard we are not strongly linking the provision of recognition with the improvement of our leadership styles where by the recognition pulls additional minds towards the better performances of the school. Thus the effort of recognizing employees to make them help the practice of distributive leadership can be rated to be minimum.

Therefore, from the data presented it is possible to analyze that the efforts made by school leaders in recognizing their staff so as to pull the attention of such staff towards the realization of collective leadership through excellence were reported to be low is not null. This finding shows the contrasting practice as compared to the idea that was supported by the Elmore (2000) that distributive leadership need to be initially initiated to support the moral of employees who have interest to lead or work for the achievement of the goals of the schools.

Organizational learning includes the condition by which organizational members are given a chance to exchange the knowledge, skill, and experience, they have, among themselves (Harris, 2005). A learning organization changes its practices including

leadership practices from time to time (Ibid). Educational leaders need to create a condition where the staff exchanges their cognitive resources among themselves so as to build their capacities among each other ((Timperly, 2003). Ever learning organizations checks and balances their leadership styles from less inappropriate to more appropriate styles (Beckhand and Harris, 1987). Such endeavors should never be run haphazardly. They should be strategically linked with the current and future knowledge and skill gaps of the employees, planned and implemented accordingly (Mark and Printy, 2003).

As we see the practices of intentionally planning and mainstreaming the programs of organizational learning so as to create one minded employees whose capacity is built, the data show a discouraging result. The leaders with the mean value of 2.34 and with minor difference among themselves (standard deviation of 0.08) disagreed the existence of the practice of planning and practices of learning among the staff in the organizations. In the same way teachers also indicated, with the mean value of 3.21 and with 0.22 standard deviation among their responses, that no practices of planning and practicing learning programs among the employees of the schools.

Thus the data clearly portrayed that the effort of school leaders in planning and practicing organizational leading so as to link the different knowledge and skills of the staff and build organizational performance and leadership capacity was reported to be low or none.

Organizational learning are sometimes defined as an institutions where the resources available are arranged, harnessed and systematically assembled so as to maximize the efficiency of the utilization of these resources to foster effective achievement of the intended goals of the organizations (Grann, 2000). Human resource is one of the prominent resources that brings about the effective utilization of other resources of the organization. Hence the use of all resource can be guaranteed if and only if the use of human resources is appropriate in the school (Sergiovanni, 2001). Additionally, to effectively use these resources, leaders of the school should maintain a common understanding among the school members within their organization (Stall and Fink, 1996). Creating a common understanding particularly on legal tools of the schools

including rules, policies, strategies, and regulations is crucial to establish and maintain distributive leadership in an organizations including schools (Temperly, 2003)

With respect to the status of the effort of school leadership in creating of common understanding among the staff towards educational policy, and strategies applicable at school level the leaders and teachers provided fairly different responses. School leaders with the mean value of 4.01 and with considerable difference among themselves (standard deviation of 1.02) that they highly agree that school leaders were creating common understanding among the staff on the pertaining policies and strategies. Conversely, the teacher respondents reported with the mean of 3.21 and standard deviation of 1.32 that they moderately accepted the existence of effort of their leaders in creating common understanding among their staff on the relevant policies and strategies. On the other hand, one of the interviews supporting the teachers, after he expired out the air twice, said,

Common understanding is important instrument to create integrated leadership that you called distributive leadership. The level of understanding among the practitioners of leadership particularly on relevant educational policies and strategies need to be similar if it cannot be identical. Unless difference in the practice of leadership among the duty bearers will possibly happen. This in turn could not only create a fragmented type of leadership but also it can create a mess full condition where by dysfunctional conflict both among the leaders and between the leaders and their staff might happen. Practically, it is clear that establishing common understanding is not an easy task for the leaders. This is because different individuals have different contingent interests. The way we want to understand things could be seriously affected by our orientations and need as well as back ground information and knowledge we have toward that. In some cases by the order of upper bodies (authorities) school leaders mainly the principals have been seen to be organizing meetings on creating awareness on the newly arriving policies and educational strategies and other related programs. This wasn't to create one minded critical mass but it was intended to address the interest of the authorities. Therefore, shortly, I can say that self-driven efforts towards creating common understanding and laying foundation for the successful implementation of distributive leadership among the staff by the school leaders is medium.

From the data it is possible to explore that the effort of the school leaders in applying creating common understanding on educational policies and strategies at school level was moderate. This means each leader might be practicing his or her duty with dissimilar know how on the guiding legal instruments in the schools.

4.2.3 THE SCHOOL CULTURE AND CLIMATE OF LEADERSHIP

Distributive leadership is not the property of one leader in the organization but it is a common wealth of at least all leaders and at most all of the staff in the organization (Neuman and Simmon, 2000). It should not be taken as fashion to be applied for the sake of the consumption of some individuals nor for timely relief of the leaders (Fullen, 1997). Rather, it should be considered as the sustainable process that might persistently bring about effective performances of organization (Sergiovanni, 2001). Therefore, the practice of distributive leadership not in all but in most situations needs to be seen as a culture of that organization.

The following table shows the informants' response on items related to Leadership culture and climate

Table 5: Leadership culture and climate

No	Item	Leaders		Teachers	
		AMS	SD	AMS	SD
1	Majority of staff have sense belongingness	3.12	0.23	2.97	0.31
2	Majority of the staff has been functionally united	2.89	0.29	3.22	0.35
3	The staff and the leaders trust each other	3.33	0.24	2.96	0.28
4	There is a cooperation between the leader and the staff	4.14	0.90	3.15	0.53
5	There is a freely flowing vertical communication	3.24	0.61	3.23	0.44
6	There is a freely flowing lateral communication	4.12	0.21	3.98	0.51
7	There is a freely flowing diagonal communication	3.04	0.29	2.89	0.47

One of the indicators of distributive leadership is the prevalence of sense of belongingness among the employees in the organization. Here, leaders with the mean value of 3.12 and standard deviation of 0.23 pointed out that they moderately agreed that majority of the staff had sense of belongingness in their school. The finding goes in a

compatible manner with the assertions given by different writers including Barth, 2000 that if sense of belongingness is observed on the part of members of organization with less extent and if this condition is not improved by the leaders the effectiveness of the organization could gradually be hampered.

On the other hand, when the efforts of different leaders are related each other the probability that the distributive leadership shall persistently increases (Harris and Muije, 2002). Regarding the presence of functionally related staff in the school, the responses given by the leaders and teachers look like similar. Leaders with the mean value of 2.89 and an average difference of 0.29 showed that they moderately agreed that majority of the staff in their school were functionally related each other. Teacher also confirmed the issue with the mean value of 3.22 and difference of 0.35 that they supported the response given by the leaders.

Concerning the prevalence of a culture whereby leaders and teachers trust each other, leaders and teachers provided almost similar responses that teachers and leaders trust each other moderately. However, the responses given by the leaders and teachers about the presence of cooperation were found to significantly different. Leaders with the mean value of 4.14 and standard deviation of 0.9 asserted that they agreed that there was cooperation in between the leaders of the schools and the teachers. Teacher respondents indicated, however, that they moderately agreed with the culture of cooperation in between the leaders and the teacher. Hence, in order to triangulate these responses the following responses from one of the interviewees was taken. The interviewee said,

I completely agree that cooperation among the leaders and teachers in the school be in place if the schools are to make their goals effective. Cooperation, is the sense of unity or integrality both physically and operationally. Physically, to mean one member of the organization should help the other member physically, even using his physical efforts directly taking the work of the second. When I say operationally, I am saying that worker should share operational expertise so as to build their capacity one another. When we see our schools and other school around us, we do not show this strong cooperative efforts among the leaders and the teachers working in the same school. Teachers assume that

leadership is the only duty or business of the leaders. While, leaders also some time, do not think that their major duty and responsibility is to help and guide instructional process. They consider that school leadership is largely about planning and executing the routine administrative works like building the fence, buying books, controlling the work etc.

For this, it is possible to identify that the degree to which cooperation had been manifested between the leaders was found to be moderate.

Communication in an organization serves as a blood vessel in the organism (Harris and Muiji, 2002; Fullan, 2006). It is communication that links not only the leaders and teachers among themselves but also bind the leaders and teacher towards the mission and vision of the organization. Hence, it is assumed to be the best instrument of distributive leadership (Marks& Prinnty, 2003; Stoll & Fink, 1990). This means communication pulls the available hands and minds of the leaders and other employees towards performing organizational activities and achieving organizational goals. Therefore, communication should be all sided; vertical, horizontal and side way (Batth, 2003). The researcher tried to investigate the extent to which effective communication had been practiced to create one minded workforce and foster effective distributive leadership in the schools where the study was conducted.

Accordingly, leaders with the mean value of 3.24 and average deviation of 0.61 reported that they moderately agreed that there was vertical communication within their schools. This response was also repeated by the teachers. Regarding the prevalence of lateral communication leaders claimed, with the mean of 4.12 and average response difference among themselves by 0.21, that they agreed that there was lateral communication in their schools. Similarly, teachers, with the mean value of 3.89 and standard deviation of 0.51 that they also agreed with the presence of lateral communication in their schools. Both teachers and leaders with minor or insignificant difference reported that diagonal communication was moderately visible in the schools where they were working.

4.2.4 DECISION MAKING PRACTICES IN THE SCHOOLS

All actions follow decisions made on the actions by the actors. The discussion could be planned or unplanned, explicit or implicit, participatory or non-participatory (Timperly, 2005). Organizational decisions are mostly different from other decisions that they revolve around organizational goals. They need careful application of legal procedures. This is because a decision on one issue in some work units affects the performance of the entire organization (Yukl, 2010). This means organizational decisions in most cases required participation of all members who might be affected by that decision. Hence, one essential nature of the presence of distributive leadership is the prevalence of participatory decisions over other forms of decision making strategies (NXSC, 2004; OECD, 2008).

The following table shows the informants' response on items related to Decision making

Table 6: Decision Making

No	Items	Leaders		Teachers	
		AMS	SD	AMS	SD
1	Majority of decisions are made by involving all those who might be affected by the decisions	4.12	1.01	3.13	1.10
2	Almost all decisions are put into practice as per the decision made	4.79	0.34	3.15	0.45
3	Majority of the decisions in the school are based on the balanced interest of the school and the teachers	3.11	0.18	2.98	0.55

With regard to the participatory nature of the decisions made in the schools, leaders with the mean value of 4.12 and with significant difference among their responses pointed that they agreed that majority of decisions made in the school were participatory by their nature. Nonetheless, teachers with mean value of 3.13 and with remarkable difference among their responses reported that they moderately agreed that majority of the decisions made in the school were participatory. To confirm one of the two responses, the

researchers consulted the responses obtained from one of the interviewees. This interview explain the prevalence of participatory decisions in the school as follow,

In my school decisions are mostly made by the right person(s). When decisions need fast and timely actions they are decided by the principal alone, however, such decisions are not many in number. Majority of decisions are made by involving the individuals who are required to involve in the decision process. Here, I do not want to blame the school for problem linked to the participatory decisions. In government schools teachers dislike meeting. When they are called orally or through letter they will come to ask you permission with false reasons or they simply cancel participating in the decision process. Some teachers see participating in the decision making process as a time consuming activities. Other consider as decision making as a business of only school leaders and they assume that they are invited or order to involve in such decision to lay foundations for the perpetuation of leadership positions for position holders. In general, there are remarkable attempts to participate teachers and other responsible parties to participatory decision in exercising distributive leadership.

Hence, the data displayed clearly show that there were attempts in making majority of decisions participatory.

Making quality decision alone might make the practice of distributive leadership half living and, hence, it would get full life in the system when the decisions made are implemented in accordance to the decisions are made (Marris and Printy, 2005). The time of execution of the decision, the manner by which the decisions are put into practice and the implementers of the decisions should exactly be as per the decisions made so far (Ibid).This means distributive leadership practices involves both participatory paper works and activities on the ground (Fullen., 2006; Harris, 2003).

Concerning the practice of implementing decision in accordance to what was decided, leaders with mean value of 4.79 and minor difference among their responses (standard deviation of 0.34) indicated that decisions in their school had been implemented as were what had been set in the decision document. Nevertheless, teachers, pointed that the practice of putting decision into action as per the decision was modernly happening they school. Here, the research was to find other evidences to verify whether the implementation of the decision can be agreed to high or moderate. Let us examine the following responses by one of the principals of the school. This was asked to explain the manner in which decisions made have been implemented in his school. He replied,

2008) Additionally such legal tools should be initiated , drafted and amended by full participation of all individuals who are expect to behave in accordance with these rules and regulation (Elmore, 2005). Hence, leaders should apply distributive leadership in the process of ratification and implementation of these instruments (Spillance, 2000)

The following table shows the informants' response on items related to Rules and Regulations in the Schools.

Table 7: Rules and Regulations in the Schools.

No	Item	Leaders		Teachers	
		AMS	SD	AMS	SD
1	The school develops rule and regulations	4.35	0.22	3.92	0.46
2	All rules and regulation are well discussed and agreed before they are put in to practice	4.25	0.32	2.41	0.36
3	Leadership practices are generally guided by the commonly set norms , rules and regulations	4.36	0.92	2,22	0.64

As we can observe in the table five, item number one that leaders with the means of 4.35 and average mean deviation of 0.22 and the teachers with the mean value of 3.92 and response deviation of 0.56 indicated their agreement that the schools had been developing their own rules and regulations. With regard to participatory nature of the ratification and implementation of the rules and regulations the leaders and teachers indicated different responses. Leaders with the mean value of 4.25 and response deviation of 0.32 indicated that they highly agreed with issue that all rules and regulations had been well discussed and agreed before they were put into practice. On the other hand, teachers with 2.41 mean value of their responses and 0.36 standard deviation among their responses revealed that they disagree with the assertion that schools implements all of its rules and regulation after discussions and agreement with the concerned members of the school. Hence, in order to verify either of the two responses the researchers depended on the data obtained from the interviewees. Accordingly, the responses of two interviewees are presented as indicated below

Interviewee 1:

The issue of ratification of rule and regulations are controversial for me. This is because, most of the times such legal tools are made and sent to schools from higher authorities through woreda education offices. In such cases majority of our staff are not getting chance to ratify and modify the tools rather that receiving to implement them. We should not forget that government wants to develop similar instruments to lead all its educational institutions mainly the school in a uniform manner. However, I cannot deny that some few rules are made within the schools by participating the whole staff at least to comment on them. When the rules are made in our context by ourselves, I assure that they are mostly if not always initiated internally by our staff, drafted and put into practice after commented and amended by our internal staff.

On top of this the second interviewee responded and said,

Interview II,

For me the participation of the staff in ratifying the school regulation and rules is satisfactory whenever the tools are developed at organizational (means school) level. At school level whenever we need some rules like disciplinary rules we form a team that might visit other school to take some lesson and draft our own rules. Even we involve students whenever, the rule to be developed is to be applied by the students. Even some times Woreda education offices request our school to send some experienced teachers to involve in the process of developing rules and regulations at Worda or Kifle Ketema (Sub city level). In general, I may say that the participation of practitioners like, principals, teachers and students in ratifying and modifying the rules and regulation is somewhat good.

The data disclosed show that ratification and implementation of rules and regulation were tried to participate the responsible parties.

Regarding the compatibility between leadership behaviors and the norms, rules and regulations expected to lead these behaviors, leaders with mean value of 3.36 and response deviation of 0.92 confirmed that the leaders were acting in accordance with the norms, rules and regulations in the schools. Contrary to this teachers reported with mean value of 2.22 and with response deviation of 0.64 claimed that they disagreed with the fact that the behavior of the leaders coincide with the legal tools. Another interviewee provided the following responses supporting the idea of the teachers. Accordingly, they said the following. The first interviewee said,

In my part it is difficult to say that leaders of the school behave according to the rule and regulation of the school. Since leaders are human beings they act in a way they feel to behave. Some of the decisions might be contextual that may be done by modifying some of the rules and regulations. It is impossible to say and think that all behaviors of leaders should be in line with the rule and regulations. Therefore, I can confirm that not all behaviors of leaders are manifested in line with these legal tools. I can say that majority of the actions and behaviors of leaders are moderately linked with the rules & regulation of the schools.

Additionally, the second interviewee responded,

When we see rules and regulations of the school, they are not developed to control and guide every activity of teachers and leaders of the school. But they are usually useful to maintain some selected behaviors of the employees so that such behaviors shall assumed to be expected actions in the organizations. This means legal instruments are designed to normalize some selected and agreed behaviors of leaders and teachers. In applying distribute leadership, leaders are expected to lay a ground whereby similar problems shall have similar decisions throughout the organizations. In light of this, I can say that only commonly expected behaviors of leaders are manifested in uniform way under subscribed manner with regard to prescribed rules and regulations.

Thus, from the data indicated above it is possible to say that application of rules and regulations in the schools was founded to moderate.

4.2.6 VISION DEVELOPMENT AS A MEANS FOR ESTABLISHING DISTRIBUTIVE LEADERSHIP

Developing shared vision by directly participating all concerned bodies has two advantages to the organizations, like schools (Harris and Muiji 2008). The first is it created one directional minds and efforts that are integrated towards realization of the vision (Stoll and Fink, 1990). Therefore, one of the strategy to apply distributive leadership is to guide workers, in the organizations to think, generate and discuss on the vision statement (Harris, 2003). The second advantage creating a shared vision generates a sense of belongingness and commitment on the part of the members of the organization (Fullen, 2006). This means leader who required applying distributive leadership should communicate and evaluate the vision generated by himself (or herself) or that comes from the workers in a transparent way (Gronn, 2000). To have a shared vision implies to establish common destinations (Elmore, 2000; Spillane, 2006).

Table 8: Vision Development

No	Items	Leaders		Teachers	
		AMS	SD	AMS	SD
1	Initiating vision in a participatory manner	3.12	0.91	3.34	0.46
2	Linking the vision with the interest of the organization and employees	2.37	0.02	2.12	0.11
3	Communicating and amending the vision before approval	2.13	0.41	2.25	0.48

With regard to shared vision development, leaders with the mean of 3.12 and standard deviation of 0.91 pointed that that moderately agreed visions of the schools had been initiated by participating employees in their organization. Furthermore, the teachers indicated similar response supporting the claim that vision had been moderately initiated by pertinent individuals.

On the issue of linking vision with the balanced interests of the employees and organization (the school) both leader and teachers had similar response that the vision development did not consider these two interests. Similarly, these two respondents reported that the visions of the schools had not been made to be amended through discussion before the approval of the vision.

From the data displayed under the table 6, it can be inferred that vision development was not supporting the application of distributive leadership in the schools.

4.2.7 SCHOOL PLAN AS ELEMENT OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL

One of important strategies of initiating and sustaining strategic leadership in the school is to develop commonly agreed plans and run the activities (Neuman and Simmon, 2000).

Table 9: School planning

No	Item	Leaders		Teachers	
		AMS	SD	AMS	SD
1	The school has an official known plan	4.98	0.12	4.79	0.22
2	The school plans have been developed by gathering and combining plans of each work unit in the school	3.12	1.0	3.35	0.57
3	The school plan was made to consider the interest of the school and the staff	2.37	1.09	2.19	0,11
4	The plan of the school is drafted by participating concerned bodies	4.86	0.12	4.78	0.32
5	The plan evaluation and amendment is made by involving all concerned bodies both within and	4. 67	0.14	4.75	0.25
6	The school plan has been cascaded to different bodies before its implementation	3.34	0.44	3.21	0.13
7	The school plan has been implemented by full leadership of managers of each units	3.11	1.02	2.98	0.32

With reference to the presence of official plans in the school, both the leaders and teachers reported that the schools had their own plans. On top of this, these two respondents with minor difference indicated that they moderately agreed the condition whereby the plans of each units are gathered and inculcated in the plans of the school. These respondents also reported that school plans do not consider the interest of the teachers and the school in harmony.

On the other hand, both leaders and teachers strongly agreed that the school plans were not only drafted by the concerned bodies but also evaluate by involving pertinent bodies both from within and outside the organization. Further, more the respondents with minor deviations in their responses moderately agreed that the school plan had been implemented by full leadership of managers of each units and the school plan had been dropped to different bodies before its implementation

Therefore, the data show that the schools were found to be strong in fostering distributive leadership by drafting and amending the plans. However, they showed weaker stands in supporting distributive leadership practices applying the techniques of cascading the plan down wards of the structure and making them fully managed by the respect leaders of the work units in the school.

4.3 FACTORS AFFECTING OF THE PRACTICES OF DISTRIBUTIVE LEADERSHIP IN THE SCHOOL

There are different factors influencing the practices of distributive leadership in the school. These includes the commitment of teachers and leaders, time of the teachers to involve in the practice, skills and knowledge of the leaders and the teachers, etc. (Elmore, 2005).

Table 10: Challenges

No	Items	Leaders		Teachers	
		AM	SD	AM	SD
1	Commitment on the part of teachers towards the new policies	3.12	0.21	2.95	0.53
2	Commitment of leaders	3.12	0.23	2.88	0.41
3	Leaders communication skill	4.24	0.24	3.89	0.37
5	Time on the part of teachers to involve in leadership practices	4.89	0.52	4.67	0.24
6	Leaders ability or skill to lead the staff democratically	3.23	0.62	3.31	0.14
7	Turnover of the more experienced teachers	4.69	0.28	4.58	0.54
8	Turnover of the more experienced leaders	4.79	0.42	4.87	0.18
9	Negative perception of leaders towards distributive leadership	3.23	0.35	4.38	0.88
10	Negative perception of teachers towards distributive leadership	4.13	0.21	2.22	0.53

Based on the data disclosed in the table on the following assertions can be made. Factors like: commitment on the part of teachers towards the new policies, commitment of leaders, and leaders' ability or skill to lead the staff democratically that had been moderately affecting the practice of distributive leadership in the schools .On the other hand, it was found that problem of communication skill on the part of leaders was highly affecting the practice of distributive leadership. Thirdly, both the leaders and teachers with still minor variation indicated that factors like time on the part of teachers to involve in leadership practices, turnover of the more experienced leaders and teachers, as well as negative perception of both leaders and teachers towards distributive leadership were found to be strongly influencing the practices of distributive leadership in the schools.

CHAPTER FIVE

5. SUMMARY, CONCUSION AND RECOMMENDATIONS

5.1. SUMMARY

The following findings are taken as major results of this particular study.

1. **Higher Domination of Males in leading and working in the Preparatory schools**

   Vast majority of the respondents were found to have both professional and life experiences in providing the pertinent response. And, more than two third of the total respondents were males. Hence, not only the response given by the subjects of the study but also the professional work in the schools was found to be male dominated. The prevalence of male domination not only on the leadership positions but also on the work of teaching in preparatory schools indicates that gender disparity among teachers and leaders of preparatory school is still calling the attentions of the concerned bodies.

2. **Lower Competencies of leaders leading the Preparatory schools**

   It is also known that leadership practices in the schools were being practiced with the individual who have lesser qualification in relation to the standard set for the educational level. This finding confirms one of the research findings indicated in the Bryk and Schneider (2002) that in most cases appointed educational principals, in the school, had moderate level of knowledge in practicing the distributing leadership in the school

3. **Shallow understanding on theories and practices of distributive leadership among school leaders**

   The data analyzed showed that school principals were not given relevant training for improving their expertise, particularly on the practice of distributive leadership. Teachers also supporting the response of the leaders reported that no training programs had been organized to equip the leader to apply distributive leadership effectively.

4. **Less effort among leaders in modifying their leadership styles**

The data analyzed, generally, show that the school leadership practices were not made to be modifies by gathering constructive comments or feedbacks directly from the staff. Additionally, the data obtained through the interview revealed that development and application of innovative ideas in the school to foster and improve leadership in the schools was reported to be medium.

5. **Teachers were less encouraged to involve in distributive leadership**

As the data indicated , the efforts made by school leaders in recognizing their staff so as to pull the attention towards the realization of collaborative leadership were reported to be low if is not null. This finding shows the contrasting practice as compared to the idea that was proposed by the Elmore (2000) that distributive leadership need to be initially initiated to support the moral of employees who have interest to lead or work for the achievement of the goals of the schools.

6. **Minor effort of using facilitated organizational learning to foster distributive leadership**

It clearly indicated that the effort of school leaders in planning and practicing organizational learning so as to link the different knowledge and skills of the staff and build organizational performance and leadership capacity was reported to be low. Moreover, the data disclosed that the effort of the school leaders in applying and creating common understanding on educational policies and strategies at school level was moderate.

7. **Use of legal tools as binding forces in establishing and sustaining distributive leadership was low**

The effort of the leaders in creating awareness among the staff members to understand and use legal tools like policies, rules, regulation and strategies of education was reported to be minimum.

8. **Moderately integrated functional units in implementing distributive leadership**

The responses of the subjects moderately supported that their school were functionally related each other. It was also identified that the degree to which cooperation among the work units in the school was found to be moderate. Both teachers and leaders with minor or insignificant difference reported that vertical and diagonal communications were less visible than horizontal relationships in the schools.

9. **Better practices of making (but less implementations of) participatory decisions making**

The respondents clearly reported that there were attempts in making majority of decisions participatory but these decisions had been moderately implemented in accordance to the decisions made.

10. **Situational Factors of distributive leadership can be categorized in to three based on their degree of influence**

Factors like: commitment on the part of teachers and leaders, and leaders' ability or skill to lead the staff democratically that had been moderately affecting the practice of distributive leadership in the schools. On the other hand, it was found that problem of communication skill on the part of leaders was highly affecting the practice of distributive leadership. Thirdly, both the leaders and teachers with still minor variation indicated that factors like time on the part of teachers to involve in leadership position, turnover of the more experienced leaders and teachers as well as negative perception of both leaders and teachers towards distributive leadership were found to be strongly influencing the practices of distributive leadership in the schools

5.2. CONCLUSION

Taking the above major results as premise the following conclusions can be drawn:-

The fact that excessive domination of males in both leading and teaching in preparatory schools was indicating the crippled nature of participation of females as one moves up wards structure of the school. This again implies that share of highly skilled female in the developmental endeavors would be so minimizing that the program of poverty alleviation could be hampered in addition to denying the rights of females to education

The practices of leadership in the school were not smoothly adaptive to the conditions like the interest of the schools and the teachers. Decisions were found to be democratically made on paper. However, their implementations have been constrained by different obstacles including unexpected shortage of resources. Most of schools were led by the leaders who were not only shifted frequently, but with those who lack deep knowledge on the depth and width of theories and principles as well as rationalities of applying distributive leadership.

With regards to elements of distributive leadership some practices have been found to support distributive leadership. This includes the ability to involve concerned bodies in ratification and amendment some rules initiated by the schools themselves. On the other hand, among the factors the most seriously influential were frequent change of experienced teachers and leaders as well as negative perception of both leaders and teachers towards distributive leadership.

5.3. RECOMMENDATIONS

The following recommendations were forwarded by the researcher

1. Participation of females in the practices of leadership and teaching at secondary and even post-secondary school need to support by making a continuous remedial actions particularly starting upper primarily school level. This is because many studies revealed that the difference between females and males tend to be more visible after completing lower primary schools. Additionally, sub city education office leaders need to design more capacity building programs for the females based on the skill and knowledge gap they have.

2. The obvious problem in practicing distributive leadership was the lack sufficient knowledge and skill of leadership theories and principles on the part of leaders. Therefore, sub city educational authorities are strongly recommended to train the supervisors on how to: investigate the capacity of school leaders, identify gaps of knowledge and skills of the leaders, set training programs and implement these programs to fill the felt gaps of the leaders.

3. High turn of more experienced teachers and leaders, negative perception of both leaders and teachers towards distributive leadership could harm the quality of education in general and the realization of distributive leadership in schools in particular. Therefore, still the supervisors of these schools should discuss with the schools so as to find the root causes of the turnover of the staff with rich expertise. And ultimately, devise and implement the remedial solutions so as to retain these resourceful teachers and leaders.

4. The traditional school culture and structure creates negative perception of both leaders and teachers towards distributive leadership and limits the leadership role to school principal and vice principal and hinders the practice of distributed school leadership which demands the expertise of each school members. Therefore, strategies like recognition, awards, etc that encourage these expertise must be designed to use for distribution of leadership in schools.

5. Developing leadership in schools strongly related building leadership capacity and effectively dispersing/sharing leadership to a greater extent that embraces the expertise within it. To do so the journey has to start by Addis Ababa education Bureau and higher Education institutions to provide knowledge and skill/organize short and long term training / pertinent to distributed leadership to bring sustainable change in schools.

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APPENDICES

Appendix No.1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT/EDPM/

Questionnaires to be filled by teachers and School leaders

This questionnaire is designed to gather information that reflects the leadership practices in your school. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The effectiveness of this study depends on your genuine response which will be kept confidential. I, therefore, request you to fill the questionnaire honestly and responsibly.

Note: No need to write your name

- Please mark your response with" X" mark
- For those questions requiring your opinion, use the space provided

Thank you in advance for your cooperation!

Part I: Personal Information

1.1. Name of your School_____

1.2. **Sex** Male_____ Female_

1.3. **Educational level:**

Diploma ___ B.A./B.Sc. _____ M.A./MSC _____Ph.D. _Other _____

1.4. **Work Experience in years:**

In this School_____ In other School____ Total _____years

1.5. **Any professional development program attended related to School Leadership** for

Less than one week _____ 1-2 weeks ___ 3-4 weeks _____ 1-3 months ____

More than 3 months _____ No training attended _____

Part II:- Here there are a list of leadership practices, techniques leaders apply to the overall school compound , to what extent do leaders in your school typically engage in these behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1 = Strongly Disagree (SD) 2 = Disagree (D) 3= Neutral 4 = Agree (A) 5 = Strongly Agree (SA)

No	Knowledge about Distributive leadership	Rating scale				
		1	2	3	4	5
1.	The principals has prior knowledge on distributive leadership					
2.	Leaders have been getting training on issues of distributive leadership					
3.	Middle and lower leaders in the school have prior knowledge on distributive leadership					
4.	Middle and lower leaders in the school have been getting training on issues of distributed Leadership					
	Developing and Sustaining Distributive Leadership					
5.	Gathering feedbacks and making use of them to correct the leadership styles					
6	Initiating and using innovative ideas to inculcate in the school leadership.					
7.	Recognizing subordinates for extra organizational contributions					
8.	Planning and practicing programs of learning each other among the member to build their capacity to wards effectiveness of organizational goal					
9.	Maintaining a common understanding on educational policies and strategies in the school					
	The School Culture and Climate of Leadership					
10	Majority of staff have sense belongingness					
11.	Majority of the staff has been functionally united					
12	The staff and the leaders trust each other					

13	There is a cooperation between the leader and the staff					
14	There is a freely flowing vertical communication					
15	There is a freely flowing lateral communication					
16	There is a freely flowing diagonal communication					
	Decision making practices in the Schools					
1	Majority of decisions are made by involving all those who might be affected by the decisions					
2	Almost all decisions are put into practice as per the decision made					
3	Majority of the decisions in the school are based on the balanced interest of the school and the teachers					
	Ratification and Implementation of Rules and Regulations					
1	The school develops rule and regulations					
2	All rules and regulation are well discussed and agreed before they are put in to practice					
3	Leadership practices are generally guided by the commonly set norms , rules and regulations					
	Vision Development as a means for establishing distributive leadership.					
1	Initiating vision in a participatory manner					
2	Linking the vision with the interest of the organization and employees					
3	Communicating and amending the vision before approval					
	School planning as element of Distributive Leadership in the school					
1	The school has an official known plan					

2	The school plans have been developed by gathering and combining plans of each work unit in the school					
3	The school plan was made to consider the interest of the school and the staff					
4	The plan of the school is drafted by participating concerned bodies					
5	The plan evaluation and amendment is made by involving all concerned parties both within and outside the school, (before its implementation)					
6	The school plan has been cascaded to different bodies before its implementation					
7	The school plan has been implemented by full leadership of managers of each units					
	Factors Affecting of the Practices of Distributive Leadership in the School					
1	Commitment on the part of teachers towards the new policies					
2	Commitment of leaders					
3	Leaders communication skill					
5	Time on the part of teachers to involve in leadership					
6	Leaders ability or skill to lead the staff democratically					
7	Turnover of the more experienced teachers					
8	Turnover of the more experienced leaders					
9	Negative perception of leaders towards distributive leadership					
10	Negative perception of teachers towards distributive leadership					

Appendix No.2

ADDIS ABABAUNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for School Leaders

Dear Colleagues,

Thank you for taking the time to complete this interview. Your input will provide me with an opportunity to learn more about your perceptions and ideas regarding distributed leadership in your school. Please read each question carefully and respond openly and honestly.

Thank you for your time!

1. How do you explain the practices of leadership in your school?
2. What strategies does your school use in practicing the existing leadership?
4. How do you explain the participation of concerned stake holders in the practice of leadership in your school?
5. What are the opportunities in improving leadership practices in your school?
6. What are the activities executed in your school to make leadership practices effective and continuous in your school?
7. What are the challenges you might encounter in implementing your leadership style? What about the successes of the leadership practices in the school?

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: _____

Signature _____

Date_____

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

Name: _____

Signature _____

Date_____