Leadership Effectiveness of Secondary School Principals in North Shoa Zone

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This is to certify that the thesis prepared by Alemayehu Tilahun, entitled: Leadership Effectiveness of Secondary School Principals in North Shoa Zone of Oromia Region and Submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abbreviations

AAU	Addis Ababa University
EdPM	Educational Planning and Management
MA	Master of Arts
MoE	Ministry of Education
NGO	Non Governmental Organization
OEB	Oromia Education Bureau
PTA	Parent Teacher Association
SPSS	Statistical Package for Social Science
WEO	Woreda Education Office
ZED	Zone Education Department

Abstract

The main purpose of this study was to assess the leadership effectiveness of secondary school principals in North Shoa Zone. The study was guided by the following four basic questions. To what extent do secondary school principals carry out principal leadership roles? To what extent do school principals implement the necessary leadership skills? Which leadership style is highly emphasized by the school principal? What are the schools' factors that hamper the effectiveness of secondary school principals? In order to meet the objectives of the study descriptive survey method was employed. Seven sample schools were selected for this study. A total of 150 teachers and 52 educational leaders were primary sources of the data. Data were collected using questionnaires and interviews. Statistical tools like percentage, mean value, standard deviation and t-test were used to analyze the data. The finding of the study revealed that principals were found to be effective in taking part in staff development and in evaluating instructional activities .However, principals showed lower performance in supporting teaching and learning activities, taking part in improving curriculum and encouraging teachers in conducting action research. It was also identified that, most principals were found at moderate performance level in implementing leadership skills. Furthermore, the behavior of most principals leaders were more focused on directive leadership style. Moreover, lack of training in school leadership' lack of commitment, lack of knowledge base and lack of self confidence were found to be major barriers that hinder the effectiveness of principals . Based on the findings it was recommended that, the principals need to work more in supporting teaching and learning activities, taking part in improving the curriculum, encouraging teachers in conducting action research, evaluating the strength and weakness of the school, identifying the need of teachers and dealing with business sectors and NGOs by coordinating and delegating the activities to vice-principals, department heads and teachers. The REB, ZED and WEO would facilitate training in educational leadership and management. The school leaders need to pay due attention and devote their time, resource and energy to make staff development and research works a reality at the school level.

CHAPTER ONE

INTRODUCTION

In this chapter, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study are treated one after the other.

1.1. Background of the Study

There are almost as many definitions of leadership as there are persons who have attempted to define the concept. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationship, and occupation of an administrative position (Yukl, 2006). Most definitions reflect the assumption that it involves a process where by intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization to contribute toward the effectiveness and success of an organization.

Like definitions of leadership, conceptions of leadership effectiveness differ from one writer to another. Most researchers evaluate leadership effectiveness in terms of the consequences of the leader's actions for followers and other organization stakeholders. The most measure of leadership effectiveness is the extent to which the leader's organizational unit performs its task successfully and affair its souls, the attitude of followers toward the leader, the leader's contribution to the quality of group processes as perceived by followers (Yukl, 2007). Goethal et al. (2004), also state that leadership effectiveness is measured by the achievement or non

achievement of a specified goal or goals as well as by followers' satisfaction with such goals. Therefore, it is concerned with the evaluation of the leader's behavior or the outcomes against an expected standard.

Effectiveness of principal leadership has many theoretical expectations. Schools do not have common understanding on what constitute effective principal leadership. Harris et al (2003), confirm that there are a number of conceptual understating about leadership which offers some insight in to effective practices. Effectiveness of principals can be manifested by creating visions for success, demonstrating high expectation for student achievement, building the capacity of leadership, demonstration official and moral leadership, and involve staff member in decision making.

According to Heck and Halinger (1999), there was a clear trend toward the accumulation of knowledge regarding school leadership and its effectiveness. Leadership has been and continues to be, a major focus in the era of school accountability and school structuring. They also suggested that the study of school leadership will become increasingly more eclectic, both philosophically and methodologically. In addition, leading and managing effective schools, to respond to the increasingly compiled demands of society will require the knowledge and technical skills of committed and competent leaders.

In today's world, activities of schools are aimed at achieving good results in educating young people in improving development of societies. However, the growth of modern school system in size, complexity and diversity of operation has made the task of managing the school more

difficult. So, there has been a renewed emphasis upon leadership capacity in the drive towards higher standards (Harris, 2005).

School leaders have several duties and responsibilities, if successfully accomplished, which could guarantee their effectiveness. Regarding this, MOE (1994) states that, school principals are given the power and responsibility to encourage teachers, enhance their efficiency, to address the ethical problem on the part of teachers and students to facilitate a favorable situation to the teaching learning process, to properly manage the over all educational activities in the school and seek and maintain active cooperation of the community in the management of the school which normally indicates their level of effectiveness.

Better schools for tomorrow will depend significantly on school leadership that enable and support instructional activities (Coles and Southworth, 2005). For education to play its role, the school is one of the most important institutions that help to shape the behavior and way of life of the members of a society. Hence, for school to be valuable places of the teaching and learning process, effective school leadership is a key and decisive activity. At school level principals perform multiple and complex tasks. According to Lockheed and Verspoor (1991), principals have the responsibility for maintaining relations among the school community and parents, supervising teachers, over seeing the maintenance of facilities and equipments, managing a range of reporting and record keeping duties. So, the principal should lead his/her staff in appraising and improving the entire educational program and make it more effective. With regard to this, Ukeje et al (1992:333) stated that:

> *As an educational leader at the school level, the school head should see himself as the highest official who has ultimate authority for everything done in the school. He is an improver aiming at improving the people work with him. He is also expected to succeed in eliciting their cooperation so that they all contribute towards the common goal. At the same time, he has the responsibility for supervising and coordinating all effort to reduce wastage.*

So, principals are in a position to mobilize the abilities and efforts of teaching and non-teaching staff members, students, and community as a whole to help the teaching learning process. Supporting this Holmes (1993) said that "… the task of school leadership here is to organize the school, the teacher, the curriculum and all the attendant process and structures so that learning can occur". The accomplishment of all these and other school activities for promoting the educational programs calls for effective and competent school principals in the achievement of school goals.

Donaldson (2006) stated that, the function of school leadership then is to mobilize people to change how they themselves work so that they collectively serve better the emerging needs of children and the demands of society. As Davis et al (cited in Dereje, 2007:1) indicated:

> *In the current context the role of educational leaders is primarily characterized as coping with changes and complexities. Accordingly, the educational leaders need professional skills and are expected to be competent in various dimensions. For example, they need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relation and communication expert, budget analysis, facility managers, special program administrators as well as guardians of various legal contractual and policy mandates and initiatives.*

Thus, the school principal should possess the skills of handling problems, relations with various groups, access of information, flexibility, communication skill, and power of influencing and

changing the behavior of school personnel towards coordinated effort for successful achievement of school goals.

The most important single factor in the success of school is the quality of the leadership of the head (principal). In confirmation to this, it was stated in the policy that school leaders should be satisfactorily qualified in leadership (MOE, 1999). It envisaged that educational management will be professional, coordinated, efficient and effective (MOE, 1994). This is one of the indications that the government has given emphasis for professionalization and maintaining effectiveness of school leadership.

Principals are important personnel in success of school plans prepared to bring about transformational changes. When it comes to realizing these plans, it is almost impossible to expect it with out developing an effective principal. Gamage (2006) underlines that principals are key players in school improvement who play a variety of roles. Therefore, to achieve success in the implementation of school improvement programs in our country in general and North Shoa Zone in particular, it is vital to carry out a research of this kind that aims to investigate the problems of effective leadership in schools which eventually recommend possible solutions.

Hence, in this study an attempt has been made to assess how much secondary school principals provide appropriate leadership and identify major factors affecting their leadership effectiveness. To this end, some possible solutions were sought as a result of this research.

1.2. Statement of the Problem

The school principal is the most important and influential individual in any school. It is clear that individual school and school system effectiveness is a function of leadership. Leadership refers to the ability of an individual to establish an organizational vision, to motivate and inspire others to embrace that vision and achieve and maintain organizational and individual goals within a given setting (Guthrie and Read, 1991).

In the school system, the work itself and the employees need effective leadership. Researches of school effectiveness and school improvement have long argued the importance of leadership in the schools. Leadership helps to establish a clear and consistent vision for the school, which emphasizes the prime purpose of the school as teaching and learning is highly visible to both staff and students (Summons et al in Harris 2005). So, effective principals have a better understanding of how the world of schooling and school leadership work (Serigovanni in Hasris, 2005). So, it is clear that individual school and school system effectiveness is a function of leadership.

The successes of secondary schools are measured by the extent to which they achieve their objectives. In line with this, it is essential to give due attention to human resource at school level. Armstrong (1991) states that human resources at the school level are the most important asset of a school that need competent leader to handle the program intervention effectively. Moreover, as explained by Agarwal (1994) employees can be included to contribute their optimum effort to the attainments of organizational goal only through effective leaders. Sergjovanni (2001)

underline that, principals are key persons in the school improvement who play a variety of roles. Thus, a school needs an effective leadership for its success.

Although an attempt has been made to make the educational management system decentralized and professionalized in Ethiopia, still a lot remains to be done, particularly in the area of training and professionalizing principalship. Owing to this fact, principals failed to play their key leadership roles (MOE, 2002).

In our country, the need for effective leadership was highly addressed in the education policy of 1994. However, until recently principals were not recognized as professionals in the region in general and in the zone in particular. There is a belief, that any teacher can lead a school and so the principal is assigned by competing the teachers them selves.

The main purpose of this study is to identify the leadership effectiveness of secondary school principals in North Shoa Zone and to recommend possible alternative solutions. The rational to study this topic includes in addition to theories discussed in brief, teachers, parents and personal experiences of the researcher reveal that such principal leadership practices were not executed effectively in many secondary schools of North Shoa Zone. Even though some researches have been done on problems of the practice and problems of training and development and teachers principals conflict in secondary schools (Libanos Semere and Tilahun Tolcha) there were no studies that emphasize on the effectiveness of principal leadership in the zone. Therefore, it appears timely and worthwhile to explore the current leadership effectiveness of secondary school principals in North Shoa Zone of Oromia Region.

Therefore, based on the above purpose, the study is guided by the following basic questions:

1. To what extent do secondary school principals carry out principal leadership roles?
2. To what extent do school principals implement the necessary leadership skills?
3. Which leadership style is highly emphasized by the school principals?
4. What are the schools' factors that influence the effectiveness of secondary school principals?

1.3. Objectives of the Study

General Objective

The general objective of this study is to assess the current status of secondary school principals' leadership effectiveness in North Shoa Zone.

Specific objectives

1. To explore whether secondary school principals play the right principal leadership roles.
2. To assess the implementation of different leadership skills used by principals.
3. To point out the effect of using different leadership style in secondary schools.
4. To identify the major factors that hinder principals' leadership effectiveness in secondary schools.
5. To propose some possible solutions that alleviates the factors affecting principal leadership effectiveness.

1.4. Significance of the Study

A school principal occupies a key position in leading of a school system. Because of this he/she need to be effective in his/her leadership of school. Therefore, the student researcher identifies the principal leadership effectiveness as important issue worthy of study. So, information emanated from the findings of the study is expected to have the following contributions:

1. It may create some awareness among school principals by indicating their level of effectiveness on key roles and elements of leadership.
2. To promote the understanding of effectiveness of principals, and then by suggesting some possible recommendations to overcome the school leadership effectiveness problems.
3. It may help the concerned WEO and ZED officials to be more aware of the current leadership practice at school level so as to give necessary in-service training for the present principals and to use professional criteria for the would be future principals during placement.
4. It may light on the nature of the problem and initiate others to undertake further study.

1.5 Delimitation of the Study

Taking in to account the time and other resources (human, material and financial) required for data collection the study was delimitated to seven of twenty one secondary schools of North Shoa Zone of Oromia Region. Even though educational leadership at school level encompasses many issues, this study focuses on performance of principals in the principal leadership roles, skills, styles and the major factors affecting principals' leadership effectiveness of secondary school principals.

1.6 Limitations of the Study

The major problem that the researcher faced in undertaking this study was shortage of data at the school and woreda level and shortage of reference materials on principal leadership effectiveness in Ethiopian context. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate, the principals' leadership effectiveness, and come up with better work. Hence, the researcher believes this problem contributed to the limitations of the study. Attempts were made to overcome this limitation by using the necessary primary data and making use of unpublished, but relevant materials prepared by Ministry of education.

1.7. Operational Definition of Key Terms

Educational leaders: refers to the administrative bodies at school level including principals, vice principals and department heads.

Effectiveness: is concerned with the ability to produce a desired result or goal.

Leadership: is a formal or informal influence in a direction desired by the person holding offices.

Leadership effectiveness: refers to the ability of a school leader's engagement in the attainment of planned task, influencing followers to develop positive attitude towards the principal, and his contribution towards the quality of the group process.

Secondary schools: refers to the school consisting of grade 9 and 10 or grade 9 and 10 plus two years preparatory classes (Grade 11 and 12) or grade 11 and 12.

1.8. Organization of the Study

The study is organized in to five chapters. Chapter one provides background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study and definition of key terms. Chapter two is devoted to a review of the related literature. Chapter three presents research methodology employed, data sources, sample size and sampling techniques used instruments and procedures of data collection. Then chapter four deals with the presentation, analysis and interpretation of the data gathered. Finally, chapter five summarizes the investigation up on bringing the finding obtained, the conclusion drawn and then the recommendations made.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

This chapter mainly deals with reviewing literary works of various scholars on the secondary school principals' leadership roles, leadership skills, leadership styles and contextual factors that hamper principal leadership effectiveness and other sub topics are presented one after the other.

2.1. Meaning and Theories of Leadership

What is leadership?

For a long time the term leadership has been a topic of discussion and research work especially in the field of management and organizational development. More often than not, such discussion and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership style (Adlam, 2003). According to him, leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Lunenburg and Ornstein (1991) assert that more than three hundred empirical investigations have examined leadership. Therefore, leadership has been defined from different and some of the definitions are discussed below.

Schermerhorn, Hunt and Osborn (2000), states leadership as a case of interpersonal influence that get individuals, or groups of people to do what a leader wants to be done. By implication, the leaders focus is on what he/she wants from people, therefore, followers input is no encouraged with regard to what it is to be done. Rashid and Archer (1993) also define that

leadership is a person's ability to secure, through personal charisma, drive, example, experience, and other means, the enthusiastic support of the persons under his or her command towards the achievement of common goals. Moreover, Jaques and Clement(1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. So, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting within other people in a social structure.

Hanson (1996) asserts that definitions of leadership are differing because of writers perspective differs. As writers attempt to defect the leadership phenomenon and express its essence, however, three basic elements seems to be emphasized either single or in combination. The presence of unique psychological traits or behavior characteristics (people), the art of compelling compliance or inducing compliance (processes), and the presence of formal structure and informal structure, differential problem situations (e.g. task complexity, personal competence or the external organizational environment systems).

Generally, many definitions of leadership agree on two things. The first is leadership is a group function. It occurs only in the process two or more people interacting. The second is that leaders do not exist in isolation. They seek to influence the behavior of other people (Lunenburg and Ornstein 1991).

Theories of Leadership

There are several distinct theoretical bases for leadership. This is because of the persisting interest over a period of years in the phenomenon of leadership that many leadership theories and models have been developed. The focuses of all the theories on leadership was to determine

organizational leadership effectiveness. A discussion on some selected theories of leadership is presented as follows.

Trait Approach

One of the earliest approaches for studding leadership was the trait approach. This approach emphasizes leaders' attributes such as personality, motives, values, and skills. Under this approach was the assumption that some people are natural leaders, endowed with certain traits not possessed by another person (Yukl, 2007). He further stated that early leadership theories attributed managerial success to extra ordinary abilities such as tireless energy, generating intuition, uncanny foresight, and irresistible persuasive powers. Hundreds of trait studies conducted during the 1930s and 1940s sought to discover these elusive qualities, but this massive research effort failed to find any traits that would guarantee leadership success (Yukl,2007). This theory advocates that "leaders are born and not made".

Early advocates of trait approach believed that good leaders possess a definable set of personal characteristics that distinguished them a part from followers. It was revealed that leaders with one set of traits were successful in particular situation, but not in certain other situation (Lunenburg and Ornstein, 1991). According to Stogdill (in Rashid and Archer, 1993) some common characteristics of leadership are high degree of originality, adaptability, integrity, popularity, and expertise. However, there was no conclusive evidence to support the universality of these and many other traits. It would be reasonable to assume that the presence of certain traits such as high intelligence, great self-confidence, emotional maturity, considerable initiative and dominant personality in an individual might facilitate his/her leadership role in specific situation but to claim that one can isolate a universal set of leadership trait seems to be wishful thinking.

Law and Glover (2000) summarized that the trait theory is enormously important in education, where collaborative activity is traditionally part of the professional culture, where individuals in a department are able to influence colleagues work or where a particularly inspiring secondary school teachers, who is also curriculum coordinator, actually leaders by example and inspiration. Although trait approach has an intuitive appeal, difficulties may arise in proving its tenets, and opponent frequently challenge this approach.

Behavior/ Relationship Approach

The failure of the trait theory to provide an adequate explanation of the leadership phenomenon led people to turn to behavioral theory, with emphasis on the relationship between the leadership role and the achievement to group performance and follower satisfaction (Rashid, and Archer, 1993). According to Durbin (2007), this theory was initiated by Ohio state university, based on an instrument known as leadership behavior description questionnaire (LBDQ) measured leadership behavior in terms of two dimensions: initiating structure and consideration.

Initiative structure refers to the extent to which a leader focused directly on organizational performance goal, organizations and defines tasks, assigns work, establishes channels of communication, delineates relationships with subordinates, and evaluates work group performances. And consideration refers to the extent to which a leader exhibits trust, respect warmth, support and concern for the welfare of subordinates. Leaders who manifest consideration listen to staff member's ides, a friendly and appropriate, treat all staff members as equals, and frequently use employee ideas (Lunenburg and Ornstein, 1991).

According to Mullins (2005), the initiating structure of Ohio state university was called "production centered" while the consideration was called "employee- centered". Robbins (2005) concluded that employee- centered leaders were associated with higher group productivity and higher job satisfaction whereas production- centered leaders tend to be associated with low group productivity and low worker satisfaction. Therefore, it can be concluded that the leader's behavior has its most direct impact on the psychological reactions of individual followers and group followers. The major limitations of behavioral theory are that it doesn't consider the situational factors and influence of these factors on the leadership effectiveness.

Contingency Approach

The major weakness of the trait theory and of behaviorist theory is that they both failed to take in to account the organizational environment or situational variables including the nature of task to be performed, the need of the people involved and the motivational pattern or needs of the leader himself or her self (Rashid and Archer, 1993). In support of this, Yukl (2007) stated that the major situational variables include the characteristics of followers, the nature of work performed by the leader's unit, the type of organization, and the nature of contextual environment. According to this theory, the leadership effectiveness depends upon the fit between personality characteristics and behavior of the leader and situational variables. The task structure, position power and subordinate skill and attitudes are considered to these variables. Accordingly, there is no one best leadership style as the leadership styles will vary depending on the particular situation (Guthries and Reed, 1991).

2.2. Leadership Effectiveness

Like definition of leadership, conceptions of leader effectiveness differ from one writer to another. The criteria selected to evaluate leadership effectiveness reflect a researcher's explicit or implicit conception of leadership. Most researchers evaluate leadership effectiveness in terms of the consequences of the leader's actions for followers and issues organization stakeholders. According to Yukl (2007), the most commonly used measure of leader effectiveness is the extent to which the leader's organizational unit performs its task successfully and attains its goals. In the same way, the attitude of followers towards the leader is another common indicator of leader effectiveness. Leadership effectiveness is occasionally measured in terms of the leaders' contribution to the quality of group process, as perceived by followers or by outside observers.

The purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of an organization towards the achievement of goals. Organizations differ from one another in the functions or tasks they carry out that require special skills from employees, and abilities and skills required by the leader. Moreover, leadership effectiveness is believed to be crucial for the over all success of any organization. Oakland (1993) also assets that effective leadership is an approach to improve the competitiveness, effectiveness, and flexibility of the whole organization through planning, organization, and flexibility of the whole organization though planning, organizing and allowing participation of all members at the appropriate level.

If an organization achieves high level of task accomplishment and maintains itself of a capable entity over time and ensures satisfaction of majority of the stakeholders in product or service

delivery, then it means that the leadership is effective. In relation to this, Steer (1991) states that effective leadership demands commitment to come up with two complementary performance outcomes. First, to know whether or not key tasks, goals are being achieved; second, to know how proper utilization of scarce resources can be indicators of performance effectiveness.

When we come to school organization, the principal's aim of leadership is to coordinate the efforts of teachers, the community, and other school constituents with different knowledge and skills towards the fulfillment of the goals. In line with this, Gamage (2006) states that effective leaders vary their styles in response to such factors as community expectations organizational climate and culture, and certain aspects of the task such as timeliness and availability of resources. To this end, Murgatroyd and Morgan (1994) illustrate the effective leadership requires skills needed from managers as follows: activate, coach, guide, mentor, educate, assist and support colleagues so that they focus on a shared vision, empower those nearest to the process to manage that process themselves, concentrate on the whole picture, search for small things that can make a critical difference, and believe that challenge and fun so together.

Effective principals have their own unique professional qualities that help them to see the nature and magnitude of task clearly and adjust their mode of performance depending up on the situation they are working. They look at their schools from different angles, listen to a range of informants and commentators and use as much data as they can find to the beneath the surface of the school and understand it as well as they come (Southworth, 2004).

Boalm (1993) summarized the quality attributes and competence most commonly displayed by effective school leaders on the two groups personal and managerial quality. He illustrated personal quality effective leader as modeling professionalism; which include behaving with integrity, displaying consistency, being open and honest with colleagues, displaying fairness but fairness in their dealing staff, hard working, committed, putting concern for students, and well being for personal . He further elaborated personal quality of effective leaders by saying that they are being well prepared, being personable, approachable and accessible, displaying enthusiasm and optimism, having a positive out look and striking to act and over critical.

He also identified managerial qualities of effective leaders. These managerial qualities include: formulating a vision for further development of their school based on personal philosophy, belief and values, displaying the capacity of think and plan strategically and ensuring that effective whole school structure are in place. So, effective leader display a consultative style of management with the aim of building consensus and at the same time empowering others.

Brundertt (2003) stated that another managerial quality of effective leader is behaving force fully along yet at the same time displaying sensitivity to staff feeling, circumstances and well being and maintaining a good balance of pressure and support. Effective leaders also actively shape the belief and culture of school and fashioning a sense of community, emphasizing the central importance of the school's operation and encourage colleagues to aim high, being proficient at motivating staff by providing particular endeavor.

Successful leader- principals among them are not afraid of hard work. By putting in large amounts of time, they demonstrate that they are not afraid of hard work; however, they concentrate their efforts on those characteristics and values that are clearly more important to the success of their organization than are others (Sergiovanni, 2001).

Generally, as Ruther ford cited in McEwan (2003) states that effective principals have clear informed vision that focuses on students and on their needs, translate this vision in to goals for their schools and expectations for their teachers, students and administrators, so not stand back and wait for thing to happen, but continuously monitor progress and intervene in supportive or connective manner when this seems necessary. Thus, effective school principals should acquire these mentioned qualities of leadership to lead the school effectively and for successful accomplishment of school goals.

2.3. Principals' Leadership Roles

Over the last few decades, extensive studies had been undertaken on the role of school principal and most scholars, researchers and school performers have discussed the role of the school principal as the school leader, school manager, key decision maker facilitator, problem solver, chief executive officer, chief learner, instructional leader, marketer, team leader and the agent of change (Gamage, 2006).

It is possible however, to conclude that scholars treated the role of principals in their own way of understanding. Due to this, one can find many different leadership roles of principals in the literatures that can vary from scholar to scholar. Hence, the principal leadership roles are discussed here under

Principals as Instructional Leaders

The principal as an instructional leader has a crucial role to play that affects the performance of individual teachers and the degree of efficiency in school function. According to McEwan (2003), the role of principals as instructional leaders play role in giving directions, allocating resources, supporting teachers to improve school performances in the learning rather than focusing on administrative issues.

The primary tasks of the instructional leaders are staff development, curriculum improvement, direct assistance to teachers, and encouraging teachers to conduct action researchers. Lunenburg and Ornstein (1991) have also developed three curriculum and instructional roles of principals as promoting quality instruction, supervising and evaluating instructions and coordinating the curriculum. Therefore, from all these discussions, it can be summarized that principals should be knowledgeable in all aspects of classroom instructions.

Planning in School

Schools are institutions that require plan to realize effectiveness. Planning in schools as a process involves that the translation of concepts, ideas, beliefs in to operational process and measurable outcomes or objectives and the accomplishment of which is believed to lead to the realization of predetermined goals (Ubben and Huges, 1997).

The role of principal is very crucial during school planning process. Talesra et al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. They go on stating that the principal as a head of the institution should have the capacity and

perspective to clearly define the goals and tasks of the institute. The principal should identify the needs, the scarce interests, and abilities of teachers and make them work enthusiastically for the welfare of institution. They should look at the system as a whole, evaluate strengths and weakness, and carefully create a feeling of readiness for change.

Building Trust

Building trustful relation among school members is an essential quality of effective principals. Definition of the concept trust can vary depending on perception of scholars. Robbins (2003) defines trust as a positive expectation that another will not, through words, actions or decisions act opportunistically. Blasé and Blasé (1994) also define trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further, any harm committed accidentally or unconsciously is always expected to be repaired. It is generally regarded as a state of mind or a belief one has that the other person close to him/her will not act at the expense of him/her. In such a state, the closeness and intimacy of individuals or groups will increase.

A leader can apply so many mechanisms to build trust in the organization. Harris et al (2005) mentioned that trust can be built by leaders by relinquishing the idea of structure as control and viewing structure as a vehicle for empowering others. When leaders candid, open, consistent and predictable in their dealings with followers, the result will almost always be a condition of trust. So, it can be said that school principals should be consistent in their actions, honest, reliable, and competent so that trustful relation with their staff members is established and maintained.

Conflict Management

Conflict management is another key task of the leader by using appropriate strategy. There are various definitions of conflict. All imply that conflict is a disagreement between two or more people or group of people concerning a matter or matters and that it involves the blocking of goals. Rashid and Archer (1993) define conflict in organization as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitable come about at the expense of other. From the definition one can understand that conflicts mostly entail in compatibility of interests of the two parties.

Many authors have compiled their own lists of causes of organizational conflicts Kreitnter and Kiniki (1992) provide the following causes of conflict. These are incompatible personalities or value systems, overlapping or unclear job boundaries, competitor for scarce resources, inadequate communication, unreasonable or unclear policies, and unresolved or suppressed conflict. Owns (1995) also stated the causes of conflict when the organization's resources are insufficient to meet the requirements of the subunits to do their tasks i.e. competition for these scarce resources and when two parties in the organization must work together but can not agree .

Therefore, one of the difficult tasks of a leader is how to manage the conflict arises properly. It is highly desirable for school leaders to process the theoretical knowledge and skills to effectively deal with conflicts.

Community Participation

Many scholars have discussed the value of community participation for school improvement. Effective school leaders work hard to promote community participation in almost every activity

of school leadership. Cheng (2005) argues that family -school collaboration is a cooperative process of planning that brings together school, staff, parents, children and community members to maximize resources for achievement and development. This community participation yields maximum resources such as money, knowledge, and skills.

Effective principals reach out the community, the business sector, NGO's, and families to draw valuable resources from them. Sergiovanni (1995), states that effective principals create partnership linkage between the school and the community by establishing a variety of methods for communicating. Involve them in decision making process and have them serve as resources. So, principals should seek and maintain the active participation of the community in the management of schools.

2.4. Skills of Effective School Principals

The term skill refers to the ability to do something in an effective manner (Yukl, 2006). Leadership skills are defined as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives (Northouse, 2007). As principals accomplish managerial activities these skills are enable them to be effective and efficient on the assigned task. These leadership skills can be acquired and leaders can be trained to develop them.

Literature reveals that there are three important types of skills necessary to carry out the process of educational management especially at the school level. To support this view, Ubben and Hughes (1991) indicated that principals should be intelligent, well trained, and human individuals who have the necessary human, conceptual and technical skills to lead group of professionals and client to rich educational adventure.

Furthermore, Gamage(2006) states that Sergiovanni (1984) listed five leadership skills available to a principal. He named them technical and human skills and added three further demonisms: educational, symbolic and cultural skills. He explained that the technical, human and educational skills combine to accomplish the effectiveness in schools. If excellence is the goal to be achieved, then, it is necessary to focus on symbolic and cultural skills.

Technical and human elements address management competencies, while the educational dimension ensures the effectiveness of teaching and learning on educational organization. Symbolic and cultural skills take account of the need to go beyond competent management to higher values and beliefs. These dimensions help school or any other educational organization, to bring a better state of affairs, through a shared vision and the building of strong organizational culture. Therefore an educational leader can exercise the five skills as followers.

Technical Skill

Technical skill refers to the ability to use tools, techniques, or approaches in a specialized manner. Northouse (2007) states that, technical skill is knowledge about the proficiency in a specific type of work activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques. Furthermore, Yukl (2006) also stated that it is knowledge about methods, process, procedures, and techniques for conducting a specialized activity, and the ability to use tools and equipment relevant to that activity.

Managers who supervise the work of others need extensive knowledge of techniques and equipment used by subordinates to perform the work. Technical knowledge of products and processes is necessary to plan and organize work operations, to direct and train subordinates with specialized activities, and to monitor and evaluate their performance.

Technical expertise is needed to deal with disruptions in the work due to equipment break downs, quality defects, accidents, in sufficient materials and coordination problems (Yukl 2006). This skill is must important at lower and middle levels of management and less important in upper management (Northous 2007). So, school leaders need to have this skill to evaluate the teaching learning process effectively.

Human Skill

Human skill is knowledge about and ability to work with people. It is quite different from technical skill, which has to do with working with things. Human skills are "people skills". They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization's goals. This skill allows a leader to assist group members in working cooperatively as a group to achieve common goals (Northouse, 2007). Yukl (2006) also stated human skill, that include knowledge about human behavior and group processes, ability to understand the feelings, attitudes, and motives of others and ability to communicate clearly and persuasively. They are essentials for influencing people and enhance the effectiveness of relationship- oriented behaviors.

Human skill refers to the school executive ability to effectively and efficiently work with other people on a one to one basis and in a group setting. It emphasizes human relations skills, implementing good motivational techniques, and building good morale with the organization. The appropriate use of participatory management is an integral part of this behavior. Moreover, it becomes major contributors to the climate of the school (Segiovanni and Carver, 1980).

Educational Skill

This skill focuses on getting in instructional or curriculum leadership, such as addressing educational problems, developing and evaluating curriculum and the professional and staff (Gamage, 2006). This skill is especially necessary for school leaders to address the problems of instruction properly.

Symbolic Skill

This behavior demonstrates to others those things that the principal believes important and of value to the school. Symbolic actives also can be expressed by principals modeling behavior they wish to emphasize when a principal teachers regarding class, for instance, the importance of that activity is being emphasized by example. The key is the signal sent out by the principal regarding what is considered important (Ubben and Hughes, 1991). So, school leaders should have to have a modeling behavior for the school community in order to bring a good behavior in the school.

Cultural Skill

In this skill, the school seeks to strengthen the values and beliefs that make the school unique. The principal attempts to build traditions of the school around those things most highly valued. The cultural skill of leadership bounds students, parents, and teachers together as true believe in the school (Ubben and Hushes, 1991). Thus, the school principal should respect and build the school culture in order to bind the school community together.

2.5. Leadership Styles

Leadership styles are behavioral patterns that help a leader to exercise his/her activity by influencing the behavior of his/her subordinates in an organization .Effective leaders also vary their styles in response to such factors as community expectations, organizational climate and culture and certain aspects of the task such as timeliness and availability of resources (Gamage, 2006). Northose (2007) also states that leadership style consists of the behavior pattern of a person who attempts to influence others. It includes both directive (task) behavior and supportive (relationship) behaviors.

According to Lunenburg and Ornstein (1991), leadership is classified in to three types according to leader's style of handling several decision making situations. These are authoritarian, democratic and laissez- fair leadership styles.

Authoritarian or Autocratic Leadership Style

This style is used when the leader tells his/her subordinates what he/she wants him/her done and how he/she wants with out getting the advice of his/her followers. The managers wore exercises decision making and authority for determining policy, procedures for achieving goals, work practices and relationship, control of reward and punishments (Mullins, 2005). According to Rashid and Archer (1993), in this style leaders are very directive and allowed no participation indecisions. They structured the complete work situation for their subordinates. Leaders took full authority and assumed full responsibility from initiation to task. Moreover, they create an environment in which members are forced to submit, comply, and remain detached. Group

members find it difficult to identify with the group and its goals. So they become increasingly dependent up on leader and moves toward psychological immaturity.

Therefore, autocratic position is where the leader exercises unilateral power. He/she has the sole authority to decide, control, instruct, penalize and reward (Rashid and Archer, 1993). Under this type of leadership style, the duties of subordinates are to listen to the order of their leader and perform accordingly.

Democratic Leadership

Democratic leadership style is where the leaders encouraged group decision and decision making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions. It reinforces mutual trust, initiate, friendliness and a sense of responsibility among followers or group members (Lunenburg and Ornstein,1999). In supporting this, Yukl (2006) describes democratic leadership leaders as the one who involve their followers in decision making. So, it leads to supportive environment within which leaders and group members relate to each other in a positive manner. There is an atmosphere of mutual respect and mutual influence between the leader and the followers. Decisions are made jointly with regard to goals as well as the means of accomplishing the goals (Rashid and Archer, 1993).

Dubrin (2007) states that the democratic leaders confer final authority on the group. They function as collectors of group opinion and take a vote before making decision. As a team leader, a democratic principal in secondary school has positive impact on teachers' performance for their success and constructive comments for their failure. Thus in this leadership, the leader focuses communication on both achieving organizational goals and meeting subordinates' socio-emotional needs.

Laissez-fair Leadership

In this leadership style, the leader allows the employees to make their own decisions. They give complete freedom to the group and left it up to subordinates to make individual decisions on their own. Essentially, leaders provided no leadership (Lunenburg and Ornstein, 1991). According to Dubrin (2007), these leaders abdicate participating in decision making on the same level as their followers. In effect, it creates a "leader less" group (Rashid and Archer, 1993).

Mullins (2005) also states that a laissez- faire style is where the manager observes whether members of the group are working well on their own. He further described this manager as the one who consciously makes decision to pass the focus of power to members, to allow, them freedom of action to do as they think best. Moreover, Rashid and Archer, (1993) assert that, in laissez-fair style a climate of "extreme permissiveness" prevails where the freedom of individual choice is unlimited. Quite often there arises confusion, or even chaos, as regard the goals, rules, responsibilities and power of organization members. Therefore, from the above it can be concluded that subordinates can perform the given activity in the way they like with out the interference of the leader in achieving the desired goal.

2.6. Models of Leadership Styles

Leadership Grid Style

A popular approach to identifying leadership styles of practicing administrators is Robert Blake and Jane Mouton's managerial grid. They define two dimensions of leader orientation as concern for production and concern for people (Lunenburg 1993). The grid portrays the ways in which a leader's concern for production and people intertwine to produce styles of managing and leading (Pace and Faules, 1994).

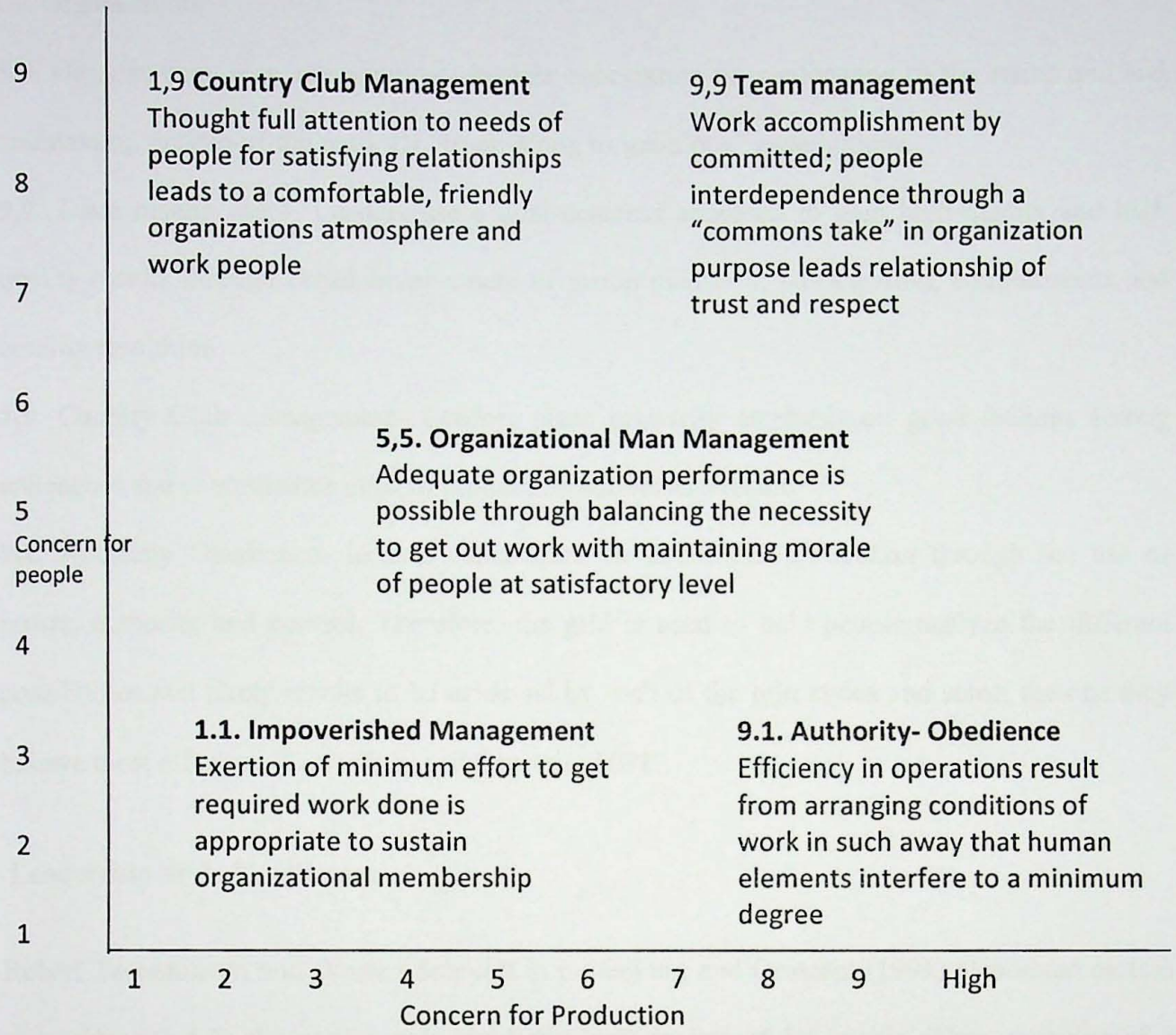


Figure 1: Managerial Grid figure (source: Black and Strgey in peas and Faules, 1994.

The five extreme styles suggested by the grid model are presented in summary form (Lunenburg and Ornstein, 1991).

1.1. Impoverished Management- Leaders do the minimum required to remain employed in the organization.

5.5. Organization- man management- leaders concentrate on conforming to the status quo and maintaining middle-of-the road. Or "to-go-along to-get-along" assumptions.

9,9. Team management- Leaders use a goal centered approach to gain high quality and high quality results through broad involvement of group members: participation, commitments and conflict resolution.

1,9. Country Club management- Leaders place primarily emphasis on good feelings among colleagues and subordinates even if production suffers as a result.

9,1. Authority Obedience- leaders concentrate on maximum production through the use of power, authority and control. Therefore, the grid is used to help people analyze the different possibilities and likely results to be achieved by each of the grid styles and select the one they believe most effective (Lunenburg and Ornstein, 1991).

Leadership Style Continuum

Robert Tannenbaum and Warren Schmidt in Lunenburg and Ornstein (1991) elaborated on two styles identified in the earlier trait and behavioral studies of leadership. They conceive of a continuum that runs between boss- centered leadership at one extreme and subordinate centered leadership at the other. The authors identify five typical patterns of leadership behavior from their model.

1. Telling- the leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his/her followers what they are to do. Members may be considered

but do not participate directly in the decision making. Coercion may or may not be used or implied.

2. Selling- the leader makes the decision but tries to persuade the group members to accept it.
3. Testing- the leader identifies a problem and proposes a tentative solution. The leader asks for the reaction of those who will implement it, but the leader makes the final decision.
4. Consulting- the group members have chance to influence the decision from the beginning. The leader presents a problem and relevant background information. The group is invited to increases the number of alternative actions to be considered. The leader then selects the solution he/she regards as most promising.
5. Joining- The leader participates in the discussion as a member and agrees in advance to carry out whatever decision the group makes.

Reddin's 3-D Model

William Reddin developed another useful model for identifying the leadership styles of practicing school administrators. He relatively elaborates three- dimensional model of leadership effectiveness. He adds an effectiveness dimension to the task and relationship behavior dimensions. He attempted to integrate the concepts of leadership style with situational demands of a specific environment. When the style of a leader is appropriate to a given situation, it is termed effective; when the style is inappropriate to a given situation it is termed ineffective (Lunenburg and Ornstein, 1993).

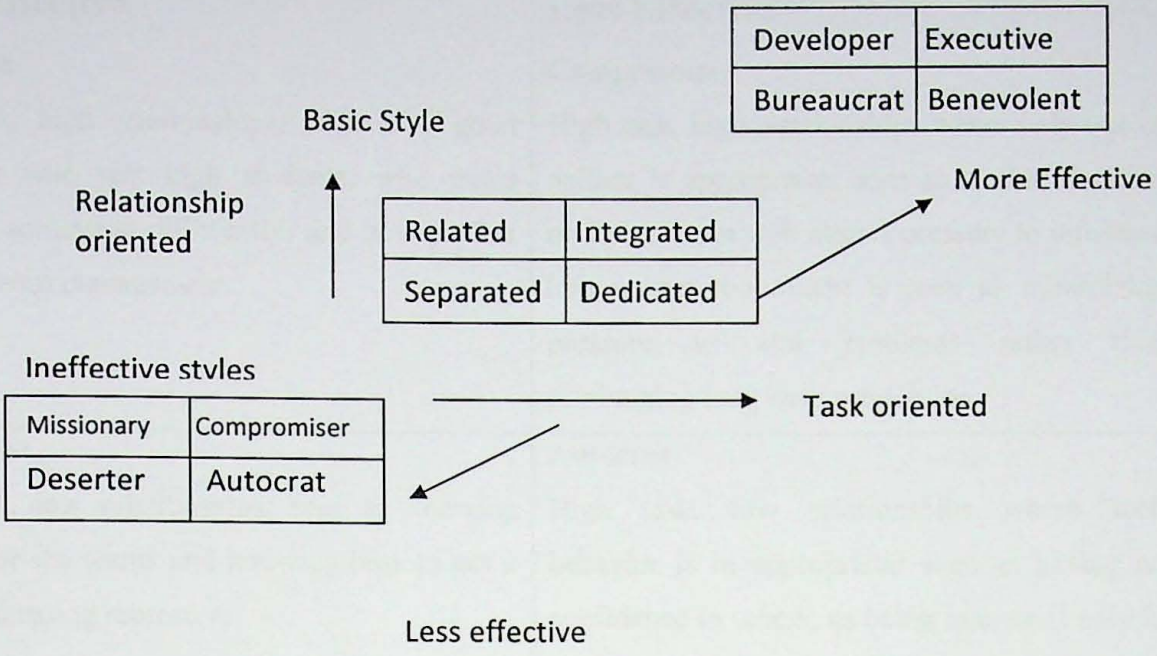


Figure 2. Reddin's Three- Dimensional model of leadership effectiveness (source: Lunenburg and Ornstein, 1991).

The 3-D Grid results in eight managerial or leadership styles. In the center grid, the four basic leadership styles in the model are related, integrated, separated and dedicated. Redden propose that any of the four basic leadership styles may be effective or ineffective depending on the situation. He also explains that the four more effectiveness styles may be equally effective, depending on situation in which they are used. These effective and infective requirements result in eight operational leadership style, are briefly described in Pace and Faules (1994) as in the following table.

More Effective	Less Effective
Executive High task, high relationships; seen as a good motivator who sets high students, who treats everyone somewhat differently, and how prefers to allow team management.	**Compromiser** High task, high relationships where only one or neither is appropriate: seen as a poor decision maker and one who allows pressure to influence him or her too much; is seen as minimizing pressure to and problems rather than minimizing long term production.
Benevolent High task, low relationships; seen as knowing what he or she wants and knowing how to get it with out creating represent.	**Autocrat** High task, low relationships where such behavior is in appropriate: seen as having no confidence in others, as being interested only in the immediate job.
Developer Low task having relationships; seen as having implicit trust in people and as being primarily concerned with developing harmonious relationships.	**Missionary** Low task, high relationships where such behavior is inappropriate; seen as being primarily interested in individuals.
Bureaucrat Low task, low relationships; seen as primarily interested in rules and procedures for their own sake and as wanting to maintain and control the situation by their use; often seen as conscientious.	**Deserter** Low task, low relationship where such behavior is inappropriate; seen as uninvolved and passive.

(Peas and Faules 1994:192)

Generally, when we see leadership styles there is no one best leadership style. It depends on situational factors. So, effective leaders vary their leadership styles in response to factors such as subordinates maturity and organizational climate and culture.

2.7. Major Contextual Factors that Hamper the School Leadership Effectiveness

Effective principal who is a leader of school has the greatest single impact on the success of the school in general and student performance achievement in particular. However, study on leadership indicated that there are some other factors that influence the effectiveness of school leaders.

Many contextual factors negatively affect school performance. But, the type as well as the intensity of the problem is not the same in every school. As Bush and Bell (2003) assert, for example, shortage of highly educated work force is found as critical problem for those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world.

Many situational and environmental factors other than human, material or financial assets can affect the operation of principal leadership practice of any school. For instance incompetence in educational leadership, lack of incentives for teachers, problems related with teachers transfer or promotion, lack of administrative skills and commitment of those assign as school leaders, shortage of educational materials or finance are among problems frequently cited as factors that hinder effective performance of leaders. Despite the economic, social, political, or technological variations the following elements are cited as barriers for the effectiveness of principals leadership practices (Mc Ewan 2003).

Lack of Skills and Training

Lack of knowledge, skills and ability of leadership, what Sergiovanni calls, technical, human and educational forces are essential properties that principal leaders have to possess. Those who want to become principal leaders must seek out training and development opportunities through networking with colleagues, professional organizations, and personal programs of self-improvement (education research service cited in McEwan, 2003). So, leaders with out adequate skill and training in educational leadership and professional development of teacher can do little, or not, for the improvement of learning.

Lack of Teachers Cooperation

Teachers' cooperation is essential for effective principal leadership. Cooperation of teachers, students, and parents could be available in schools climate where the leaders exercise democratic leadership. Strong principal leader (or those who aspire to be) become learner themselves attending curriculum training programs along with their teachers, teach lessons to students, seeking out master teachers from whom to learn, and identifying mature principal leaders to show on the job. Strong principal leaders do everything they can do to break down the barriers (McEwan 2003).

Lack of Time

Every school principal operates with the same time constraints. There are never enough hours in the day. Strong principal leaders focus on learning. They delegate, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues. They delegate authority and share responsibility in order to maximize their efficiency. They carefully prioritize

how their valuable time is spent and are able to say not to activities and tasks that do not contribute to the instructional mission of the school. Every principal has the same amount of available time. Therefore, strong principal leaders use this time to develop and maintain vibrant learning communities rather than to push and promote programs (McEwan 2003).

Lack of Support from Superintendents, School Boards, and Community

The frustration and discouragement of some principals regarding the real or prescribed lack of support from those around them is clearly a barrier to become an effective principal leader. Lack of adequate resources of all type and support from central offices discourage principal leaders.

Bureaucratic management that hampers timely assignment of human, financial and material resource required can restrict the success of the schools and limits development of teachers (Bush and Bell, 2003). But strong principal leaders have the ability to visualize what a school should be and can become and, somehow, do not permit themselves to be hamstrung by what others may perceive as barriers (McEwan, 2003).

Lack of Vision, Will or Courage

Lack of vision, will and courage are the biggest barriers to becoming effective principal leaders. We are our own worst enemies. But with vision, will, and courage, any principal can become an effective principal leader. The message from successful principal leaders is this. All of us can become effective principal leaders if we: Have vision, have the knowledge base, are willing to take risks, are willing to put in long hours, are wiling to accept constructive feedback, are willing to change and grow constantly, thrive on change and ambiguity and can empower others (McEwan 2003).

Organizational Characteristics

In this context, organizational characteristics are to mean the existing factors in the school that affect the leadership process of the school leader. The first factor is the availability of educational resources, which include human, material and financial resources. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective principal leadership role.

Gorton (1983) indicates that lacks of resources (human, material and financial) are serious obstacles to principal leadership. A principal may want to lead and the situation and expectation of others may call for his leadership, but if the resource necessary to implement his/her leadership are inadequate, the principal will be facing a significant problem or constraints. Shortage of qualified teachers makes principal leadership process problematic.

In summary, leadership is a person's ability to secure, through personal charisma, drive, example, experience, and other means, the enthusiastic support of the persons under his or her command towards the achievement of common goals, and a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. So, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting within other people in a social structure. Generally, many definitions of leadership agree on two things. The first is that leadership is a group function. It occurs only in the process of two or more people interacting. The second is that leaders do not exist in isolation. They seek to influence the behavior of people. The focuses of all the theories on leadership were to

determine organizational leadership effectiveness. These theories are trait approach, behavior/ relationship approach, and contingency approach.

Most researchers evaluate leadership effectiveness in terms of the consequences of the leader's actions for followers and issues on organizational stakeholders. The most commonly used measure of leadership effectiveness is the extent to which the leader's organizational unit performs its tasks and goals successfully. Effective leadership is a quality that improves the competitiveness, effectiveness, and flexibility of the whole organization through planning, organizing, and allowing participation of all members to the appropriate level. Effective principals have their own unique professional qualities that help them to see the nature and magnitude of task clearly and adjust their mode of performance depending up on the situation they are working.

School principals' leadership roles and functions differ from scholar to scholar. In spite of these differences, we can categorize the role and functions of principals as instructional leadership roles and administrative roles. The instructional leadership roles are principals as instructional leaders, planning in school, building trust, conflict management and community participation.

The term leadership skill refers to the ability to do something in an effective manner. Leadership skills are defined as the ability to use once knowledge and competencies to accomplish a set of goals or objectives. As principals accomplish instructional activities, these skills are enabling them to be effective and efficient on the assigned task. These leadership skills can be acquired and leaders can be trained to develop them. Principals are expected to have the five leadership skills such as technical, human skills, educational skills, symbolic skills and cultural skills. The

technical, human and educational skills used to accomplish the effectiveness in schools, and for the excellence the goal to be achieved.

Leadership styles are behavioral patterns that help leaders to exercise their activity by influencing the behavior of their subordinates in an organization. Effective leaders also vary their styles in response to such factors as community expectations, organizational climate and culture. Leadership style also consists of the behavior pattern of a person who attempts to influence others. It includes both directive (task) behavior and supportive (relationship) behaviors. The three leadership styles discussed in literature are autocratic, democratic and laissez-fair leadership style.

Many contextual factors negatively affect school performance. But, the type as well as the intensity of the problem is not the same in every school. Many situational and environmental factors other than human, material or financial assets can affect the operation of principal leadership practices of any school. For instance, incompetence in educational leadership, lack of incentives for teachers, problems related with teachers transfer or promotion, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials or finance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology employed, data sources, sample size and sampling technique used, instruments and procedures of data collection, pilot test, and methods of data analysis.

3.1. Research Methods

The study was targeted at assessing principal's leadership roles, skills, styles and contextual factors that hamper leadership effectiveness of government secondary school principals in North Showa Zone. It was designed to obtain pertinent and precise information concerning the current status and factors affecting secondary school principals in their school leadership. Thus, descriptive survey method was found to be suitable. Moreover, the study used descriptive survey method of research because it helps to gather a large variety of data related to a problem under study. This method is recommended by scholars in the field (Seyoum and Ayalew 1989).

In addition, according to Koul (1996) descriptive survey approach becomes particularly useful where one needs to understand some particular information. To this end, the combination of both quantitative and qualitative approaches was employed as it focuses on collecting and analyzing both quantitative and qualitative data in a single study. It helps to collect extensive data and used to conform findings from different data sources (Creswell, 2003). Quantitative method is considered appropriate because it uses the survey in connecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon such as direct quotations

capturing people's personal perspectives and experience interview. McLaughlin et al. (2001) believe that for information that can not be obtained through quantitative method (which relies mainly on close- ended questionnaire to collect data), the qualitative method can be effective in obtaining such information.

3.2. Data Sources

Primary sources of data were used in the study so as to get factual information in terms of figures or just statements of facts. Primary sources are sources that bring first hand information (Sarantakos, 2005). The primary sources were: Secondary school principals , vice principals and department heads,secondary school teachers, secondary school supervisors from Woreda education offices.

The reasons behind for selecting these as sources of data is to get first hand information about the research problem, since the respondents have a direct relation and experience about principals leadership issues. In addition to this, secondary sources, such as written duties of the school leaders and documents in the schools on training and contextual problems that hinder the effectiveness of principal leadership were used as data sources in order to substantiate the data that were obtained through questionnaire.

3.3. Sample Size and Sampling Technique

Totally, there are 21 secondary schools in North Shoa Zone. Thus, all secondary schools were given equal chance to be represented in the sample. For the purpose of this study 7(33.33%) secondary schools were selected using simple random sampling techniques. The sample schools

were randomly selected using lottery method. In simple randomly sampling, every member of the population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research design (Best and Kahn 2004).

Accordingly the selected secondary schools were Bitotessa-17 secondary school, General Taddese Birru secondary school, Fitche preparatory school, Gebre Gurracha secondary and preparatory school, Gohatsiyon secondary and preparatory school, Debre Tsige secondary and preparatory school and Sheno secondary and preparatory school. After the selection of sample schools, the subjects of the study were chosen from two role groups: principals, vice- principals, department heads and teachers.

There are 52 educational leaders which include: 7 principals, 17 vice principals and 28 department heads from 7 sample secondary schools were included in the sample using purposive sampling technique. Crewell (2003) states that in purposive sampling techniques the respondents purposely choosen subjects who, in their opinion, are relevant to the project and the choice of the respondents is guided by the judgment of the investigator. This justification made purposive sampling method more appropriate for selection of principals, vice principals and department heads.

In addition, there are 829 secondary school teachers in North Shoa Zone. As a result there are 410 teachers in the sampled schools .Out of these, 150 (36.58%) of teachers were selected through simple random and proportional sampling technique since it gives equal chance for the respondents to chosen. Simple random sampling technique is preferred because every member of the sample population gets an equal chance to be selected (Seyoum and Ayalew, 1989)

Table 1. Population and Samples of the Study

School code	Name of Secondary School	Total Population				Samples			
		Teachers	Educational Leaders			Teachers	Educational Leaders		
			Principal	Vice principals	Dep't Heads		Principal	Vice Principals	Dep't. Heads
1	Bitotesa 17	43	1	2	4	16	1	2	4
2	G.Tadessa	44	1	2	4	16	1	2	4
3	Fitche	32	1	2	4	12	1	2	4
4	G.Guracha	104	1	3	4	38	1	3	4
5	Gohatsiyon	72	1	3	4	26	1	3	4
6	D.Tsige	40	1	2	4	15	1	2	4
7	Sheno	75	1	3	4	27	1	3	4
	Total	410	7	17	28	150	7	17	28

3.4. Data Gathering Tools

Two data gathering tools namely questionnaire and interview guide were employed in order to gather the necessary data for the study.

3.4.1. Questionnaires

In order to make a better and relevant data, the questionnaires are composed of both close and open ended items. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaires more appropriate for this study. All closed ended questionnaires are Likert type questions and which used to collect data from teachers and educational leaders. The questionnaires mainly focus on roles of principals, principal leadership skills, principal leadership styles and assumed factors that affect school principal leadership effectiveness.

Close ended: closed questions are quicker to complete and easier to code. Responses can be presented as simple choices, multiple tick boxes, or alternatively, subjects may be invited to rank choices by order of preference or to complete a likert scale. In a likert scale the respondents were asked the extent to which they agree or disagree about an issue. The responses may be given in the form of a (usually 5- point) scale. For example, in this study, there are likert scale items which are relevant to principal leadership issues such as, principal leadership roles, principal leadership skills, principal leadership styles and assumed factors that affect school principals, and the respondents indicate their degree of agreement or disagreement on five point scale. The questionnaires comprised biographical information of respondents and work related questions.

Open ended: open ended questions are those questions that solicit additional information from the respondents and provide the respondents a freedom to express their feelings about the research problem. Open ended questions are useful for identifying a range of possible responses and used when there is no previous data exist, and also give the respondents an opportunity to state their own views about a topic. The questionnaires focus on assumed factors that affect school principals. The closed- ended and open ended questionnaires items were administered to principals, vice-principals, department heads and teachers.

Pilot test: a pilot test is a method used to test the design and/or methods and instrument prior to carry out the research. Pilot testing involves conducting a preliminary test of data collection tools, and procedures to identify and eliminate problems, allowing programs to make corrective changes or adjustments before actually collecting data from the target population. This effective practice describes advantages of pilot testing, lists simple procedures to pilot test instruments and provides additional resources (Baker, 1994).

A pilot test usually involves stimulating the actual data collection process on a small scale to get feedback on whether or not the instruments are likely to work as expected in a "real world" situation. A typical pilot test involves administrating instruments to a small group of individuals that has similar characteristics to the target population, and in a manner that stimulates how data will be collected when the instruments are administered to the target population. As a result, the instruments of data collection were pilot tested in some randomly selected secondary schools such as, Abdisa Aga, Degem, Tullumilki and Briti from non sampled schools to test the questions before they administered in to the final participants of the study.

The pilot study was conducted to test the validity and reliability of the instruments, since researchers in quantitative studies should attempt to use instruments that are not only reliable but also valid (Lankshear and Knobel 2004). That is a pre- test is done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information.

First the questionnaires were distributed to sixteen teachers and eight educational leaders in four non sampled secondary schools. Then the distributed questionnaires were collected and the total number of items was divided in to halves, and a correlation was taken between the two halves. This correlation only estimates the reliability of each half of the test. It is necessary then to use a statistical correlation to estimate the reliability of the whole test. To this end, the spearman-Brown prophecy formula was used. Based on the pilot test, the reliability of the instruments was found to be 0.89. Hence, the instruments was found to be reliable as a statistical literature recommend a test result of 0.60 and above as a reliable.

The participants of the pretest were first informed about the objectives of the pilot study and how to fill, evaluate and give feedback on the relevance of the contents, item length, type of questions, layout, etc of the questionnaire. All the questionnaires distributed to sixteen teachers and eight educational leaders were returned. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. Thus some relevant items were used and others were removed and some lengthy items were shortened, and unclear items were paraphrased. After the necessary amendments were made the final copies were distributed to be filled by the respondents.

3.4.2. Interview

Both structured and unstructured type of interview was conducted with seven secondary school supervisors by the researcher himself on a face to face base to get further reliable information and opinion of the respondents using transcription method. Nesbary (2000) maintains that the interview is about the best instrument that allows the interviewer to 'read' participants reaction; therefore, the interviewer is able to adjust and reframe subsequent question(s) appropriately. In order to triangulate the data obtained from teachers, principals and department heads, interview questions were administered to secondary school supervisors. The interview questionnaires mainly focus on principal leadership training and factors affecting leadership effectiveness.

3.5. Data Collection Procedure

The final questionnaires were distributed to the respondents by the researcher, with the help of principals and some teachers of the participating school. Respondents were given enough time (at least five days) to complete the questionnaires and return them to the researcher himself or representative in the school, and data from completed surveys were entered to SPSS.

The interview with secondary school supervisors were carried out in such a manner that the interviewees were visited and briefed on the objective of the study. The interview was thus, conducted accordingly.

3.6. Method of Data Analysis

First the gathered data were checked and coded, classified and tailed in the respective groups and schools. Following that, the data of each group were arranged and organized in tables and problem areas. The analysis of the data was undertaken bearing in mind the basic research questions designed for the study. This research study employed different data analysis techniques such as, percentage, mean and t-test depending on their appropriateness. Consequently, data collected form the respondents were analyzed by statistical tools using computer based SPSS- 17 program.

Items involved in questionnaire were classified in to two major categories. The first category deals with characteristics of respondents, where as the second part treated specific items of the study. Simple tabulation, percentage and frequency were used to analyze the characteristics of the respondents. The specific items of the study were analyzed in the mean, standard deviations, and t- tests with the five point likert scales.

Finally, the qualitative data or information collected through open ended items and interviews were considered to validate the quantitative data. Based on these instruments, relationship of the data was compared between the responses of principals, vice principals, department heads and teachers.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with the description of the sample population, presentation, analysis and interpretation of the data based on the information obtained from the questionnaires and interview. The chapter consisted of two parts. The first part is concerned with the description of the biographical information or the characteristics of the respondents. The second part is concerned with the analysis and interpretation of the data.

The study covered 7 secondary schools that are located in North Shoa Zone of Oromia Region and targeted at principals, vice principals, department heads, teachers and secondary school supervisors. A total of 210 questionnaires, 158 for teachers and 52 for educational leaders, were prepared and distributed for respondents. Out of questionnaires distributed to teachers 150(94.9%) were filled appropriately and returned. All copies distributed to educational leaders were filled appropriately and returned. The interview questions were administered to seven secondary school supervisors in order to substantiate the data obtained from teachers and educational leaders.

Based on the response obtained from the respondents, the analysis and interpretation of the data are presented in the following tables. In analyzing the findings of the study, the following technical procedures and methods were employed. Data collected were organized and comparing the means and interpretation were made by the help of an independent t-test for all five point scale measurement. Items involved in the questionnaire were classified in to two major categories. The first category deals with general background information gathered from respondents, while the second part treated specific items of the study.

4.1. Characteristics of the Respondents

Table 2- Characteristics of Respondents

No	Item		Respondents			
			Teachers		Educational leaders	
			No	%	No	%
1	Sex	Male	134	89.3	52	100
		Female	16	10.7	-	-
		Total	150	100	52	100
2	Age in years	<26 years	79	52.7	-	-
		26-35 years	46	30.7	20	38.5
		36-45 years	15	10	26	50
		46-55 years	8	5.3	6	11.5
		≥56 years	2	1.3	-	-
		Total	150	100	52	100
3	Educational Qualification	MA/MSC/MED	-	-	1	1.9
		BA/BSC/BED	144	96	51	98.1
		Diploma	6	4	-	-
		Total	150	100	52	100
4	Work experience	< 11 years	108	72	10	19.2
		11-20 years	24	16	16	30.8
		21-25 years	12	8	21	40.4
		≥ 26 years	6	4	5	9.6
		Total	150	100	52	100
5	Experience in current position	≤ 5 years	-	-	41	78.9
		6-10 years	-	-	11	21.1
		11-15 years	-	-	-	-
		16-20 years	-	-	-	-
		Above 21 years	-	-	-	-
		Total	-	-	52	100

The result of the study in table 2 above revealed that 89.3% and 10.7% of the teachers were males and females respectively. On the other hand all of the educational leaders were males. This indicates that in the sample areas of the study the work environment is male dominated.

Regarding the age of respondents, 52.7% of the teachers were 25 years and below and 30.7% of the teachers were between 26-35 years. The rest of the teachers were above 36 years old. This shows the vast majority of teachers were very young. In the case of educational leaders 38.5% of them were between 26-35 years and similarly 50% of them were between 36-45 years and 11.5% of the rest of educational leaders were between 46-55 years. This shows that the educational leaders were more matured than majority of the teachers.

With regard to educational qualification of the respondents 96% of the teachers were first degree holders and 4% of them were qualified with diploma. However, 98.1% education leaders had first degree and 1.9% of them were qualified with second degree. As the policy of MOE, teachers of secondary schools are expected to be at least first degree holders in Ethiopian secondary schools, but still there are few teachers in the systems with less qualification than the requirement. This situation may have an influence on the academic performance of the learners which on the other way influence principal leadership effectiveness.

As to the work experience of the respondents the majority of the teachers 72% had work experience of 10 years and below, and 28% of them had work experience of 11 years and above. Incase of educational leaders majority of them 40.4% had work experience ranging from 21-25 years, and the rest 30.8% had work experience of 11-20 years and 9.6% of them had experience of 26 years and above. There are also educational leaders 19.2% who had work experience of 10 years and below. Therefore, it can be inferred that the vast majority of teachers had relatively

little work experience that needs additional time and effort of the principals for supportive and professional development activities.

The educational leader respondents were asked to categorize the response in to two experiences in their current position and other position in general. All the educational leaders came from the teaching profession even though 78.9% had less than 5 years in their current position and only 21.1% of them had 6-10 years of experience in their current position. Therefore, it is possible to infer that most of the educational leaders were less experienced in school leadership. This may causes the educational leaders to be less effective in providing proper educational leadership.

Regarding area of specialization of educational leaders only one of them was a graduate of educational planning and management. With out a clear understanding of educational management, the contribution made for the effectiveness of educational leadership may be limited. Concerning this, Blue print of TDP (MOE 2007) has stated school principals need to have the basic knowledge and skills in the area of educational planning and management.

4.2. Analysis and Interpretation of the Data

This part is devoted to the discussion of the data gathered from respondents on duties of principals as instructional leaders, principals as planner, principals as community participation, and principals in implementing technical skills, human skills, educational skills, symbolic skills and cultural skills, leadership styles of principals and assumed factors that affect the effectiveness of school principals.

The basic roles that were vital to effective school principal leadership were presented to the respondents through questionnaires that requested them to rate the level of accomplishment of the principals' roles on the basis of a five point likert scale. These five point likert scales range from strongly agree = 5 to strongly disagree = 1. Mean scores and t- test results were calculated from the responses. With the five point ranges, two trisecting scores were taken to make the analysis clear. These scores were 2.49 and 3.49. Thus principals with performance on tasks with a mean value from 1.00 to 2.49 were less effective principals, from 2.5 to 3.49 were moderately effective, and from 3.50 to 5.00 were more effective principals. To see the extent to which the mean value of educational leaders and teachers response dispersed t- test for significance were employed at alpha level of 0.05 on dimension. Besides, responses from open ended items and interview were used to triangulate the closed ended questionnaires.

4.2.1. The Extent of Principals Effectiveness in Performing Major Leadership Roles

The Extent of Principals' Effectiveness as Instructional Leaders

This sub- title was aimed at assessing the level of effectiveness of principals as instructional leaders. Key tasks related to this title have taken in to consideration that would allow the researcher to measure the level of effectiveness of principals at the stated school level. Based on this, tasks were listed and presented to respondents and the accomplishments of the principals on these tasks were measured using mean scores, standard deviation and t-test as stated below.

Table 3: Teachers and Educational Leaders Mean Scores on Principals as Instructional Leaders

No	Items Principal of the school…	Respondents	N	Mean	SD	t-test
1	Allocate resources for instructional activities	Teachers	150	3.13	1.20	-2.990
		Educational leaders	52	3.48	0.73	
2	Support teaching and learning	Teachers	150	1.60	1.43	1.627
		Educational leaders	52	1.55	0.69	
3	Take part in staff development	Teachers	150	3.53	1.28	-1.215
		Educational leaders	52	3.56	0.69	
4	Take part in improving the curriculum	Teachers	150	2.26	1.52	-1.135
		Educational leaders	52	2.45	1.08	
5	Encourage teachers in conducting action research	Teachers	150	1.32	1.41	-0.147
		Educational leaders	52	2.00	1.12	
6	Promote quality instruction	Teachers	150	3.24	1.40	-1.689
		Educational leaders	52	3.43	1.43	
7	Evaluate instructional activities	Teachers	150	3.57	1.45	-1.172
		Educational leaders	52	4.07	1.23	
8	Coordinate curriculum	Teachers	150	3.16	1.43	
		Educational leaders	52	3.01	0.11	1.919
	Average	Teachers	150	2.72	1.38	
		Educational leaders	52	2.94	0.85	1.486

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

The success of any school in different aspects is critically linked with the leadership effectiveness of the principals. As can be seen in table 3 item 1 above, teachers and educational leaders were asked to give the responses regarding allocating resources for instructional

activities. The mean scores of teacher respondents 3.13 and that of the educational leaders 3.48 showed that the principals' roles in allocating resources for instructional activities were rated moderately with teachers and educational leaders.

Regarding item 3 in the same table taking part of principals in staff development was also rated by each group of respondents. The mean score of the teachers and educational leaders 3.53 and 3.56 respectively showed that principals were highly take part in staff development. Similarly, according to item 7 of table 3 the mean scores of teachers 3.57 and principals 4.07 also show that principals were highly evaluate instructional activities.

The t-test result of item one -2.990 which is beyond the t-critical value (1.96) at 0.05 significance level indicates that there is significance difference between the group of teachers and educational leaders in rating the item that they perceive the task differently. For items 3 and 7 the t-value (-1.215 and -1.172) which is less than the t-critical, reveals that there is no statistical difference for the two items and there is a similarity in rating the items between the two groups of respondents.

Regarding item 2 in the same table the availability of principals to support teachers in teaching and learning was also rated by each group of respondents. The mean scores of teacher respondents and educational leaders 1.60 and 1.55 respectively showed that principals were less effective in supporting teaching and learning activities.

As to principals take part in improving the curriculum, item 4 depicts that the teachers' and educational leaders mean scores 2.26 and 2.45 shows that principals were less effective in taking part in staff development. With regard to item 5 in the same table the teachers mean score 1.32

and that of educational leaders 2.00 revealed that principals effectiveness in encouraging teachers in conducting action research was low.

From the data in table 3 item 6 above, teachers mean score 3.24 and that of educational leaders 3.43 indicated that principals' effectiveness in promoting quantity instruction was moderate. Similarly, with regard to item 8 in the same table effectiveness of principals to coordinate curriculum, mean score of teacher respondents was 3.16 and that of educational leaders was 3.01 Showed that principals were coordinate curriculum moderately.

The t-test used to check the difference between the responses revealed that a significance difference between the mean of items 2,4,5,6 and 8 (1.627, -1.125, -0.147, -1.689 and 1.919) respectively, revealed that there is no significant difference between the means of the group of respondents. For these items, the t-values were less than the critical value (.960) implies there is no difference in perception in rating these tasks between teachers and educational leaders.

For the teaching and learning process to be valuable principals have to be instructional leaders who are devoted to the proper implementation of the curriculum whose result would be the learners' high academic performance and achievement. According to McEwan (2003), the role of principals as instructional leaders is giving direction, allocating resources, supporting teachers to improve school performances in the teaching and learning rather than focusing on administration issues.

Therefore, according to the above analysis, in order to see the extent to which school principal's roles as instructional leaders, the opinion of teachers and educational leaders were collected. On agreement principals as instructional leaders were found to be moderately effective in their

leadership. This is because principals whose mean values between 2.49 and 3.49 were considered as moderately effective instructional leaders.

Principals as a Planner

It is evident that planning is a primary function performed in schools by principals. Because planning is a formal process of written objectives, strategies, policies, and budgets, cascading from top management down the hierarchy, with ever more detailed visions at each lower level of management (Yukl, 2007). The principal, therefore, is responsible for the school by planning each educational activity.

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

Table 4: Teachers and Educational Leaders Mean Scores on the Processes of Planning

No	Items Principal of the school…	Respondents	N	Mean	SD	T-test
1	Clearly define the school goal	Teachers	150	3.40	1.15	-1.194
		Educational leaders	52	3.46	1.29	
2	Look at the school system as a whole	Teachers	150	3.32	1.30	-0.484
		Educational leaders	52	3.46	1.29	
3	Evaluate the strength of the school	Teachers	150	2.34	1.28	-1.945
		Educational leaders	52	2.46	1.08	
4	Evaluate the weakness of the school	Teachers	150	2.42	1.37	-2.508
		Educational leaders	52	2.47	1.20	
5	Identify the need of teachers	Teachers	150	1. 09	1.40	-5.421
		Educational leaders	52	2.55	0.07	
	Average	Teachers	150	2.51	1.30	-2.310
		Educational leaders	52	2.88	0.98	

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

From the data in table 4 item 1 above, teachers' mean scores 3.40 and that of educational leaders 3.46 showed that principals' effectiveness in defining school goal was moderate. Similarly, with regard to item 2 in the same table teachers' mean score 3.32 and that of educational leaders 3.36 showed that principal's effectiveness in looking at the school system as a whole is rated also moderately.

Regarding items 3 and 4 teachers and educational leaders were asked whether secondary school principals evaluate the strength and weakness of the school. Accordingly teacher respondents mean scores 2.34 and 2.42 and that of educational leaders 2.36 and 2.47 respectively rated low.

Both groups of mean scores show that principals were less effective in evaluating the school's strength and weakness. Similarly, principal's effectiveness in identifying the need of teachers was rated low by both teachers and educational leaders with respective mean ratings of 2.09 and 2.22. This also indicates that principals were less effective in guiding with plan in the school.

The t-test used to check the difference between the responses revealed that a significant difference between the mean of 1, 2 and 3 (-1.194, -0.484, -1.945) respectively, revealed that there is no significant difference between the means of the group of respondents. For these items, the t-values were less than the t-critical (1.96) implies that there is no deference in perception in rating these tasks between teachers and educational leaders. On the other hand, for the rest tasks (item 4 and 5) in this function their t-values (-2.508 and -5.421) respectively were beyond the t-critical (1.96) at 0.05 significance level, which showed that there is a statistically significant difference between the means of the groups of respondents.

Therefore, the two groups of respondents with their average mean values 2.51 and 2.88 showed that, school leaders were not as such effective in planning the work done in the school. Because principals whose mean value between 2.49 and 3.49 were considered as moderately effective leaders. Planning in schools as a process involves that the translation of concepts, ideas, beliefs in to operational process and measurable outcomes or objectives and the accomplishment of which is believed to lead to the realization of predetermined goals (Ubben and Huges, 1997).

The Extent of Principals Effectiveness in Community Participation

This sub- title was treated with the intention of assessing the level of effectiveness of the principals in community participation in the school. School principals are given the power and responsibility among others to appropriately manage the overall educational activities in schools,

seek and maintain the active cooperation of the community in the management of the school. Hence, to assess the leadership effectiveness of the principals in community participation for the accomplishment of activities, the respective mean values of the tasks were depicted in table 5 below.

Table 5- Teachers and Educational Leaders Mean Scores on the Task of Ensuring Effective Community Participation in the School

No	Items	Respondents	N	Mean	SD	t-test
	Principal of the school…					
1	The principal deals with community	Teachers	150	3.30	1.27	-1.043
		Educational leaders	52	3.39	1.03	
2	The principal deals with business sectors	Teachers	150	2.24	1.32	-1.476
		Educational leaders	52	2.44	1.01	
3	The principal works with NGOs	Teachers	150	2.00	1.20	-1.116
		Educational leaders	52	2.40	1.24	
4	The principal involves community in decision making	Teachers	150	3.40	1.28	-0.351
		Educational leaders	52	3.47	0.03	
5	The principal work with parents	Teachers	150	3.04	0.26	-0.248
		Educational leaders	52	3.07	0.19	
	Average	Teachers	150	2.79	1.07	-0.846
		Educational leaders	52	2.95	0.70	

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

In table above, item 2 requested respondents to indicate their responses on the question whether the principals deal with the business sectors. As it can be seen from the table, the mean scores of

teachers and the educational leaders 2.24 and 2.44 respectively showed that the principals were less effective in dealing with business sectors.

On item 3, the respondent's agreement or disagreement on the extent to which principals working with NGOs was considered. Hence, the mean scores of the teachers and educational leader respondents, 2.00 and 2.40 respectively reveal that principals were less effective in participating NGOs in school activities.

Similarly, regarding item 4 in table 5, the mean scores of both the teachers and educational leaders 3.40 and 3.47 respectively confirm that principals were moderately effective in performing this task. The two groups of respondents showed their lower level of agreement on principals involve community in decision making. Regarding item 1and 5 in the same table, the mean scores of teachers and principals respondents 3.30 and 3.39, and 3.04 and 3.07 respectively showed that principals were deal with community and work with parents rated moderately. Furthermore, the interview made with secondary school supervisors reveals that principals were moderately effective in ensuring effective community participation in the school.

The t- test for significance conducted reveals that items 1, 2, 3, 4 and 5 (-1.043, -1.476, -1.116, -0.351 and -0.248) respectively were in the critical region, which implies that there is no statistical difference between the means of groups of respondents for each item. The t-value for the function of ensuring effective community participation in school was -0.846 which is less than the critical value (1.96). This shows there is no sufficient statistical evidence that shows the mean difference between the groups of respondents at 0.05 significance level. This implies, both groups perceive the items similarly in the principal's effective community participation in the school.

Sergiovanni (1995) states that effective principals create partnership linkage between the school and the community by establishing a variety of methods for communicating, involving them in decision making process and have them serve as resources. So, principals should seek and maintain the active participation of the community in the management of schools.

4.2.2. The Extent of Principals Effectiveness in Implementing Basic Leadership Skills

The Extent of Principals in Implementing Technical and Educational Skills

In this sub- title, the activities of principals in implementing technical and educational skills was discussed with the intention that it is valuable to lead the school effectively. Technical skill is the ability to use tools, techniques or approaches in a specialized manner. Moreover, educational skill is the principals getting in instructional and curriculum leadership, such as addressing educational problems, developing and evaluating curriculum and the professionals and the staff (Gamage 2006). These skills enable principals to be effective in the assigned tasks.

Therefore, in the foregoing part, principal skills with regard to technical and educational skill were presented and discussed using appropriate statistics stated bellow. Presentation and analysis of this sub- section took data depicted in table 6 as follows.

Table 6- Teachers' and Educational Leaders Mean Scores on Principals Implementation of Technical and Educational skills

No	Items Principal of the school…	Respondents	N	Mean	SD	t-test
1	Can identify quality defects	Teachers	150	3.26	1.35	-1.220
		Educational leaders	52	3.41	1.23	
2	Deal with disruption in the work due to insufficient materials	Teachers	150	3.50	1.36	-2.818
		Educational leaders	52	3.78	1.22	
3	Deal with coordination problem	Teachers	150	3.18	1.10	-1.799
		Educational leaders	52	3.25	1.11	
4	Help teachers in teaching and learning process	Teachers	150	3.50	1.58	-3.678
		Educational leaders	52	4.36	1.02	
5	Have ability to manage instructional programs	Teachers	150	3.28	1.52	-1.946
		Educational leaders	52	3.47	0.49	
6	Address school problems	Teachers	150	2.22	1.39	-1.482
		Educational leaders	52	2.24	1.28	
7	Develop curriculum	Teachers	150	2.16	1.29	-2.849
		Educational leaders	52	2.44	1.17	
8	Evaluate curriculum	Teachers	150	2.00	1.28	-2.445
		Educational leaders	52	2.48	0.52	
9	Evaluate Educational programs	Teachers	150	2.18	1.31	-3.863
		Educational leaders	52	2.46	0.68	
	Average	Teachers	150	2.92	1.18	-2.457
		Educational leaders	52	3.24	0.98	

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

As it was indicated in table 6 item 6, the mean score of the teachers 2.22 and educational leaders 2.24 which are less than the moderate level of agreement showed that principals were less effective in addressing school problems. Item 7 and 8 also depicted that the mean scores of both groups of respondents, i.e. teachers 2.16 and 2.00, and educational leaders 2.44 and 2.48 respectively indicated that principals were less performer in developing and evaluating curriculum. Similarly, item 9 in the same table above, the calculated mean scores of the two groups of respondents 2.18 and 2.46 revealed that the principals were less effective in evaluating educational programs.

With regard to item 1 in table 6, the mean scores of the teacher respondents and educational leaders 3.26 and 3.41 respectively showed that principals can identify quality defects rated moderately. Moreover, items 3 and 5 in the same table, the mean scores of the teachers 3.18 and 3.28, and educational leaders 4.25 and 3.47 respectively indicated that the effectiveness of principals in dealing with coordination problem and principals ability to manage instructional problems rated moderately.

Regarding item 2 and item 4 in table 6, the mean scores of the teacher respondents and educational leaders 3.50 and 3.50, and 3.78 and 4.36 respectively revealed that principals were highly effective in dealing with disruption in the work due to insufficient materials and in helping teachers in teaching and learning process although there is a little difference in views of the two groups.

On top of this, the two groups of respondents with their average mean values 2.92 and 3.24 showed their agreement that principals as educational leaders were found to be moderately

effective in implementing technical and educational skills. This is because principals whose mean values between 2.94 and 3.49 were considered as moderate effective school leaders.

For the purpose of comparing the average level of agreement of the two groups of respondents, an independent sample t- test was computed. To this end, the t- test conducted for the items of implementing technical and educational skills, items 2, 4, 7, 8 and 9 (-2.818, -3.678, -2.849, -2.445 and -3.863) were beyond the critical value (1.96). This indicates, there is a statistical difference at 0.05 significance level, and as a result there is a difference between the means of the responses of the groups of the respondents. For items 1, 3, 5 and 6 the t-values (-1.220, -1.799, -1.949 and -1.482) respectively, which is less than the critical value (1.96) indicates there is no statistical difference in the four items. The average t-value of all items in the table (-2.457) greater than the critical value (1.96) indicates that, there is a sufficient statistical evidence that shows the means of the two groups of respondents were different. The teacher respondents' rate the technical and educational skills of the principals lower than the educational leader respondents. Hence school leaders should revisit their implementation of technical and educational skills.

The Extent of Principals in Implementing Human skills

This sub-title was devoted to the discussion of the principals' leadership effectiveness in implementing human skills. According to Northouse (2007), human skills are abilities that help a leader to work effectively with subordinates, peers and superiors to accomplish the organizations goal. Therefore, to assess the leadership effectiveness of principals in implementing human skills, mean values, standard deviations and t- test results of teachers and educational leader respondents for each item were depicted in table 7 below.

Table 7- Teachers' and Educational leaders Mean Scores on Principals in Implementing Human Skills

No	Items Principal of the school…	Respondents	N	Mean	SD	t-test
1	Has ability to work with peers	Teachers	150	2.38	1.55	-1.557
		Educational leaders	52	2.44	1.10	
2	Has ability to work with superior	Teachers	150	2.40	1.36	-1.158
		Educational leaders	52	2.47	1.22	
3	Has knowledge about human behavior	Teachers	150	2.26	1.56	-1.639
		Educational leaders	52	2.30	0.75	
4	Has ability to understand feelings of others	Teachers	150	1.42	1.55	-1.508
		Educational leaders	52	2.44	0.80	
5	Building good moral in the school	Teachers	150	3.02	0.02	-1.115
		Educational leaders	52	3.44	1.19	
6	Support the staff out of the schools	Teachers	150	3.00	0.00	-1.537
		Educational leaders	52	3.39	1.14	
	Average	Teachers	150	2.41	1.00	-1.419
		Educational leaders	52	2.74	1.03	

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

As depicted in table 7 item 1, the calculated mean value of the teachers, i.e. 2.38 and that of the educational leaders 2.44 revealed that the principals were less effective in their leadership, that they have low ability to work with peers. This is because the mean values rated by the groups of respondents were lower than the moderate level of agreement.

The t- test result proves that there is no statically significant difference between the two groups of respondents in their ratings towards the item. The t- value (-1.557) which is less than the t-critical (1.96) proves that the respondents did not have significant difference in perception of rating the task.

Table 7 item 2 revealed that the mean scores of the two groups of respondents 2.40 and 2.47 showed that the principals were less effective in their leadership ability to work with superior. This is because the mean values rated by the groups of respondents are lower than the moderate level of agreement. The t- test result (-1.158), which is less than the t- critical (1.96) indicates that there is no statically significant difference between the responses of the two groups.

As it was indicated in table 7 item 3 and 4 above, the calculated mean scores of the two groups of teacher respondents 2.26, and 1.42 and educational leader respondents, 2.30 and 2.44 revealed that the principals were less effective in their knowledge about human behavior and understanding feelings of others.

Regarding item 5 and item 6, in table 7, teachers and educational leaders were asked to rate the effectiveness of principals in building good moral in the school and support the staff out of the school. As the result, the mean scores of teachers 3.02 and 3.00, and educational leaders 3.44 and 3.39 revealed that principals were moderately effective in building moral in the school and support the staff out of the school.

Comparing the average level of agreement of the teacher respondents and that of educational leaders, the computed t- test result of items 5 and 6 (-1.115 and -1.537) indicated that there is no statistically significant difference between the perception of the two groups. Similarly, the t-

value is less than t- critical (1.96) proving that the two groups of respondents do not vary in their average ratings.

The Extent of Principals effectiveness in Implementing Symbolic and Cultural Skills.

This sub- section is devoted to the discussion of the data gathered from respondents on the symbolic and cultural skills. According to Ubben and Huges (1991), symbolic skill is signal sent out by the principal regarding what is considered important. And he also stated cultural skills of principals as the skill of leadership attempts to build traditions of the school around those things most highly valued. Therefore, to assess the leadership effectiveness of principals in implementing symbolic and cultural skills, mean values, standard deviations and t- test results of teacher and educational leader respondents for each item were depicted in table 8 below.

Table 8- Teachers' and Educational Teachers Mean Scores by Principals in Implementing Symbolic and Cultural Skills

No	Items	Respondents	N	Mean	SD	T-test
	Principal of the school…					
1	Has modeling behavior for community	Teachers	150	3.26	1.38	-1.861
		Educational leaders	52	3.45	0.95	
2	Has modeling behavior for students	Teachers	150	3.15	0.30	-1.113
		Educational leaders	52	3.34	0.89	
3	Has modeling behavior regarding what is important	Teachers	150	1.32	1.30	-1.402
		Educational leaders	52	2.17	1.83	
4	Capability to be a good example to the staff	Teachers	150	3.28	0.93	-0.168
		Educational leaders	52	3.31	1.05	
5	Attempt to based on tradition of school value	Teachers	150	4.08	1.34	-0.904
		Educational leaders	52	4.17	1.38	
6	Respect school culture	Teachers	150	3.64	1.25	-0.218
		Educational leaders	52	3.72	1.83	
7	Bond students, teachers and parents to have trust on school	Teachers	150	1.24	1.33	-1.900
		Educational leaders	52	2.01	1.89	
8	Has ability to bind the culture of school	Teachers	150	1.16	1.47	-1.439
		Educational leaders	52	2.13	1.05	
9	Handle the staff according to their behavior	Teachers	150	1.32	1.39	-0.190
		Educational leaders	52	2.28	1.10	
	Average	Teachers	150	2.51	1.18	-1.020
		Educational leaders	52	2.95	1.21	

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

As it was indicated in table 8 item 3, the mean scores of the teachers 1.32 and educational leaders 2.17 which are lower than the moderate level of agreement, indicated that principals were less effective in their leadership, in having modeling behavior regarding what is important. Similarly, items 7, 8 and 9 in the same table revealed that the mean scores of teacher respondents 1.24, 1.16, 1.32 and educational leaders respondents 2.01, 2.13 and 2.28 respectively indicated that principals were ineffective in bonding students, teachers and parents, in binding the culture of school and in handling the staff according to their behavior. Their mean scores were rated below moderate level of agreement and these show their ineffectiveness in such skills.

The t-test for significance employed reveals that the t-values of items 3, 7, 8 and 9 (-1.113, -1.900, -1.439 and -0.190) respectively were in the critical region, which implies that there is no statistical difference between the means of the groups of respondents for each item the t-value is less than the critical value (1.96). This indicated that there is no sufficient statistical evidence that shows the mean difference between the groups of respondents at 0.05 significance level. This implies that both groups of respondents perceive the items similarly.

However, it is important to note that item 1, 2 and 4 of table 8, the group of teachers (3.26 , 3.15 and 3.28) and educational leader respondents` rated the items differently with mean values of (3.45, 3.34 and 3.31) respectively. This shows that principals were try to be model for the community, staff and for the students moderately.

On the other hand, for items 4 and 6 the mean scores of the teacher 4.08 and 3.64 and of educational leaders 4.17 and 3.72 respectively depicted that principals have capability to be a

good example to the staff and they also try to respect school culture highly. From the mean value we can see that respondents were highly satisfied with the item 4 and 6.

The t-test used to check the difference between the responses revealed that a significant difference between the mean of items 1, 2 and 4 (-1.861, -1.113, and 0.168) respectively revealed that there is no significant difference between the means of the group of respondents. For these items the t-value were less than the critical value (1.96) implies that there is no difference in perception in rating these tasks between teachers and educational leaders. Generally, on top of this, the two groups of respondents with their average mean values 2.51 and 2.95 showed their agreement that principals in implementing proper leadership skills were found to be moderately effective.

4.2.3. The Extent of Principals Effectiveness in Using Proper Leadership Styles

This part of analysis deals with the appropriate leadership style that principals used in appropriate situation. These styles have some impacts on the leadership effectiveness. To this effect ten items have been identified and responses were obtained and summarized as follows.

Effective leaders vary their leadership styles in response to such factors as community expectations, organizational climate and culture and certain aspects of the task such as timeliness and viability of resources (Gamage, 2006). There is no one best leadership style as the leadership style will vary depending on particular situation (Guthries and Reed, 1991). The following table presents the respondents view on which leadership style principals use in appropriate situation. Based on this, tasks were listed and presented to the respondents and the accomplishments of the principals on these tasks were measured using appropriate statistics stated below.

Table 9: Teachers' and Educational Leaders Mean Scores on Principals Leadership Styles

No	Items Principal of the school…	Respondents	N	Mean	SD	t-test
1	Do the minimum effort to get required works done	Teachers	150	3.40	1.32	-0.123
		Educational leaders	52	3.46	1.41	
2	Concentrate on confirming the status quo	Teachers	150	2.22	1.17	-1.435
		Educational leaders	52	2.47	0.85	
3	Use goal centered approach to gain high quality results	Teachers	150	2.18	1.31	-0.678
		Educational leaders	52	2.48	0.98	
4	Place primary emphasis on good feeling among colleague	Teachers	150	3.00	0.00	-2.128
		Educational leaders	52	3.38	1.30	
5	Concentrate on maximum production through the use of power	Teachers	150	4.48	1.72	-0.567
		Educational leaders	52	4.64	1.78	
6	Identifies problem, consider possible solution and tell followers what they have to do	Teachers	150	4.12	1.25	
		Educational leaders	52	4.32	1.83	-1.546
7	Make the decision and tries to persuade workers	Teachers	150	2.84	0.93	
		Educational leaders	52	3.42	1.25	-2.943
8	Identifies a problem and proposes alterative solutions	Teachers	150	3.52	1.47	
		Educational leaders	52	4.43	1.85	-2.231
9	The workers have chance to influence the decision from the beginning	Teachers	150	1.30	1.36	
		Educational leaders	52	2.00	1.25	-2.142
10	The principal participates in the decision as a member	Teachers	150	1.46	1.45	
		Educational leaders	52	2.00	1.17	-1.324
	Average	Teachers	150	2.86	1.19	
		Educational leaders	52	3.26	1.36	-1.511

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

As can be seen from table 9, the secondary school principals' leadership style, respondents' responses were showed that principals used inappropriate leadership style. In item 5, 6 and 8 in this table, the mean scores of teachers 4.48, 4.12 and 3.52 and educational leaders 4.64 and 4.32 and 4.43 respectively depicted that principals were highly concentrate on maximum production through the use of their power, identifying a problem, consider possible solutions and tell their followers what they are to do. This may indicated that most principals emphasis on autocratic leadership style.

As it was indicated in table 9, item 1, 4 and 7, doing the minimum effort to get required work done, placing primary emphasis on good feeling among colleagues and making the decision and trying to persuading workers, the mean scores of teacher respondents 3.40, 3.00 and 2.84 and educational leader respondents 3.46, 3.38 and 3.42 respectively showed that principals were moderately emphasis on making decision first and trying to persuade workers, doing the minimum effort to get required work done and placing primary emphasis on good feeling among colleagues.

However, concerning items 2, 3, 9, and 10 the mean scores of teachers 2.22, 2.18, 1.30 and 1.46 and educational leader respondents 2.47, 2.48, 2.00 and 2.00, respectively showed that principals were less effective in concentrating and confirming the status quo, in using goal centered approach to gain high quality results, giving the chance for the workers to have a chance to influence the decision from the beginning and principal's participating in decision making as a member.

The t-test for significance employed reveals that the t-values of items 1, 2, 3, 5, 6 and 10 respectively were in the critical region, which implies that there is no statistical difference between the means of the group of respondents and for the rest of the items 4, 7, 8 and 9 (-2.128, -2.943, -2.231, and -2.142) the t-values were beyond the t-critical value (1.96) at 0.05 significance level, which showed that there is a statistical difference between the means of the group of respondents in these tasks.

Generally, as observed on table 9, we can see that almost in most items raised most principals did not use appropriate leadership styles in appropriate situation. These limitations may come from lack of training and experience regarding school leadership. In the same way, the data obtained from secondary school supervisors' interview showed that principals were not exercised appropriate leadership style according to situation due to lack of training and experiences.
Leadership style is the relatively consistent pattern of behavior that characterizes a leader. The study of leadership style is an extension of understanding leadership behaviors and attitudes (Dubrin, 2007). The style that individuals use is based on a combination of their beliefs, values, and preferences as well as the organizational culture and norms which encourage some styles and discourage others.

4.2.4. Assumed Factors Affecting Principals Leadership Effectiveness

The effective performance of principals' leadership can be affected by many factors. Some of the factors were discussed in section 4.2.4. In addition to this, the respondents were asked to rank the factors that hinder the effectiveness of principal leadership in the school. The respondents were asked to rate the eight items such as lack of training in school leadership, lack of vision, lack of self confidence, lack of knowledge base, lack of commitment of principals, lack of cooperating

of teacher, lack resolving discipline problem and lack of participating community according to the weight of the problem.

The assumed factors that affect leadership effectiveness of secondary school principals were presented to respondents through closed and open ended questionnaires and interviews. The questionnaire requested the respondents to rate their level of agreement on those factors on the basis of five point likert scale which range from strongly Agree =5 to strongly Disagree=1. Mean scores, standard deviation and t- test results were calculated from the responses. Besides, the responses from open ended question and interviews were summarized to validate the findings during the process of presentation and analysis of all the data.

Table 10- Teachers and Educational Leaders Mean scores on Assumed Factors that Affect School Principals Leadership Effectiveness

No	Items	Respondents	N	Mean	SD	t-test	Rank
	Principal of the school…						
1	Lack of training in school leadership	Teachers	150	3.80	1.31	-0.357	1
		Educational leaders	52	4.00	1.23		
2	Lack of vision	Teachers	150	3.44	1.15	0.113	6
		Educational leaders	52	3.41	1.76		
3	Lack of Self confidence	Teachers	150	3.52	1.10	0.213	4
		Educational leaders	52	3.50	1.15		
4	Lack of knowledge base	Teachers	150	3.74	0.99	0.113	3
		Educational leaders	52	3.73	0.01		
5	Lack of commitment	Teachers	150	3.79	1.01	0.213	2
		Educational leaders	52	3.77	1.11		
6	Lack of cooperating teachers	Teachers	150	3.56	0.05	0.458	5
		Educational leaders	52	3.45	0.08		
7	Lack of resolving discipline problem	Teachers	150	3.25	1.30	0.436	8
		Educational leaders	52	3.18	1.49		
8	Lack of participating community	Teachers	150	2.20	1.30	1.653	7
		Educational leaders	52	1.83	1.49		
	Average	Teachers	150	3.41	1.02	0.444	
		Educational leaders	52	3.35	1.04		

SD=standard deviation, t-critical=1.960, df=200, significance level=0.05

As can be seen in table 10, from the eight factors that were assumed to affect the effectiveness of principal leadership item 1, with mean scores of teacher and educational leader respondents 3.80 and 4.00 lack of training in school leadership rated as the first and the most serious problem. This showed that their rating is higher than the moderate level of agreement. For principals to be influential in discharging their leadership responsibility they need to have skills and appropriate training in educational leadership which makes them effective leaders. According to Gamage (2006) many research findings placed special emphasis on acquiring professional development in leadership and management in education.

Comparing the average level of agreement of the two groups, an independent sample t- test was computed. The t-test result reveals that there is no statistically significant difference between the two groups of respondent. This can also be proved by the t- value (-0.375) which is less than the t-critical (1.96). In the same way the interview made with secondary school supervisors also revealed that principals did not have respective training in educational leadership and management. The open-ended question also showed that principals did not have respective training in the field of educational leadership and management.

But, it is true that professional knowledge, skills, and attitudes have great impact on the achievement of organizational goals and objectives, and lack of the skill will create an impediment to principals. In support of the idea that principals did not have any professional training, Bennaars (1994) stress that principals are selected from teachers, and they all have barely any leadership experience or prior training in educational leadership and management. So, those who want to become principal leaders must seek out training and development

opportunities through networking with colleagues, professional organization and personal programs of self improvement (Educational Research Service, cited in McEwan, 2003)

Similarly, the group of teachers and educational leaders' respondents, ranked item 5 lack of commitment, as the second most serious problem both with mean scores of 3.79 and 3.77 respectively. This reveald that their rating is higher than the moderate level of agreement which indicates there is lack of commitment. Commitment may be by the inhibit factors, such as lack of communication and trust, high level of interpersonal conflict, non alignment of personal and organizational goal. These can be enhanced by promoting factors such as administrative support, empowerment, collegiality and collaborative climate (Menzies, 1995).

The t-test used to check the difference between the responses revealed that a significant difference between the two groups (0.213), revealed that there is no significant difference between the means of the group of respondents. For this item, the t-value was less than the t-critical (1.96) implies there is no deference in perception in rating this task between teachers and educational leaders.

In addition to this, lack of knowledge base further indicated on item 4 rated as a third factor that impede the effectiveness of principal leadership, with both group of respondents mean scores 3.74 and 3.73 respectively, which indicates there is lack of knowledge base.

To see the deference between the responses of the two groups, an independent sample t- test way computed. The t- test result (0.113) indicated that there is no statically significant difference between the two groups of respondents. The interview held with secondary school supervisors

and response to open ended question reveals that lack of knowledge base was a serious factor that hinder the effectiveness of school principals.

As to item 3 in the same table, the group of teacher and educational leader respondents ranked the lack of self confidence as the forth serious problem of secondary school principal leadership effectiveness with mean score values of 3.52 and 3.50 respectively, which indicates that there is lack of self confidence of principals.

To see the deference between the responses of the two groups, an independent sample t- test was computed. The t- test result (0.213) which is less than critical point (1.96) indicated that there is no statically significant difference between the two groups of respondents. In the same way, data obtained from interviews made with supervisors and response to open ended question reveals that lack of self confidence is also a serious factor that hinder the leadership effectiveness of secondary school principals.

Furthermore, as it was shown in table 10 item 6 above, the two group of respondents, i.e. teachers and educational leaders were asked to give their agreement and disagreement on cooperating of teachers in the school. Hence, they rated as fifth problem that impedes the effectiveness of principal leadership with mean scores of 3.56 and 3.45 respectively which indicates there is lack of cooperating of teachers.

An independent sample t-test was computed to see the respondents' difference in perception on their average ratings. Therefore, the t- test result with (0.458), is less than the critical value (1.96) proves that there is no statistically significant difference between the respondents. In the same way data obtained from interviews made and response to open ended question resents that there

is lack of cooperating of teachers in the school which has a serious impact on effectiveness of principals' leadership.

Lack of vision indicated on items 2 and 7 ranked as in sixth and seventh factors respectively, with mean score value 3.44 and 3.41, by teacher and 3.25 and 3.18 by educational leader respondents, which indicated lack of vision and resolving discipline problems are the sixth and seventh factors, that hampers the effectiveness of principals. McEwan (2003) states that all of us can become effective principal leaders if we have vision, have the knowledge base, are willing to take risks.

Similarly, lack of participating community indicated on item 8 ranked as eighth factor with a mean of 2.20 and 1.83 by teacher and educational leader respondents which indicated that there is no more lack of participating community. According to Cheng (2005), family school collaboration is a cooperative process of planning that brings together school, staff, parents, students, and the community members to maximize resources for achievement and development. Gamage (2006) also stressed that community participation yields maximum resources from members such as money, knowledge, and skills.

According to the data obtained from the interview made with secondary school supervisors, community involvement in schools was found in moderate level. There was link between the school and the local community. Supervisor respondents stressed that the large majority of the parents have no problem in coming to school for the matter of their children's learning. Most parents have awareness of following up the performance of their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with the summary of the major findings, conclusion and recommendations that the researcher forwarded on principal leadership effectiveness.

5.1. Summary of the Major Findings

The main purpose of the study was to identify the leadership effectiveness of secondary school principals. To this effect, an attempt was made to assess the extent to which principals performed their leadership roles as (an instructional leader, a planner and participating community), principals in implementing (technical human educational, symbolic and cultural) skills, principal leadership styles and barriers to the effectiveness of school principals. In order to attain the objectives of the study, the following basic questions were stated and answered.

i. To what extent do secondary school principals carry out principal leadership roles?
ii. To what extent do school principals implement the necessary leadership skills?
iii. Which leadership style is highly emphasized by the school principals?
iv. What are the school factors that hamper the effectiveness of secondary school principals?

To this end, a descriptive survey was used as a method of the study. Quantitative and qualitative approaches were used in analyzing the data. The subjects of the study were teachers, educational leaders and secondary school supervisors. The study employed questionnaires and semi structured interview as data gathering tools. The interview with seven secondary school supervisors were conducted as planned. Totally, 210 questionnaires were prepared and

distributed. From those 158 were for teachers, and 52 were for educational leaders; from the distributed copies, 150(94.9%) copies of teachers' questionnaires and all of the copies of questionnaires that were distributed to the educational leaders were returned.

Different data analysis tools were employed for the analysis and interpretation of the data. The statistical tools include percentages, average mean scores, standard deviations and t- test results.

The average mean scores 1.00-2.49 represent less effective leaders, 2.50-3.49 and 3.50-5.0 represent moderately effective and highly effective principals respectively. Hence, the analysis made substantiate the following major findings.

The Extent of Principals Effectiveness in Performing Major Leadership Roles

Concerning principals' effectiveness as instructional leaders especially in the case of supporting teaching and learning activities, take part in improving the curriculum and encourage teachers in conducting action research, principals were less effective as indicated by the mean scores of both teachers and educational leader respondents (1.60, 2.26, 1.32, and 1.55, 2.45, 2.00) respectively, whereas in taking part in staff developing and in evaluating instructional activities principals, were more highly effective as indicated by the mean scores of teachers 3.53 and 3.57 and educational leaders 3.56 and 4.04 respectively. Principals were moderately effective in allocating resources for instructional activities, in promoting quality instruction and in coordinating curriculum with mean scores of both teachers and educational leader respondents (3.13, 3.24, 3.16 and 3.48, 3.43, 3.01) respectively. The two groups of respondents did not significantly differ in rating principal as instructional leaders which can be proved by t- value (1.486) which is less than the t-critical (1.96).

Principals on the process of planning especially in evaluating the strength and weakness of the school and in identifying the need of teachers were less effective as indicated by the mean scores of the teachers and educational leaders, where as medium in clearly defining school goal and in looking at the school system as a whole. The overall assessment of the principals in the process of planning the average mean scores of teachers (2.51) and educational leaders (2.88) showed that the principals were moderately effective in the process of planning. The t- test value for significant conducted (2.310) which is greater than the t- critical (1.96) showed there is statistically significant difference between the two groups of respondents towards the item.

Regarding principals' effectiveness in community participation in the school, teachers' and educational leaders' average mean scores 2.79 and 2.95 respectively showed that, principals were moderately effective in dealing with business sectors, in working with NGOs and involving the community in decision making, dealing with community and working with parents as a whole. The t- test value for significance conducted (-0.846) reveals that there is no statistically significant difference between the mean of the groups of respondents for the purpose of ensuring effective community participation in the school.

The Extent of Principals Effectiveness in Implementation of Basic Leadership Skills

Here also the analysis of numerical data such as descriptive statistics mean scores, standard deviations and t- test results were computed. The t- test results were calculated at the 0.05 level of significance, critical value (1.96). Based on the results of data analysis, the major findings were summarized as follows.

With regard to principals' implementation of technical and educational skills, the two groups of respondents highly rated the tasks of dealing with disruption in the work due to insufficient materials and helping teachers in teaching and learning process with mean scores of teachers 3.50 and 3.50 and educational leaders 3.78 and 4.36 respectively. In contrast to this, the respondents rated that principals were less effective in addressing school problems, in developing and evaluating curriculum and in evaluating educational programs with mean scores of teachers (2.22, 2,16, 2.00, 2.18) and educational leader respondents (2.24, 2.44, 2.48, 2.46) respectively. The tasks in identifying quality defects and dealing with coordination problem were rated medium with mean score of teachers 3.26 and educational leaders 3.41. The overall assessment of principals in implementation of technical and educational skills were rated with mean scores of 2.92 and 3.24 teachers and educational leaders respectively which showed that principals were medium in implementing the tasks. The t- test result (-2.457) also showed that there is statically significant difference between the responses towards the item.

In relation to principals' implementation of human skills, teachers and educational leaders with their mean scores 2.41 and 2.74 respectively showed that principals were rated as less effective by teachers and moderately effective by educational leaders. The tasks especially the ability to work with peers, with superior, having knowledge about human behavior and ability of understanding feelings of others were rated with the mean scores less than 2.49 by both teachers and educational leader respondents which implies that principals were less effective in performing the tasks, whereas the principals' ability of building good moral in the school and supporting the staff out of the school were rated between 2.49 and 3.49 by the teacher educational leader respondents which showed that principals were moderately effective in implementing these tasks. The t-test result (-1.419) which is less than the t-critical (1.96)

indicated that there is no statistically significant difference between the perception of the two groups of respondents towards the items.

With regard to principals' effectiveness in implementing symbolic and cultural skills, teachers and educational leaders rated the tasks of attempt to be based on the tradition of school value and respecting the school culture with mean scores greater than 3.5. However, the principals' ability in having modeling behavior regarding what is important, bonding students, teachers and parents to have trust on school, in binding the culture of the school and in handling the staff according to their behavior with mean scores below 1.49. Principals were moderately effective in having modeling behavior for community, for students and to be good example to the staff in which the mean scores were between 2.49 to 3.49 by both groups of the respondents. The overall assessment of the principals in implementing symbolic and human skills with the average mean scores the teachers and educational leaders 2.51 and 2.95 respectively showed that principals were moderately effective in implementing symbolic and human skills. The t-test result (-1.020) indicates that there is no statistically significant difference between the means scores of the two groups of respondents toward the items.

The Extent of Principals in Using Proper Leadership Styles

The finding of this study indicated that principals were emphasizing highly on maximum production through the use of power, in identifying problem, considering possible solutions and telling followers what they are expected to do and identifying the problem and propose alternative solutions with mean scores of the teachers and educational leader respondents above 3.5. In contrast to this, principals were less effective on confirming the status quo, use goal centered approach to gain high quality results, giving chance for the workers to influence the

decision from the beginning and principals participation in decision making as a member with the mean scores of teachers and educational leaders below 1.5. Where as principals were rated moderately in doing the minimum effort to get the required work done, placing primary emphasis on good feeling among colleague and making the decision but tries to persuade workers by both teachers and educational leaders. The two groups do not significantly differ in their ratings on principals' in using proper leadership style which is also proved by the t-value (1.511) which is less than t-critical (1.96).

Assumed Factors that Affect Principals' Leadership Effectiveness

Here also the analysis of numerical data such as descriptive statistics average mean scores, standard deviations and t-test results were computed. The t-test results were calculated at significant 0.05 levels and critical value 1.96.

With regard to lack of training in school leadership, lack of commitment, lack of knowledge base and lack of self confidence, the teachers and educational leader respondents have mean scores greater than 3.50 indicating that they are found to be the major (serious) factors that impede the effectiveness of principals' leadership. In addition, on their rating order lack of cooperating teachers, lack of vision and lack of resolving discipline problems according to both groups of respondents with their mean scores between 2.50 to 3.49 indicated as moderately serious problems. But lack of participating community was not seen as a serious problem compared to the others.

5.2 Conclusion

The task of being an educational leader is both dynamic and multidimensional. If principals believe that growth in student learning is the primary goal of instruction then it is a task worth learning. If principals posses these knowledge and skills they are likely to become effective leaders. As it briefed in literature on principals' leadership that no single function can brings effectiveness. In the principal's leadership effectiveness the functions studied were principals as instructional leaders, on the process of planning, participating community in the school, implementing technical, educational, human, symbolic and cultural skills, principal leadership styles and assumed factors that hampered principals leadership effectiveness. Based on the findings of the study, the following conclusion was drawn.

Principals in performing their leadership roles as instructional leaders such as supporting the teaching and learning activities, taking part in improving the curriculum and encouraging teachers in conducting action research, were less effective. Whereas principals as a planner were moderately effective in evaluating the strength and weakness of the school and identifying the need of teachers. In addition principals in ensuring the community participation were moderately effective especially in dealing and involving the community as well as working with the parents. It can be concluded that the education offices in the woreda did little on the provision of various training programs focusing on school leadership for principals in the zone.

Technical skill is the ability to use tools, techniques or approaches in a specialized manner and educational skill is principals getting in instructional and curriculum leadership such as addressing educational problems, developing and evaluating the curriculum and professional of the staff. Principals were less effective in addressing the school problems, developing and

evaluating curriculum and educational programs. This also has a far reaching negative implication on effectiveness of principal leadership. It can be concluded that, as a result of this failure of principals to execute the necessary technical skills lacks effective implementation of the instructional activities.

Human skill is the ability to work with subordinates, peers and superiors to accomplish the organization goals. As of this, the principals in implementing human skills such as the ability to work with peers and superiors, understanding the feeling of others and the knowledge that they have about human behavior was low. Therefore, it can be inferedw that the principals were not in a good position to implement human skills.

Symbolic skill is a behavior that principals demonstrate to others those things that the principals believe important and value to the school, whereas cultural skill is the skill that principals attempt to build traditions of the school around those things most highly valued. In relation to this, the principals attempt to base on tradition of the school value and respect to school culture was highly recognized. And in modeling what is important, bonding the students and teachers, binding the culture and handling the staff according to their behavior were seen as critical problems in the school.

Leadership styles are behavioral patterns that help a leader to exercise his/her activity by influencing the behavior of his/her subordinates in an organization. The principals were highly emphasized in taking part the activities like concentrating on maximum production thorough the use of power, identifying problem, consider possible solutions and telling followers what they have to do and identifying problem and propose alternative solutions, whereas the activities like concentrating and confirming the status quo, using goal centered approach to gain high quality

results, giving the workers chance to influence the decision and the principals' participation in the decision as a member were given less emphasis by the school principals. This shows that the autocratic leadership style was highly emphasized and exercised in the school than the others.

Although it is believed that principals as educational leaders would make difference in leadership effectiveness practically many factors would mitigate this hypothesis. Accordingly, the study showed that principals' leadership effectiveness was highly affected by lack of training in school leadership, lack of commitment, lack of knowledge base and lack of self confidence. This eventually made them to contribute little towards the improvement of their school and effectiveness of leadership.

5.3 Recommendations

In this study, a number of problems that impede the implementation of principal leadership effectiveness were identified. Based on basic findings and conclusion, the following recommendations are forwarded.

The study revealed that secondary school principals did not effectively perform the leadership roles. Therefore, the principals should work better to support the teaching learning activities, take part in improving the curriculum, encouraging teachers in conducting action research, evaluate the strength and weakness of the school, identify the need of teachers, deal with business sectors and NGOs by coordinating and delegating the activities to vice principals, department heads, teachers and working collaboratively with woreda administrators as well as community members.

Principal leadership skills are the ability to use one's knowledge and competencies to accomplish a set of goals and objectives. These skills enable the principals to be effective and efficient in the assigned task. These leadership skills can be acquired and leaders can be trained to develop them. Lack of training in educational leadership and management greatly affect principals' leadership effectiveness in secondary schools. Since principals were not trained in this field they lack skills of leadership like technical, human, educational, symbolic and cultural skills. Hence, OEB in collaborating with MOE is recommended that great effort must be made to self direction in which all secondary school principals get training in educational leadership and management and facilitate preconditions for the professionalization of principal ship and help them to acquire the necessary skills which enable them to be effective leaders.

Leadership style is a manner of influencing people towards the achievement of goals of the organization. There is no best leadership style. Different leadership styles can be used in different situations based on a quality of the leader, quality of members' time and objective of organizations. However, the principals were not able to use diversified style of leadership that helps them discharge their leadership responsibilities effectively. Hence, it is recommended that ZED and WOEs facilitate workshops, seminars and short term trainings, and experience sharing programs among different schools so as to improve the effectiveness of leadership using different leadership styles.

Instructional improvement cannot be fully realized without staff development and research understandings which the principals have to promote at the school level. Since many of the secondary school teachers had low service years, professional support and guidance would be provided. Research work is also a key activity which solves many of the problems associated

with the classroom teaching and guarantee school improvement. Therefore, principals should devote their time, resource and energy to make staff development and research work at the school level.

The study revealed that lack of training in school leadership, lack of commitment, lack of knowledge base and lack of self confidence perceived to obstruct the effectiveness of principals' leadership in secondary schools of the zone. Hence, it is recommended that OEB should make an effort to increase the commitment of leaders by collaboratively working with leadership training institutions to reexamine the selection, promotion and appointment procedures of principals in the secondary schools by including leadership career structure, clear promotion and appointment merit based regulations, interest and experience to aspiring leader.

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Appendices

Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be Filled by Teachers

Introduction

The purpose of this questionnaire is to examine the leadership effectiveness of secondary school principals in North Shoa Zone Oromia Region. To this effect, the response that you give as a respondent is of great value, and it will be kept confidential and will be utilized for academic purpose only. Therefore, I would like to thank you for you genuine cooperation in responding to the questions.

Thank you in Advance!

General Instruction

This questionnaire consists of two parts. The first part deals with bio data and general information, while the second part presents work related specific questions. Both parts are very important to the study. The first part is to be completed by writing correct information, where as work related questions are to be answered by making a tick mark (√)in the box, except the open ended questions responded by writing your own feeling.

NB. No need of writing your name

A. **General information**

1. Name of your school_____
2. Sex _____
3. Age_____
4. Experience in years _____
5. Field of specialization_____

B. Work Related Questions

Direction: The following items are deals with leadership effectiveness of secondary school principals. Each role is defined in terms of specific behaviors and practices as indicated below. Read each statement carefully and put a (√) mark under the five point scale numbers running from 5 to 1 to rate your level of agreement or disagreement. The ratings are: 5=strongly agree 4=Agree 3=partially agree 2=Disagree 1=Strongly Disagree

1. Roles of Principals

1.1 Principals as an instructional leader						
	Principal of my school….	5	4	3	2	1
1	Allocate resources for instructional activities					
2	Support teachers in teaching and learning					
3	Take part in staff development					
4	Take part in improving the curriculum					
5	Encourage teachers in conducting action research					
6	Promote quality instruction					
7	Evaluate instructional activities					
8	Coordinate curriculum					
1.2 Principal as a planner						
9	Clearly define the school goal					
10	Look at the school system as a whole					
11	Evaluate the strength of the school					
12	Evaluate the weakness of the school					
13	Identify the need of teachers					
1.3 principal in participating community						
14	The principal deals with community					
15	The principal deals with business sectors					
16	The principal works with NGOs					
17	The principal involves community in decision making					
18	The principal work with parents					
2. Leadership skills of principal						
2.1 Principals in implementing technical skill						
19	can identify quality defects					
20	Deal with Disruption in the work due to insufficient materials					
21	Deal with coordination problem					
22	Help teachers in teaching and learning process					
23	Have ability to manage instructional programs					
2.2 Principal in Implementing Human Skills						
24	Has ability to work with peers					
25	Has ability to work with superior					
26	Has knowledge about human behavior					

27	Has ability to understand feelings of others					
28	Building good moral in the school					
29	Support the staff out of the school					
2.3 principals in Implementing Education skill						
30	Address school problems					
31	Develop curriculum					
32	Evaluating curriculum					
33	Evaluating educational programs					
2.4 principals in implementing symbolic skill						
34	Has modeling behavior for community					
35	Has modeling behavior for students					
36	Has modeling behavior regarding what is important					
37	Capability to be a good example to the staff					
2.5 Principals in implementing cultural skill						
38	Attempt to build tradition of school value					
39	Respect school culture					
40	Bound students ,teachers, parents as true believers in school					
41	Have ability to bind the culture					
42	Handle the staff according to their behavior					
3. Principals Leadership style						
43	Do the minimum effort to get required work done					
44	Concentrate on confirming the status quo					
45	Use goal centered approach to gain high quality results					
46	Place primary emphasis on good feeling among colleague					
47	Concentrate on maximum production through the use of power					
48	Identifies a problem, consider possible solution and tell followers what					
49	Make the decision but tries to persuade workers					
50	Identifies a problem and propose s alternative solutions					
51	The workers have chance to influence the decision from the beginning					
52	The principal participates in the decision as a member					
4.Assumed Factors that affect school principal						
53	Lack of training in school leadership					
54	Lack of vision					
55	Lack of self confidence					
56	Lack of knowledge base					
57	Lack of commitment of principals					
58	Lack of cooperating teacher					
59	Lack of resolving discipline problem					
60	Lack of participating community					

1.What problems other than those listed above do you think as factors that influence principal leadership effectiveness ?_____

2.What do you recommended as a solution ?_____

Thank You!

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Principals, Vice principals and Department heads

Introduction

The purpose of this questionnaire is to examine the leadership effectiveness of secondary school principals in North Shoa Zone Ormia Region. To this effect, the response that you give as a respondent is of great value, and it will be kept confidential and will be utilized for academic purpose only. Therefore, I would like to thank you for you genuine cooperation in responding to the questions.

Thank you in Advance!

General Instruction

This questionnaire consists of two parts. The first part deals with bio data and general information, while the second part presents work related specific questions. Both questions are very important to the study. The first part is to be completed by writing correct information, where as work related questions are to be answered by making a tick mark (√)in the box, except the open ended questions responded by writing your own feeling.

NB. No need of writing your name

A. **General information**

1. Name of your school_____

2. Sex _____

3. Age_____

4. Experience in years _____

5. Field of specialization_____

6. Total service_____ A. Service as a teacher _____

B.Service as a principal_____

C.Service as supervisor _____

B. Work Related Questions

Direction: The following items are deals with leadership effectiveness of secondary school principals. Each role is defined in terns of specific behaviors and practices as indicated below. Read each statement carefully and put a (√) mark under the five point scale numbers running from 5 to 1 to rate your level of agreement or disagreement. The ratings are: 5=strongly agree 4=Agree 3=partially agree 2=Disagree 1=Strongly Disagree

1. Roles of Principals

1.1 Principals as an instructional leader						
	Principal of my school….	5	4	3	2	1
1	Allocate resources for instructional activities					
2	Support teachers in teaching and learning					
3	Take part in staff development					
4	Take part in improving the curriculum					
5	Encourage teachers in conducting action research					
6	Promote quality instruction					
7	Evaluate instructional activities					
8	Coordinate curriculum					
1.2 Principal as a planner						
9	Clearly define the school goal					
10	Look at the school system as a whole					
11	Evaluate the strength of the school					
12	Evaluate the weakness of the school					
13	Identify the need of teachers					
1.3 principal in participating community						
14	The principal deals with community					
15	The principal deals with business sectors					
16	The principal works with NGOs					
17	The principal involves community in decision making					
18	The principal work with parents					

2. Leadership skills of principal						
2.1 Principals in implementing technical skill						
19	can identify quality defects					
20	Deal with Disruption in the work due to insufficient materials					
21	Deal with coordination problem					
22	Help teachers in teaching and learning process					
23	Have ability to manage instructional programs					
2.2 Principal in Implementing Human Skills						
24	Has ability to work with peers					
25	Has ability to work with superior					
26	Has knowledge about human behavior					
27	Has ability to understand feelings of others					
28	Building good moral in the school					
29	Support the staff out of the school					
2.3 principals in Implementing Education skill						
30	Address school problems					
31	Develop curriculum					
32	Evaluating curriculum					
33	Evaluating educational programs					
2.4 principals in implementing symbolic skill						
34	Has modeling behavior for community					
35	Has modeling behavior for students					
36	Has modeling behavior regarding what is important					
37	Capability to be a good example to the staff					
2.5 Principals in implementing cultural skill						

38	Attempt to build tradition of school value					
39	Respect school culture					
40	Bound students ,teachers, parents as true believers in school					
41	Have ability to bind the culture					
42	Handle the staff according to their behavior					
3. Principals Leadership style						
43	Do the minimum effort to get required work done					
44	Concentrate on confirming the status quo					
45	Use goal centered approach to gain high quality results					
46	Place primary emphasis on good feeling among colleague					
47	Concentrate on maximum production through the use of power					
48	Identifies a problem, consider possible solution and tell followers what they are to do.					
49	Make the decision but tries to persuade workers					
50	Identifies a problem and propose s alternative solutions					
51	The workers have chance to influence the decision from the beginning					
52	The principal participates in the decision as a member					
4.Assumed Factors that affect school principal						
53	Lack of training in school leadership					
54	Lack of vision					
55	Lack of self confidence					
56	Lack of knowledge base					
57	Lack of commitment of principals					
58	Lack of cooperating teacher					
59	Lack of resolving discipline problem					
60	Lack of participating community					

5.What problems other than those listed above do you think as factors that influence principal leadership effectiveness ?_____

_____

_____

_____

6.What do you recommended as a solution ?_____

_____

_____

_____

Thank You!

Appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of EdPM

1. Name of your Woreda_____
2. Sex _____
3. Age _____
4. Experience in years _____
5. Field of specialization_____
6. Total service_____

A. Service as a teacher _____

B. Service as a principal_____

C. Service as a supervisor _____

Interview Questions for Secondary School Supervisors

1. Do the principals in your schools (secondary schools in focus) have training in educational leadership and management?
2. If the principals are not trained leaders, how do they carry out their leadership roles effectively in the schools?
3. Do you think that the lack of training affected leadership effectiveness of secondary school principals? How much?
4. What are the major leadership problems in the school and what methodologies do you use to solve them?
5. What areas of work needed further improvement in the school leadership?
6. What strategies do you suggest to improve secondary school leadership effectiveness?
7. Would you like to add any more comments or suggestions regarding the problems and mechanisms of maximizing principals' leadership effectiveness?

Declaration

I, the under signed, declare that this thesis is my work and that all sources of material used for the thesis have been fully acknowledged.

Name Alemayehu Tilahun

Signature _____

Date June 6, 2012

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

Name Ayalew Shibeshi (Asso. Prof.)

Signature _____

Date 6/06/2012