



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**ANALYSIS OF SCHOOL PRINCIPALS LEADERSHIP
PRACTICES AND CHALLENGES IN YEKA SUB CITY
SELECTED GOVERNMENT SECONDARY SCHOOLS**

BY

NETSANET SHIMELES

DECEMBER, 2021

ADDIS ABABA

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTERS DEGREE OF
EDUCATIONAL PLANNING AND MANAGEMENT**

DECEMBER, 2021

ADDIS ABABA

APPROVAL SHEET

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DECLARATION

I, Netsanet Shimeles, declare that this thesis entitled “Analysis of school principals’ leadership practices and challenges in Yeka Sub city selected government secondary schools” is my own original work. I have carried it out independently with the guidance and suggestions of my research advisor Dr. Yekunoamlak Alemu. And it has not been presented in any other Universities. And all the sources of materials used for the thesis have been duly acknowledged.

Netsanet Shimeles
MA Candidate

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Date

LETTER OF CERTIFICATION

This is to certify that Netsanet Shimeles has carried out her thesis on the topic “Analysis of school principals’ leadership practices and challenges in Yeka Sub city selected government secondary schools” under my supervision. This research work is original in its nature and is suitable for submission in partial fulfillment of the requirement to earn Master Degree in Educational Planning and Management.

Dr. Yekunoamlak Alemu

Advisor

Signature

Date

ACRONYMS AND ABBREVIATIONS

HR	Human Resource
ISLLC	Interstate School Licensure Consortium
MA	Masters of Art
NGOs	Non -Governmental Organizations
OECD	Education and Training Policy Division
SMART	Simple, Measurable, Achievable, Realistic and Time bounded
SMEs	Small and Micro Enterprises
SPSS	Statistical Package for Social Science
SPTA	Students, Parents and Teachers Association
TD	Technical Drawing
TPLF	Tigray People Liberation Front
UNESCO	United Nations Educational, Scientific and Cultural Organization

ACKNOWLEDGEMENTS

First of all my gratitude goes to the almighty God for his protection, wisdom and strength in my journey from the beginning.

A very special vote of appreciation goes to my thesis advisor Dr. Yekunoamlak Alemu for his constructive and unreserved professional comments and critics for taking his valuable time in reading the thesis and giving indispensable comments, suggestions, proper guidance and overall supervision at all times. Thank you for your timely response!!

I would like to extend my greatest gratitude to my husband Getenet Teklewold for his invaluable and unlimited professional and personal support throughout my work: thanks my little princes Eldana too. Finally, I would like to express my heartfelt gratefulness to all Yeka Sub-city, Dej.Wondirad, Kara'alo and Millennium Secondary Schools for devoting their invaluable time.

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ABSTRACT

This research analysis school principal's leadership practices and challenges in Yeka Sub-city: Dej.Wondirad, Kara'alo, and Millennium Secondary Schools. Literatures on practices and challenges of school leaders were scrutinized and employed under the study based on research objectives. The research was carried out using quantitative and qualitative research approach with descriptive research design. After selecting the schools using stratified sampling, simple random sampling technique was used to select teachers for questionnaire. The school principals and supervisor were purposely selected for the interview. Among 287 questionnaires that were distributed, 255 were returned which shows 93.4% response rate. The result of Cronbach's alpha that used to measure internal consistency (reliability) showed that $r: 0.964$ which witnesses high internal consistency. The data were analyzed using SPSS version 24. The results of the study presented in tables, figures, percentages, mean and standard deviation. The overall finding of the study depicted that planning, goal clarification, organization, management, decision making and well-coming and bringing changes are among the practices of school leaders. Among these the finding showed better practices of school leaders in goal clarification areas. The school principals have limitations in implementing and allocating the school budget and resources effectively. School principals have fear of decision making. The school principals faced lack of effective communication and shortage of employees and resources in the school. Furthermore, the research found low interest of students for education, lack of vision or sense of purpose for learning and high disciplinary problems. In addition, the school surrounding environment was challenges of school principals. Also, low participation of parents and limited commitment of SPTAs in the schools activities were found. Thus, the research concluded that managing all the school activities: the overall teaching learning processes are practices of school principals. Lack of proper support from concerned officials, the new educational policy, financial and resources problems, communication gap, lack of motivation and teachers' commitment were indicated as challenges. Based on the major findings and conclusions, the study recommended that the concerned government authorities should give on job training for teachers, school principals and supervisors. The school principals should create effective internal and external communication. Concerned authorities should co-operate to solve the school problems.

Key words: Challenges, Leaders, Limitation, Practices, School

CHAPTER ONE

1. INTRODUCTION

This chapter deals with back ground of the study, statement of the problem, basic research questions, objectives, significance, scope, limitation, organization of the study and operational definitions.

1.1 Background

Schools are important places where students prepare themselves to join their future education in universities and colleges, the school leader should work hard to realize the objective through collaborative efforts of stake holders. Without education no country can develop socially, politically and economically. As Oloruntegbe (2010) stated the strong belief that it can be mean that whatever levels of development a particular nation passes is the true reflection of the worth of teachers and leaders of the school.

The high school leaders and teachers effort must set college ready expectation for students that can apply knowledge in the new situation (Conley, 2007). Similarly, Lee (2001) stated that people are viewed as a focus for development; it plays a vital role in the development of the country because education is the source of growth of any country. This may be one of the reasons why declared UNESCO, education as a vehicle for and indicator of development. The essential role of leadership in any organization all successful organizational activity is a result of the exercise of creative leadership towards some mutually accepted attainable objectives (Laka-Mathebula, 2005).

According to Ingvarson (2008) effective and efficient school leadership is the life blood of the teaching-learning process which takes place in the school setting to attain the school vision which is farmed to produce citizens with all-round competent personality. Some researches indicate that the expectations of these schools leaders often appear to have outstripped the quality and supply of training and support. Beside lack of cooperation and support of the leader's skill, school leadership practice is not so easy. It exposes many types of role conflicts because of their position. They are under pressure in making goals of the organization from government officials,

students themselves as well as the students' families and from the teachers meet their personal needs (Johns, Reller, & Morphet, 1982). The challenges that school leaders face creates authentic impact in the implementation of leaders practices.

Based on this, the study is carried out in Addis Ababa, the capital city of Africa and Ethiopia. In the city there are eleven Sub-cities. One of the sub cities is Yeka where the study will be undertaken. According to Yeka Sub-city Education Office there are seven (7) government secondary schools. In these secondary schools there are 7 Principals, 21 vice principals, 12 supervisors, 804 teachers, 360 administrative workers and 14,950 students. All these together are 16,154 in numbers. According to the Sub-city information taken in (May, 2021), two schools gave grade twelve national examination in 2020 and 287(40.6%) among 707 students from Dej. Wondirad and 121(31.75%) among 381 students from Kokebe Tsibah have joined universities. The effort of teachers, school leaders and concerned stakeholders reflected in the national exams.

To this end, in the purposely selected sub city there is no scientific study report on analysis of school principal's leadership practices and challenges in Yeka Sub city Secondary Schools. Here in this paper, the existing practice and challenges of school leaders, principals in Dej. Wondirad, Kara'alo, and Millennium Secondary Schools were studied. Thus, finding practices and challenges through research helps the schools to have solutions. The study also helps secondary school principals to form strategic plans in their limitations. This alarms the practices of the school employees and stakeholders for the sake of effective results of the students in different grade levels and at national exams, and helps to achieve the school goals, Sub city goals and the country goals as a whole.

1.2 Statement of the Problem

The educational development road map committee (2018) suggested that the leadership capacities in supporting and coordinating different efforts is weak at all educational authorities like regional, Sub city, Woreda and school levels, and the shifts of school principals based on election, level of qualification for leading schools, inconsistent, incoherent, lack of practices are some of the major challenges.

This shows that the incapacity practices of leadership in the secondary schools have not magnified its practices on the teachers' perception as well as enhancement of school goals

achievement. Obviously, if leaders would not be equipped with well-designed leaders approach in their areas, the practices of leadership and quality education as well as goals of the country would become severely suffered.

The approaches to leadership (as Barnett & McCormic, 2004 cited) have empirical evidence. The advocators of approaches to leadership have suggesting that leadership contributes to a range of organizational out comes including motivation, commitment and capacity of teachers to develop new approaches in education and leads to changes in teaching, learning, and school organization and achieving the school goals.

Some studies have been conducted on the area of different types of school leader ship, for example, Beyene (2016) studied transformational leadership. Tesfaw (2014) focused on the relationship between transformational leadership of principals and teachers job satisfaction in public secondary schools. Yemer (2009) looked at whether transformational leadership could be successfully implemented in Ethiopia, as a country. Yemane (2013) in his study stated that the practice of leaders of the sample Yeka Sub city Secondary Schools have been wide gap in its implementation. In these researches they found that there is a gap in practicing leadership due to many challenges. Similarly, some researchers (Yemane, 2013: Tesfaw, 2014) recommend doing researches on practices and challenges of leadership at government secondary schools. These recommendations motivated me to do my thesis on this area. Therefore, the gap which is mentioned above triggered the researcher to investigate leadership practices and challenges in relation to leadership models in Yeka Sub city Government Secondary Schools.

1.3 Research Questions

These basic questions are drawn in realizing of the statement of the problem hereunder.

1. What are the practices of school principal's leadership in Secondary Schools of Yeka Sub city?
2. What are the major challenges that influence the effectiveness of school principal's leadership in achieving the schools goals?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to analysis school principals' leadership practices and challenges in Yeka Sub city Secondary Schools.

1.4.2 Specific Objectives

1. To assess the practices of school principals leadership in Dej.Wondirad, Kara'alo, and Millennium Secondary Schools, in Yeka Sub city.
2. To identify the major challenges that influence the effectiveness of school principal's leadership in achieving the goals of the selected Secondary Schools.

1.5 Significance of the Study

The results of this study will be expected to serve as information sources for educational leadership officials at policy levels of the education hierarchy by identifying the policy gaps exist in relation to the school principal's leadership in order to address the problem in the future. It also will serve as springboard for those who want to conduct further study in the area. Similarly, it will benefit the educational leadership work in Yeka Sub city by providing valuable information about how school leadership practices and enable them to support for these challenges faced in their task. In addition, for the school principals, it will help to aware major problems that they face so that it helps to find ways and means to minimize the problems.

1.6 Scope of the Study

The spatial scope is delimited to the Addis Ababa City Administration: it is the capital city of the Federal Democratic Republic of Ethiopia with an area of 540 km², between 9⁰N latitude and 38⁰ E longitudes at range of 2200-2800 meter above sea level. The study carried out in Yeka Sub city Dej.Wondirad, Kara'alo, and Millennium Secondary Schools on school principal's leadership practices and challenges. Yeka Sub city is approximately about 81.5Km². In Yeka Sub city,

there are seven governmental high schools that provide educational program from grade 9 up to grade 12.

1.7 Limitations of the Study

This study faced various limitations and or problems. Like inability to get nearby public library to do well in concentration and get valid resources, inconsistency of network and electric power, shortage of academic resources, the pandemic Covid-19 virus crisis fear of the research participants. Some questionnaire and interview respondents were unenthusiastic to express their views transparently.

1.8 Operational Definitions

Practices: activities that are carried out in the school by the school principals to enhance school success

School leadership: is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

Challenges: any condition or phenomena that hinder school leader activities in the school.

1.9 Organization of the Study

This study has organized into five main chapters. The first chapter includes the introductory part of the research which discusses the background, statement of the problem, basic research questions, objectives, significance, scope, limitations, operational definition and organization of the study.

Chapter two is a body of literature; it discusses the concept and importance of school leadership, characteristics of effective school leadership, practices and challenges of school leadership and conceptual framework respectively with its sub details.

The third chapter presents research methodology: research approach, research design, source of data, sampling techniques and procedures, data collection procedures and tools, validity analysis, pilot study, data processing, methods of data analysis and ethical considerations respectively.

The fourth chapter deals with data presentation, analysis and interpretation. Chapter five deal with major findings, brief conclusions and recommendations of the research topic. At the end of this study References and Appendices are also included.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter deals with the concept and importance of school leadership, characteristics of effective school leadership, practices and challenges of school leadership and conceptual framework.

2.1 The Concept of School Leadership

Leadership is not an easy term to define precisely as many scholars and writers understand it in different ways. According to Manasse (2016) leadership is a “process of influencing group activities, setting goals and achieving these goals”. Further, Jovindan and House (2001) described leadership as the capability of person to influence other people to work towards the effectiveness of the organization. Adeyemi (2003) described leadership as the activities where the leader influences other people towards achievement of goals. It is a process of influencing group of people towards achieving a common goal. As Nimisha and Musa (2018) leadership involves the process of getting employees in an organization to work effectively towards the achievement or attainment of organizational goal. It is the activities of influencing, motivating and directing people in an organization to work according to expectation or beyond so as to realize organizational set goals. Even though, these above definitions are different in explanation, it has the same destination which is organization achievement.

Defining school leadership is like defining leadership in general: it depends on who is defining it (Hackman, 2010). According to scholar’s school leadership is a complex constellation of behaviors and cultures in educational systems that influence both pupils and staffs performances. School leadership may be based on competencies, skills, attitudes, behaviors, and importantly based on performance (Hackman, 2010). Bush and Glover (2014) suggest a typology of school leadership in eight domains: (1) instructional, (2) managerial, (3) transformational, (4) moral and authenticity, (5) distributed, (6) teacher, (7) system, and (8) contingent leadership. They described school leadership domains in educational administration, educational management, educational leadership, and concluded that school leadership connotes influence on instructions,

school culture, values, visions, management of resources, and several compositions of what constitute leadership in any social organization (Alexander and Samuel, 2015)

Leithwood et al., (2006) stated that school leadership should focus on moving people, teachers, parents, and staffs through practical influence. It mainly works with the duties and responsibilities of the leadership team in order to improve school management, as well as students' achievement. In order to enhance and improve school leadership, principal and teachers have to attend effective training to be provided with updated and useful data that will allow them to identify the strong and weak points in learning and teaching process, as well as the auxiliary activities leading to it (Aurora,2013). It initiates by developing of the vision, a desire or picture of how the organization looks into the future. Effective leadership portrays an idea or attitude which needs to be honest and truthful (Vojta, nd), build confidence and self-esteem (Kapur ,nd).

Mann (2014) claimed that school leaders need time, capacity and support to focus on the practices most likely to improve learning. Greater degrees of autonomy should be coupled with new models of distributed leadership, new types of accountability, and training and development for school leadership. School leaders have to operate in situations that are 'increasingly complex and constrained Mann (2014). This means, the leadership practices of yesterday are not adequate to meet tomorrow's needs. School leaders who do not adapt to this change remain equipped to deal with a world that no longer exists. Thus, school leadership frameworks can help provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the essential character of school leadership as leadership for learning. They can be a basis for consistent recruitment, training and appraisal of school leaders (Harris, 2002; Mann, 2014). Frameworks should clearly define the major domains of responsibility for school leaders and allow for contextualization for local and school-level criteria. They should be developed with involvement by the profession.

According to Leithwood and Riehl (2003) school leadership had significant effects on student learning, effects of the quality of curriculum and teacher instruction. Leaders influenced student learning by helping to promote a vision and goal and by ensuring that resources and processes are in place to enable teachers to teach well. They also contended that the effects of leadership appeared to be mostly indirect (Mann, 2014). The principal of a school is the most visible,

vulnerable, potentially, and the most influential member of the educational organization. To be an effective leader, one must have the ability to diagnose his/her environment and adapt his/her leadership style to fit the demands of the environment. Principals must convey that teachers can improve student performance and that students themselves are capable of learning. Obviously, principals are direct extensions of the superintendent of schools; therefore, both must have the same vision (Mann, 2014).

Principals should accept teachers and school community suggestions and perspectives. When principals openly acknowledge the impact of positive teacher perceptions, both the principal and teachers will benefit as a result, students will benefit. Further, effective leaders have the ability to provide comfortable, positive, and trusting work environments from which teachers could benefit (Mann, 2014).

Educational organizations need competent leaders with the necessary skills to lead successful teachers and schools. In fact, Harris (2002) concluded, “Effective leadership is widely accepted as being a key constituent in achieving school improvements”. The principal helps teachers to appreciate their significance and the importance they play in the lives of young people.

2.2 The Importance of School Leadership

The success of any organization depends on how effective the leader of that organization is (Nimisha B. & Musa S., 2018). A true leader is a good leader if he or she is an effective leader (Aurora, 2013). According to Sashkin & Sashkin (2003) school leadership matters because leaders help to reduce ambiguity and uncertainty in the school or society. Leaders take constructive parts to achieve long-term goals and provide clear positive reasons for their actions, goals, accomplishments, and leaders add clarity and direction to life learning and make life more meaningful to the school communities.

In the other hand leadership has great importance in creating positive circumstances for inter-group relations and caring safe environment. This means the leader in the schools able to prevent disruptive behavior by promoting positive inter group relations with the school communities by assuring a safe and caring environment for learning (Kristina M., 2016). According to Soukamneuth (2004) conforming this essence, the head teacher as a leader to be demanded to

have the leadership skills to reduce any barrier or tensions among students that lead to negative social behavior and attitude.

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (OECD, 2008)

Effective leadership begins with the fundamental ability to believe in oneself. It incorporates a maturity, principle and proficiency that transforms into the determination and direction. It is the clarity of vision that provides the leaders confidence to adopt the role of instilling motivation, self-esteem and teamwork. As visionaries, they are disciplined thinkers and have confidence (R. Kapur, nd). When the employees form the viewpoint that the leaders possess an approachable nature and an amiable attitude and are understanding, they not only recognize significance of the characteristics of effective leadership, but are also able to incur the feeling of job satisfaction, perform well in their jobs and retain their jobs. Therefore, the significance characteristic of effective leadership is recognized, when employees are motivated towards the performance of their job duties and achievement of goals. Successful leaders are wise and astute and understand the problems and needs of others, know the need for commitment, augment energy levels and inculcate the traits of morality and ethics. Consequently, it can be stated, the significance of characteristics of effective leadership is recognized, when the leaders make provision of support and assistance to the employees to cope with risks and eliminate problems and concerns.

2.3 Characteristics of Effective school Leadership

Hasan, S. (2019), Kapur (nd), Rouse, M. (2020) and Vojta, M. (nd) listed the following characteristics of effective leadership.

2.3.1 Honesty and Integrity

Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. Integrity is regarded as honesty, truthfulness and accuracy in one's actions (dictionary meaning). When the school leaders attain the position, they aspire to retain honesty and integrity (Kapur, nd). Accordingly, school leaders, in retaining

their jobs and in incurring the feeling of job satisfaction, it is apparent that they need to possess efficient knowledge in terms of their job duties and implement the characteristics of honesty and integrity. Since honesty and integrity are regarded as the indispensable characteristics of effective leadership, it is comprehensively understood that the characteristics of honesty and integrity are worthwhile and meaningful to augment effectiveness in the leadership functions (Hasan, 2019).

To depict honesty and integrity the leaders need to keep one's word, keep one's commitments, recognize one's job duties and responsibilities, pay attention to the factors in the internal and external environment, stay focused, create a balance between personal and professional lives, impart factual information to others, inculcate the traits of morality, ethics, diligence and conscientiousness, maintain good terms and relationships with others and treat subordinates with respect and courtesy (Kapur, nd). Effective leaders form the viewpoint that no matter how many problems and difficulties they experience within the course of implementation of their job duties, they need to depict honesty and integrity to a major extent (Vojta, nd).

2.3.2 Confidence

Confidence is referred to the feeling or belief that one can have faith or rely on someone or something: the belief in oneself. Confidence is the conviction that one has to meet the challenges and difficulties. Being confident requires the realistic sense of the capabilities and feeling secure in that knowledge (Kapur, nd). According to Kapur leaders need to ensure efficient knowledge in terms of their job duties and implement them in a wise and productive manner. The leaders need to ensure they impart information to their subordinates as well in terms of ways of up-grading their confidence levels and overcoming apprehensiveness and vulnerability (Hasan, 2019).

Confidence is not innate or a fixed characteristic. It is the ability that can be acquired and improved over the period of time (Confidence, 2020). One of the important ways of bringing about improvements in the confidence levels is to practice it on regular basis. When the leaders are confident, they usually form the viewpoint that they will be able to cope with various types of problems and challenges in an efficient manner. On the other hand, when the leaders are overwhelmed by number of job duties, their confidence levels would enable them to carry them

out in a well-organized manner, without any problems and challenges. Irrespective of the types of organizations, the leaders are working in, they need to up-grade their skills and abilities, get engaged in regular practice and work in co-ordination with others to up-grade their confidence levels.

2.3.3 Skills and Abilities

It is clear that leaders need to possess skills and abilities to carry out their job duties well and earn reverence and admiration from other members of the organization. Among these communication skills, time management skills, leadership skills, problem solving skills, analytical skills, critical thinking skills, presentation skills, decision making skills, technical skills, work ethics, and conflict resolution methods are crucial (Kapur, nd).. These skills need to be put into operation throughout one's jobs.

Besides, the leaders need to generate information and put into practice the methods and approaches to up-grade these skills throughout their jobs. They also get enrolled in educational institutions and training centers to up-grade their skills and abilities, particularly when they need to up-grade their confidence levels and carries out their job duties well.

The up-gradation of skills and abilities has proven to be beneficial to the leaders as well as the organization as a whole. In this manner, they are able to generate awareness in terms of modern and innovative strategies and methods.

2.3.4 Commitment and Passion

The commitment is the ability to dedicate oneself to something. Commitment obligates the leaders to do something. Passion is having strong emotions reflecting an intense desire or boundless enthusiasm. In performing well in one's jobs and in achieving organizational goals and objectives, the leaders need to be committed and passionate towards the implementation of responsibilities and duties (Hasan, 2019). In honing the characteristics of commitment and passion, the leaders need to be well-aware in terms of strategies and approaches. They need to impart them to their subordinates as well. The various ways of supplementing commitment and passion are, empowering and helping others, being confident in judgment and decisions, learning

something new, setting of routine, staying inspired, staying accountable, revising goals on a frequent basis, observing the major picture, generating awareness in terms of various areas and making wise and productive decisions (Kapur, nd).

2.3.5 Accountability

School leaders are accountable in terms of their job duties and responsibilities. Leadership defines culture and if the members of the organization aspire to create a culture of accountability, it initiates with the leaders and are passed on to other members of the organization as well (Kapur, nd). Accountability is not one-time, but it is an all the time aspect. The leaders are all the time looking for opportunities. When they will acquire more opportunities, they will be accountable in terms of them. When the leaders accept accountability, they understand and accept the consequences of their actions in areas in which they assume responsibility.

When the leaders understand the meaning and significance of accountability, they will be able to bring about changes and implement the job duties in an effective manner. The leaders have the main objective of generating the desired outcomes and enhancing the overall structure of the organization. When accountability is norm of the organization, it will enable the individuals to form the viewpoint that they need to work efficiently and not to feel stressed and overwhelmed, particularly, when there are occurrence of any problems and difficulties.

2.3.6 Delegation and Empowerment

Delegation is the assignment of any authority to another person, normally from a manager to a subordinate to carry out specific activities. It is one of the core concepts of management leadership. In an organization, a manager is expected to do all the work, so the job duties are delegated to the subordinates and along with the delegation of work, there is also a delegation of authority so that the subordinates can accomplish their tasks.

The person, who is delegated the work is accountable for the outcomes. Empowerment is the power or authority given to someone to do something. It is the process to becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Through empowerment opportunities, there is an increase in autonomy and self-determination among

individuals to represent their interests in a responsible and self-determined way through acting on their own authority. In the organizations, the leaders assign job duties to capable individuals. When they are overwhelmed by number of job duties, they assign the tasks to their subordinates. When the subordinates are assigned additional job duties, they are able to improve their skills and abilities. On the other hand, the leaders need to ensure that subordinates are provided with empowerment opportunities as well. They should be allowed to express their ideas and viewpoints and even participate in the decision making processes. The leaders need to ensure that the women are provided with equal rights and opportunities as their male counterparts. The characteristics of delegation and empowerment are beneficial to the subordinates and they incur the feeling of job satisfaction.

2.3.7 Creativity and Innovation

With advancements taking place and with the advent of modernization and globalization, there is a need to bring about creativity and innovation in the implementation of tasks and functions. In all types of organizations, creativity is recognized and members are making use of modern, technical and pioneering methods in the implementation of job duties. Creativity is referred to imagination or original ideas to create something. Invention is the creation of something that has never been made before and is recognized as the product of some distinctive vision. When creativity and innovation are to be put into operation, the leaders need to work in collaboration with the other members of the organization. The individuals need to discuss various ideas and perspectives and make a decision. The implementation of the characteristics of creativity and innovation require the members of the organization to bring about improvements in tasks and activities and achievement of goals. The implementation of these characteristics is not simple and straightforward, the leaders need to make use of resources in an efficient manner and inculcate the traits of diligence, resourcefulness and conscientiousness.

2.3.8 Empathy

Empathy is the ability to understand the feelings of others as if one is having themselves. Within the organizations, the employees are in some cases overwhelmed by number of problems and difficulties. These may relate to the job duties, infrastructure, amenities and facilities,

technologies, tools and materials, other individuals, pay and reimbursements, and overall working environmental conditions. When one or more of these problems become impediments within the course of implementation of job duties and achievement of goals and objectives, they need to report to the leaders. The leaders need to understand the feelings and problems of others and provide them solutions. The leaders need to understand that employees have personal responsibilities as well, which they need to pay attention to. Hence, when they are assigning them job duties, they need to provide sufficient time, so they are able to complete them in a manageable manner. The leaders need to acquire an efficient understanding of the causes behind the occurrence of these problems and provide effectual and meaningful solutions. Therefore, it can be stated, when the leaders put into practice the characteristic of empathy, both the leaders as well as employees will benefit.

2.3.9 Resilience

Resilience is the capacity to recover in a rapid manner from problems and difficulties. It is defined as the process of adapting well during the time of adversity, trauma, threats or significant sources of stress such as, lack of resources, tedious job duties, inability to complete the target on time, health problems and illnesses, and so forth. When these problems takes place within the organizations, the leaders and other members will experience stress, anxiety and frustration, but the characteristic of resilience will enable them to cope with these problems and prevent them from having unfavorable effects upon the members as well as overall functioning of the organization. The characteristic of resilience will render a significant contribution in augmenting the capacities and aptitude of the leaders to not only cope with problems within the organization but also the psychological problems of anger, stress, anxiety, depression, and frustration.

2.3.10 Emotional Intelligence

It is the ability to monitor one's own and the emotions of other individuals. Emotional intelligence of the leaders is primarily depicted in the communication processes. When the emotions are monitored, then some of the negative emotions are also experienced in some cases.

But measures are formulated to cope up with them in an efficacious manner. The leaders need to treat their subordinates with respect and courtesy. It is regarded as one of the significant

characteristics, which the leaders need to put into operation throughout their jobs. Some of the benefits are self-awareness, self-regulation, self-evaluation, internal motivation, empathy, social skills, thinking abilities, ability to cope with psychological problems, forming cordial terms and relationships with others, and generating awareness in terms of various areas. When the leaders communicate in an effective manner with the staff and control the feelings of anger and frustration, even when the job duties have not been performed satisfactorily, it is stated that they have a high emotional intelligence.

2.3.11 Humility

Humility is the quality of having a modest or low view in terms of one's importance. In other words, the individuals have low self-regard and a sense of unworthiness. In organizations, when the leaders depict humility, they do not give credit to themselves for achievements, but to others. When the job duties have been carried out in a satisfactory manner and have proven to be valuable and beneficial for the entire organization, the leaders will acknowledge the efforts and contributions of the employees. When the leaders are appreciated, they normally do not express willingness in listening to their appreciation. When the individuals are assigned the leadership positions, then humility is regarded as one of the essential characteristics, which need to be possessed by the leaders. The leaders need to be understanding in nature. When they understand, they will pay attention towards the needs and requirements of human resources. The human resources are the key, which need to be up-graded.

Hence, the characteristic of humility will enable the leaders to make provision of support and assistance to human resources and lead to their well-being. The characteristic of humility can be reinforced by taking into consideration various factors. These are, listening to others, practicing mindfulness, being open-minded, possessing an approachable nature, asking for support and assistance, obtaining feedback from others in terms of job performance, accepting mistakes, being submissive in nature, revising one's job performance on regular basis, and treating others with respect and courtesy.

2.3.12 Transparency

The characteristic of transparency in leadership is referred to comprehensibility and lucidity (Rouse, 2020). The leaders have number of job duties to perform. They need to pay attention towards all the job duties and responsibilities and ensure, they are put into operation in an effective and well-ordered manner. The leaders need to put into operation time management skills and are able to take out sufficient time for all tasks and functions. The tasks are usually carried out in accordance to their priorities. The tasks, which are more important are carried out first, whereas, the tasks, which are less important are procrastinated. The identification of the characteristic of transparency will enable the leaders to create openness between them and their subordinates. This is an ongoing process, which can have ongoing results.

During the process there are various factors, which need to be taken into account. These are, having faith in the employees to participate in the decision making processes, not keeping any job duties and responsibilities confidential, sharing the results, being well-aware in terms of measures and approaches, recruiting the right individuals in the right positions at the right time, establishing open communication channels, providing equal rights and opportunities, understanding the needs and requirements of the employees, not discriminating against them in terms of various factors, such as, caste, creed, race, religion, ethnicity, gender, age, educational qualifications, personality traits and socio-economic background and forming constructive viewpoints in terms of the individuals as well as the overall working environment. Therefore, it can be stated, when the leaders reinforce all these factors, they are able to enhance transparency not only in terms of themselves but other members of the organization as well.

2.3.13 Vision and Purpose

Vision and purpose are regarded as important areas in terms of which all individuals need to be aware (Vision, 2020). According to Kapur (nd), vision means shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Similarly according to modern dictionary a vision statement looks forward and creates a mental image of the ideal state that the organization wishes to achieve.

Effective leaders communicate the vision and direct all actions towards achieving the vision. They promote and focus the strengths of colleagues to achieve the shared vision. And such

leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it (Eneyew, 2018). During implementation of the organization vision, management of resources, implementation of job duties, formulation of laws, policies and rules need to be in accordance to vision and purpose.

To achieve the vision and purpose of the organization, the leaders need to possess mainly communication skills, time management skills, leadership skills, problem solving skills, analytical skills, critical thinking skills, presentation skills, decision making skills, technical skills, work ethics, conflict resolution methods, personal skills and professional skills and abilities (Kapur,nd) . The leaders need to ensure that their subordinates also inculcate these skills and put them into operation on regular basis. As in achieving vision and purpose, the leaders and other members need to possess the necessary knowledge and understanding. But apart from essential knowledge and understanding, the skills and abilities are also regarded as important and need to be up-graded on regular basis.

2.3.14 Teamwork

Teamwork is referred to way of working with each person, committed and working towards the common goal. Within all types of organizations, leaders encourage the employees to work in teams. The leaders need to put emphasis upon building teamwork skills of the individuals. The members of the team, work in co-ordination and integration with each other and stay committed towards the achievement of desired goals. The main reason of employees work in teams are obtaining support and assistance from others in the implementation of job duties, promoting mutual understanding, developing various types of skills and they are able to exchange ideas and viewpoints in providing solutions to their problems. Through teamwork, the leaders are able to convey the information to the employees that they need to form constructive viewpoints and accept other castes, cultures, religious backgrounds, ethnicities and so forth.

A teamwork environment promotes an atmosphere that fosters friendship and loyalty. These close-knit relationships develop motivation among the employees to work diligently and conscientiously and make provision of support and assistance to each other. It is usually believed, when two or more individuals are working on a project, they will be assigned job duties

and responsibilities in accordance to their skills and abilities. When they will experience any problems and difficulties, they will be able to obtain support and assistance from the other group members. Normally, a group leader is appointed in all groups. The primary job duties of the group leader are to guide and direct the other members well, evaluate their performance and ensure they do not experience any problems and work diligently and enthusiastically towards the achievement of group goals.

2.3.15 Instructional Strategies

The instructional strategies put into operation by the leaders in imparting knowledge and understanding the employees in terms of various aspects of their job duties as well as the organization as a whole. The some of the instructional strategies are: making use of technologies in imparting information, dictating notes, explaining the concepts on white or dark-colored boards, giving hand-outs and so forth. The types of instructional strategies implemented are focused upon job duties, goals and objectives, and overall structure of the organization.

In the implementation of instructional strategies, the instructors need to ensure, they are understandable to the employees. In most cases, the employees are provided with the opportunities to evaluate their instructors and the instructional strategies. In the evaluation process, they are provided with the opportunities to evaluate their instructors in terms of the teaching-learning methods, teaching-learning materials and instructional strategies. When the employees feel there is a need to bring about improvements, they give ideas and suggestions. Therefore, it is understood that the leaders need to be well-aware that in training and development programs, the teaching-learning methods, teaching-learning materials and instructional strategies need to be put into operation in an appropriate and suitable manner to the needs and requirements of the members as well as the organization as a whole.

2.4 Practices of School Leadership

School leader practices defined in different ways at different interval of time, but the most agreed practices of school leadership in related to the school goals are mentioned below. School Leaders set goals and targets that accelerate the learning of students those are at risk of under achievement (Arotake, 2016 as cited by Tesfaye 2018), involves in designing, evaluating and

coordinating the curriculum and teaching (Pont et.al., 2008 as cited by kapur, 2018), helps to improve employees' performance (Leithwood, Harris& Hopkins,2008).

According to Karakose (2008) depicted that the significance of leadership role in school is important they articulating and advocating for a shared vision, motivating students, staff and parents, and utilizing human and material resources, create a culture of learning in the school compound. The successful implementation of the leadership aspects mentioned above requires the principal to win the support of teachers. Principals must be prepared to devote a lot of their time to assist and demonstrate desirable values and norms, which ultimately have an impact on the culture of the school success. According to Bush (2003) the strategies adopted for instructional leadership comprise that the process of articulating the school mission, supervising the teaching and learning process, monitoring the academic progress of learners and creating an inviting environment for learning.

Leadership is vital for clear and compelling organizational directions that contribute significantly to members' work-related motivations (Karakose, 2008); leader's ship directions contribute to the capacities members or developing people that often need in order to productively move in those directions. Such capacities and motivations are influenced by the direct experiences; organizational members have with those in leadership roles, as well as the organizational context within peoples' work environment. School leaders also have to be capable enough to adapt the teaching program to the local requirements. They also have to implement measures to promote teamwork amongst the teachers and get engaged in teacher monitoring, evaluation and professional development. The teachers should be effectively trained and should possess the knowledge about how to meet the needs of the students, hence, an important goal of the school leaders is to support, evaluate and contribute in the development of teacher quality (Leithwood et. al, 2004).

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Since effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvements (ISLLC, 1996), they

must have the ability and skills in taking different actions to perform their jobs effectively (Fransua, 2019)

School principals are responsible for the quality of education provides in the school and must ensure effective and attractive school improvement processes. The role of the principal is to establish a school improvement committee, oversee the school improvement process, establish school targets, oversee the development and annual review of the school plan, and liaise with the central office. ensure staff school and system alignment, report activities timely, and consult with the school board, report regularly on development and progress of the school plan and levels of student performance, approve all forms of school reporting, ensure that appropriate evidence is retained and made available for the external validation process (Pont, Nusche, & Moorman, 2008). Research shows that school communities can be a stabilizing force for young people, both emotionally and academically, particularly when they are experiencing transition or crises. The effective school leader has a duty to create good school environments, which mean creating safe and structured school environment. Many scholars supporting this idea, school environment refers to the social, academic and emotional contexts of a school the personality of the learning context and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies for instructional quality to student and teacher morale (Pont et.al, 2008).

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations/communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district office officials, unions, state and federal agencies (Jennifer, 2005)

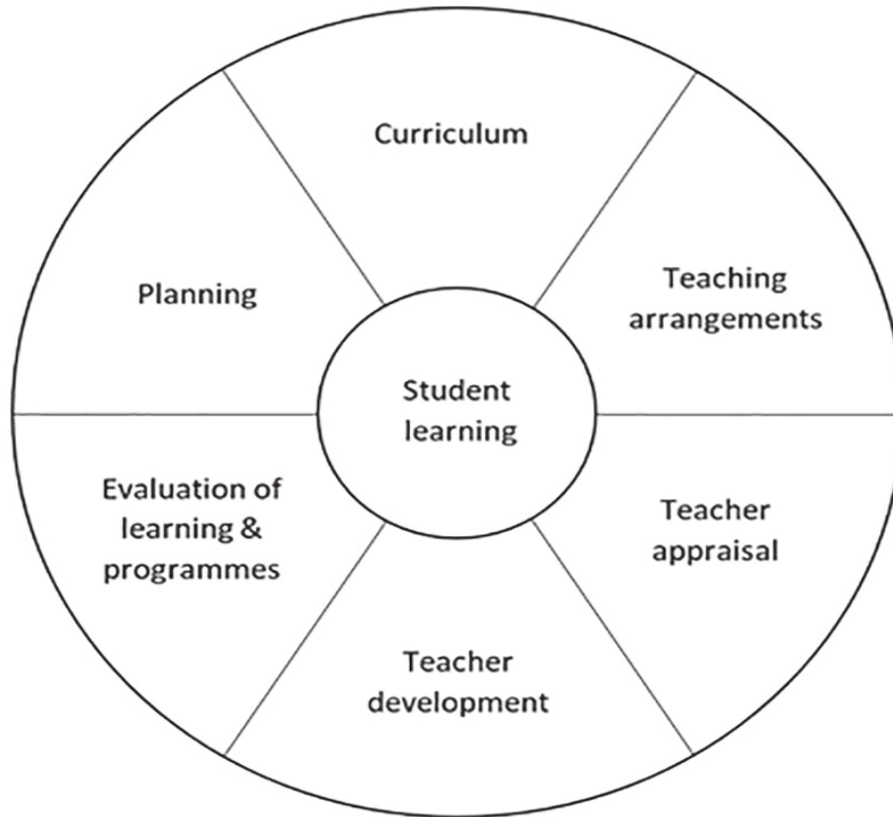


Figure 1: the practice of school leaders for the effects of students learning effectively

In addition to the above mentioned practices, most exemplary leaders identified certain common practices that have traits in their abilities to get extraordinary things done (Kouzes and Posner, 2002; Floyd, 2003). Kouzes and Posner classified these as (1) Model the Way, (2) Inspire a shared vision, (3) Challenge the process, (4) Enable others to act, and (5) Encourage the hearts (for further details see the table below). These five practices are still applicable to assess school/educational leadership behaviors, practically and empirically (Hersey et al., 2008; Yukl, 2010; Northouse, 2013).

These leadership practices area summary of leadership behaviors in leading people with a focus, creating value, vision and mission, taking risks, and collaborating with others in a team’s spirit, and making sure that people are encourage to put in their best. These are tested leadership practices (Northouse, 2013).

Table1: Summary of school leadership practices and commitments

No	Leadership Practices	Commitment
1.	Model the Way	<ul style="list-style-type: none">➤ Clarify values by finding your voice and affirming shared values➤ Set the example by aligning actions with shared values
2.	Inspire a Shared Vision	<ul style="list-style-type: none">➤ Envision the future by imagining exciting and ennobling possibilities➤ Enlist others in a common vision by appealing to shared aspirations
3.	Challenge the Process	<ul style="list-style-type: none">➤ Search for opportunities by seeking innovative ways to change, grow, and improve➤ Experiment and take risks by constantly generating small wins and learning from mistakes
4.	Enable Others to Act	<ul style="list-style-type: none">➤ Foster collaboration by promoting cooperative goals and building trust➤ Strengthen others by sharing power and discretion
5	Encourage the Heart	<ul style="list-style-type: none">➤ Recognize contributions by showing appreciation for individual excellence➤ Celebrate the values and victories by creating a spirit of community

Source: Kouzes and Posner (2002)

Since lack of effective leadership is the reason for the failure of many schools (Kouzes and Posner, 2002), above all the practice of school leadership takes a lion share for the implementation of the package. Indeed, leadership makes the difference between successes and failures. However, the capability of leaders to carry out the program in mobilizing the stakeholders to functionalize the implementation of the package is under question (Lerra and Teka, 2014). The practices of trust-building, quality communication, focusing on teacher development, and supporting teaching and learning through evaluation process have also been supported by others (Hansen, 2016).

2.5 Challenges of School Leader

According to Day et. al (2016) the challenges facing school leaders are many factors among these ensuring consistently good teaching and learning, integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, managing behavior and attendance, strategically managing resources and the environment, building the school as a professional learning community, and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities are challenges for school leaders. Further, principals are dealing with increased job related stress, heightened accountability, new curriculum standards, educating an increasingly diverse student population, addressing social issues that once belonged at home or in the community while facing possible termination if their schools don't show instant results (Mann, 2014)

Martella & Nelson (2003) stated that the primary challenges confronted, especially by secondary school principals are associated with poor management system, excessive administrative work, low parental involvement, lack of facility, budget deficit, pressure of internal forces and external forces, training and professional development for principals (Yemane, 2013). School principals regularly deal with emotions that come from aggressive or pleasure parents, students, and with challenging managing diversity, information use, material resources identification and administration, human resources management in the schools. Availability of resources is also among the most factors facing the school leaders (Yemane, 2013). Additionally, external factors like social and organizational cultural context and school nature influence the schools leadership performance (Dimmock & Walker, 2002).

School leaders are facing in different condition while accelerating learning for the majority of student, low income students and minority students. They also managing disciplinary problem of students, encounter officials' interference, policy and professional norms that create obstacles to restrict of working condition and support system. These problems may emanate from principals, school communities and other factors (Anderson, 2003). An effective principal can assist in creating an environment which promotes positive teacher perceptions and positive learning environments for all students (Mann, 2014). A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and

instructional program conducive to student learning and staff professional growth. Thus, teachers' perceptions are relevant to the success of schools, so one must understand his/her own perceptions of how his/her leadership practices can affect the teachers he/she leads.

In addition, as a principal, one of the most challenging roles is to find ways to understand teachers' perceptions as well as keep those highly qualified teachers satisfied within their educational organization (Mann, 2014). Principals and teachers must continue to work together, which may include building better working relationships. In addition, those working relationships could begin to improve the quality of education provided to this nation's children.

School principals are facing tremendous pressures from both inside and outside the school building to increase teacher accountability while maintaining a positive school climate. A principal's characteristics and their professional leadership practices may positively impact a school's climate; however, the balance between personal characteristics and professional leadership practices has yet to be determined (Hansen, 2016). Further, recruitment processes can have a strong impact on school leadership quality. While school-level involvement is essential to contextualize recruitment practices, action is necessary at the system level to ensure that recruitment procedures and criteria are effective, transparent and consistent. Succession planning proactively identifying and developing potential leaders can boost the quantity and quality of future school leaders. Eligibility criteria should be broadened to reduce the weight accorded to seniority and attract younger dynamic candidates with different backgrounds.

The challenge is to improve the quality of current leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of principals and the fact that the job does not seem to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates (OECD, 2008)

Professional organizations of school leaders provide a forum for dialogue, knowledge sharing, and dissemination of best practices among professionals and between professionals and policy makers. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations. Educational organizations must also begin to examine ways of improving teachers' perceptions of their

principals' leadership practices in the field of education. Also, those same educational organizations must examine other factors affecting teaching and instruction in the classroom, such as teacher satisfaction, teacher morale, and teacher retention. It takes a special leader to aid teachers in understanding his/her vision and goal within an educational organization. Educational organizations need competent leaders with the necessary skills to lead successful teachers and schools (Mann, 2014)

Principals lead in different ways and obviously some principals are more effective than others due to their leadership styles. The foundation for a principal's leadership must begin with his/her beliefs in particular leadership theories. According to Wagner (2009) leadership styles were identified as authoritarian (autocratic), participative (democratic), and delegative (laissez-fair) that affects the school leaders (Mann, 2014).

2.6 Conceptual Framework

A systematic review of studies on leadership models in educational research from (1980 to 2014) shows that school leadership has been used in schools for a couple of years. It used in educational research over the last three decades which appeared in the leadership literature in the 1990s.

Leadership is described as a product of multiple sources; Bass (1998) identified four main components of school leadership: 'Idealized influence, inspirational motivation, intellectual stimulation, and individual consideration that provides a framework in which leadership is described as a product of multiple sources instead of one single authority. The Multifactor Leadership Questionnaire developed by Bass & Avolio (2004) classified leadership as four factors 1) Idealized Influence (Charisma), 2) Inspirational Motivation (Inspiration), 3) Individualized Consideration (Coaches and advise), and 4) Intellectual Stimulation (Creative and Innovative). Thus, the practices and challenges of school leaders rely on one of these frame works that the study focused on.

- I. Idealized influence:** (attribute) show as charismatic elements in which leaders become role models who are trusted by followers. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethics, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates or staff

needs over their own needs and share successes and risks with subordinates, and respect and trust.

II. Inspirational motivation: - Leaders behave in ways that motivate followers by providing meaning and challenge to their work. The spirit of the team is aroused while enthusiasm and optimism are displayed. The leader encourages subordinates to envision attractive future states while communicating expectations and demonstrating a commitment to goals and a shared vision. The visionary aspects of leadership are supported by communication skills that make the vision understand

III. Intellectual stimulation:-Leaders stimulate their subordinates' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. The intellectually stimulating leader encourages followers to try new approaches.

IV. Individualized consideration:- Leaders build a considerate relationship with each individual, pay attention to each individual's need for achievement and growth by acting as a coach or mentor, developing subordinates in a supportive climate to higher levels of potential. Individual differences in terms of needs and desires are recognized.

CHAPTER THREE

3. METHODOLOGY

Chapter three discusses the methodology of the study: research approach, and research design, source of data, sampling techniques and procedures, data collection procedures and tools, validity analysis, pilot study, data processing, methods of data analysis and ethical considerations respectively.

3.1 Research Approach

The application of appropriate methodology is vital to achieve the overall objectives of a particular study in order to address the questions raised by the research. This study aimed at analyzing school principals' leadership practices and challenges in Yeka Sub city secondary schools, Dej.Wondirad, Kara'alo, and Millennium. Accordingly, qualitative and quantitative methods were employed for the study.

Therefore, mixing quantitative and qualitative data in a single study with the inclusion of multiple methods of data and forms of data analysis calls for more explicit procedures of the study: These procedures were also developed in part to meet the need to help researchers create understandable designs out of complex data and analyses (Creswell, 2003).

3.2 Research Design

A research design is plan of 'procedures for collecting, analyzing, interpreting and reporting data in research studies' (Ivankova, Creswell & Plano Clark, 2007). Different researchers (Churchill and Iacobucci, 2005) call it a blueprint for a research to be followed in order to successfully implement the research. It represents the major methodology driving the study, being distinctive and specific research approaches which are best suited to answer the research question (Comack, 1996). This study has descriptive study design. Thus, data were collected from principals, supervisors and teachers through descriptive survey research design. According to Acharya (2010), descriptive survey design is better to provide a quantitative or a numeric description of trends, attitudes, or opinions of a population by studying a sample of population using

questionnaires data collection with the intent of generalizing a sample to a population. Among the two types of survey which are cross sectional and longitudinal survey the researcher used cross sectional one. Cross-sectional study is aimed at determining the frequency of a particular attribute, such as a specific exposure, satisfaction or any other service-related event, in a defined population at a particular point in time.

3.3 Source of Data

The researcher used primary sources of data for the study. The primary data were collected from questionnaires which contain closed ended questions and interviews based on the related literatures. The questionnaire respondents were teachers of the schools, and the interview was conducted with principals and supervisors. The actual data collection conducted using a self-administered questionnaire and interview. The researcher distributed at the working time and collected the questionnaires at the same days. By considering that all of the respondents are educated the entire questionnaires prepared in international language, English. Moreover, participants of the study were informed about the objective of the study and also were notified of about the confidentiality of their response. Similar approach was pursued to conduct interview with the respected principals and supervisors.

3.4 Sampling Techniques and Procedures

3.4.1 Sample and Sampling Techniques

The study used non probability sampling techniques which are purposive & simple random sampling that were used to select the respondents from the schools. Purposive sampling gives a researcher an advantage to create smooth relationship between the information seeker and information provider. Maxwell (1996) noted that purposive sampling is a strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be obtained from others. Based on this, interview was targeted to obtain relevant information about practices and challenges of schools leadership in Dej.Wondirad, Kara'alo, and Millennium Secondary Schools. Since their number is limited the school principals and supervisor were purposely selected and wisely used for the study. After selecting the schools using stratified sampling, simple random sampling technique was used to select respondents

through questionnaire, teachers in order to give them equal chance to participate. Since participating and giving experienced employees gives fruit full information than newly emerged once, experienced teachers were encouraged to participate highly. The information was gathered strategically to connect the response of the questionnaire and interview.

3.4.2 Sample Size for Total Population

According to the Yeka Sub city Education Center information there are seven (7) government secondary schools in Yeka Sub-city. Thus, this study was conducted among these schools called Dej.Wondirad, Kara'alo, and Millennium Secondary Schools. In the school currently there are 12 Principals, 3 supervisor and 335 teachers (Dej.Wondirad = 130, Kara'alo =115 and Millennium=95).

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

s = required sample size

x^2 = confidence level

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

$$(3.842)^2 335 \times 0.50(1-0.50) \div (.05)^2(335-1) + (3.842)^2(0.5)(1-0.5)$$

$$= \underline{\underline{273}}$$

Non respondent rate 5% = 14

$$\text{Total sample} = \underline{\underline{287}}$$

Here the number of sample respondents from the total population of three secondary schools was determined proportionally by using the following formula:

$$\text{Number of sample from Dej.Wondirad} = n (N_1/N) = 287(130/335) = 111 \text{ respondents,}$$

$$\text{Kara'alo} = n (N_2/N) = 287 (115/335) = 98 \text{ respondents and}$$

$$\text{Millennium} = n (N_3/N) = 287 (95/335) = 81 \text{ respondents}$$

Where n = number of total sample,

N_1 = total population of Dej.Wondirad

N_2 = total population of Kara'alo,

N_3 = total population of Millennium

$N =$ the sum of total population of all three secondary schools $=335$

And the k^{th} constant number that allows selecting respondents systematically determined by dividing the number of population of each school for their respective sample size. Accordingly, k^{th} value for Dej.Wondirad $= 130/111= 1.17$, for Kara'alo $115/98= 1.17$ and for Millennium $=95/81 = 1.17$ have equal chances to be participate the three schools in the study.

3.5 Data Collection Procedures and Tools

3.5.1 Data Collection Procedures

The researcher prepared and submitted questionnaire and interview questions to the advisor Dr. Yekunoamlak for comment. After comment of the advisor it incorporated the comments and the researcher received co-operation letter from Addis Ababa University Department of Educational Planning and Management. After getting permission letter the researcher contacted the school principals to inform the purpose of the study and then distributed the questionnaires and makes the interview in convenient days of the respondents.

3.5.2 Data Collection Tools

3.5.2.1 Interview

One of the techniques which applied in this research is interview. According to Dawson (2002) semi-structured interview is the most common type of interview. Few prelisted guide questions were used as a guide of interview to the pertinent points and not to forget important information about the research questions. Semi structured interview is pretty much effective in reading the interviewee face, gestures and to get original information through hints. Though, these interview questions allow large amount of discussion and dialogue between the interviewer and the interviewee. According to Deacon et. al. (1999) semi-structured interview questions guide helps to guarantee consistency between the research objectives and the data gathered. The interviewer controls the discussion by referring to an interview guide that sets out the issues to be covered during the exchange. In addition Bryman (2004, p. 543) also discussed the advantages of semi-structured interview: "Semi-structured interview covers a wide range of types that refers to a context in which the interviewer has a series of questions that are in the general form of

interview guide but is able to vary the sequence of questions". Though, interview was conducted with three principals (one principal from each school) and three supervisors (social science, natural science & language) assigned to the three sample schools during the data collection time. Finally, the interview data was recorded in order to avoid interruption of the discussion and to preserve the discussions more perfectly; basic notes also were taken in the meantime.

3.5.2.2 Questionnaire

Dawson (2002) listed three types of questionnaire with its uses. However, in this research I used closed ended questions with tables to tick. This helped the researcher to gather factual and relevant data from the respondents, and help the respondents to fill the questionnaires easily. The closed ended questions were designed to get definite answers and were used for simplicity. Thus, the questionnaire questions were prepared to get analysis of leadership practices and challenges in Yeka Sub city secondary schools. The questionnaire paper had three main parts including general information and personal data, practices of leaders and major challenges that influence leaders in achieving the school goals. Thus, questionnaires were collected from selected schools teachers.

The scale of measurement for the study is interval scale. An interval scale of measurement is based on ordered interval that are of equal length and the zero value is arbitrary. Five points Likert scale will be used which include weights for Agreement: 1= strongly agree 2= agree 3= Neutral 4= disagree 5= strongly disagree.

3.6 Validity Analysis

Validity checks about the accuracy of the measures to the data through content validity, criterion related validity and or constructs validity. The tools were developed based on the literature review and in this study the researcher used content validity to analysis to what extent the instrument provides adequate coverage of the subject under study of the survey items. In addition to inter vision with my class mates, I used my advisor for reviewing the survey questionnaires to insure its content and clarity. Finally, major revisions were made and all accepted comments were included in the final version of the tools.

3.7 Pilot study

To maintain the adequacy, quality and appropriateness of the questionnaire my thesis advisor, two of my friends in secondary school and classmates commented on it. After the comments have been incorporated, the researcher piloted the instrument to check its reliability by administering to 20 randomly selected teachers who were not respondents of the study (Edget Chora Secondary School Teachers). The aim is to ensure the clarity of the questions and to assess respondents' level of understanding of the general questionnaire content. The reliability of the items obtained through the pilot study was analyzed using Cronbach alpha (α), as it is the most appropriate method of estimating reliability for survey research and other questionnaires in which there is a range of possible answers for each item.

Table 2: Cronbach Alpha (α) Values of each Variable

Variables	A	Item size	Number of respondents
Practice of school leaders	0.962	28	20
Challenges of school leaders	0.967	37	20
over all	0.964	65	20

The table shows the reliability coefficients of the instrument for each variable. According to Bryman and Bell (2011) a coefficient of 0.90 and above indicates a highly reliable instrument whereas coefficient ranging from 0.70 to 0.90 is acceptable for most instruments. Hence, the results indicated that the instrument was highly reliable with reliability coefficient ($\alpha= 0.964$). This implies that the instrument is reliable.

3.8 Data Processing

The method of data processing in this study will be manual and computerize system. In the data processing procedure editing, coding, classification and tabulation of the collected data will be implemented.

3.9 Methods of Data Analyses

Mixed methods of data analysis were employed to analyse the data. The interview results analyzed qualitatively in simple and comprehensive sentence structures. The questionnaire response analyzed and interpreted using statistical package for social science (SPSS) version 24. Descriptive analyses were conducted by employing different methods. Different tables used according to the obtained data. Then, discussion was made by triangulating the research objectives, theory and the combined data. Finally descriptive statistics including mean, standard deviation, frequency, and percent were utilized to describe participant's characteristics.

3.10 Ethical Considerations

The study is ethically clear from Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and Management. The researcher used the data from principals, supervisors and teachers which were collected through interview and questionnaire; permission was obtained from each. To maintain the confidentiality of the information provided by the respondents, the respondents were instructed not to write their names on the questionnaire and assured of that the responses were used only for academic purpose and kept confidential. Finally, respondents were included in the study based on their free will.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter of the study concerned with the analysis and interpretation of data collected through questionnaires and interview. Accordingly, 287 (including 5% non-response rate) questionnaires were distributed to Dej.Wondirad, Kara'alo and Millennium Secondary Schools. From these schools a total of 255 questionnaires were collected from 4 department heads, 243 teachers and 8 others respectively. The gathered data from Dej. Wondirad, Kara'alo and Millennium Secondary Schools in Yeka Sub city, Addis Ababa had 93.4% response rate utilized in the study. Interview was conducted with three principals and (one principal from each school) and three supervisors (social science, natural science & language). The response from the respondents analyzed and interpreted based on the research objectives and review of related literature in mixed approach and discussed below briefly.

Further, the analysis of school principals leadership practices and challenges in Yeka Sub city Secondary Schools were selected and presented to respondents to be rated on a five-point rating scale from very high 5 to very low 1. For analysis purpose the mean value interpreted as: Mean 4.5 and greater was very highly practiced; mean 3.5 to 4.49 was highly practiced; mean 2.5 to 3.49 was moderately practiced; mean 1.5 to 2.49 was low, and mean less than 1.5 was very low (Shewaye, 2018) and (Zaidaton and Bagheri, 2009). Additionally, the sum of strongly agree and agree is treated together while, the sum of strongly disagree and disagree is treated together.

Table 3: Socio- demographic information of participants

Variable item	Frequency (N= 255)	Percentage
Sex		
Male	169	66.3
Female	86	33.7
Age		
20-25	24	9.4
26-30	64	25.1
31-35	82	32.2
36-40	45	17.6
≥41	40	15.7
Educational qualification		
Degree	139	54.5
Master's degree	116	45.5
Field of study		
EDPM		
Teaching subject	247	96.9
Others	8	3.1
Total work experience		
Less than 6 years	24	9.1
6-10 years	100	39.2
11-15 years	70	27.5
16-20 years	25	9.8
≥21 years	36	14.1
Current work position		
Department head	4	1.6
Teacher	243	95.3
Other	8	3.1

According to the data gained from the questionnaire respondents in the above Table from those participants 169(66.3%) were male and 86(33.7%) were female. In relation to age the dominant respondents 82(32.2%) were aged from 31-35 years and the least respondents 24(9.4%) were aged from 20-25 years. When we see the educational qualification, 139(54.5%) had degree and 116(45.5%) master's degree qualifications. This indicates that the majority respondents were male aged from 31-35 years of age and had first degree qualification.

The data shows that 247(96.9%) had teaching subject field of study. In accordance to work experience, the dominant respondents 100(39.2%) had 6-10 years, 70(27.5%) had 11-15 years, 36(14.1%) had greater than 21 years, 25(9.8%) had 16-20 years and the others 24(9.1%) had less than six years work experience respectively. As the data illustrated above almost all 243(95.3%) of the respondents were working in teaching position, four (1.6%) as department head and eight (3.1%) as other teaching learning process. The result indicated that the majority of the respondents had teaching field of study with 6-10 years of work experience as a teacher.

The interview result showed that all of the school principals and supervisors are male and they all qualified their masters in educational leadership, and leadership and good governance. In relation to work experience they had 7-14 years' experience in different work positions. For example one of the principal explained:

My qualification is MA in leadership and good governance, and I have totally 14 years of experience: 5 years as the secondary school principal, 3 years as the secondary school vice principal, 3 years as Woreda Education head office and the rest as a teacher (P2, August 03, 2021).

All of the supervisors and two of the school principals love their profession and position; however, one of the principal said "I am not satisfied with my work due to the low salary paid to the position. And I am working for the purpose of survival."(P2, August 03, 2021). Thus, this result indicated that the entire interviewee were male with master's qualification and had more than seven years of experience in different government work positions. Further, as they stated except one principal the entire interviewee loves their profession and position.

P1=Principal one, P2= Principal two, P3= Principal three
S1=Social Science Supervisor, S2= Natural Science Supervisor, S3= Language Supervisor

4.1 Practices of School Leaders

4.1.1 Planning

Table 4: Practices of school leaders in planning school activities

Planning Items	Scale	F	%	M	Std. D
The school community articulate the mission and vision of the school	SA	30	11.8	2.71	1.164
	A	109	42.7		
	N	40	15.7		
	D	56	22		
	SD	20	7.8		
The school principals identify the critical factors in the preparation of the plan and use intervention mechanisms	SA	36	14.1	2.72	1.215
	A	101	39.6		
	N	40	15.7		
	D	54	21.2		
	SD	24	9.4		
The school principals develop simple, measurable, achievable, realistic and time (SMART) bounded Plan	SA	28	11	2.68	1.096
	A	106	41.6		
	N	56	22		
	D	49	19.2		
	SD	16	6.3		
The school principals identify specific goals areas that promote high levels of achievements for all students	SA	40	15.7	2.71	1.161
	A	86	33.7		
	N	48	18.8		
	D	69	27.1		
	SD	12	4.7		
The school principals facilitate stakeholders' participation in planning	SA	32	12.5	2.71	1.182
	A	108	42.4		
	N	40	15.7		
	D	53	20.8		
	SD	22	8.6		
Over all				2.70	1.16

Planning is the preliminary activity of any school. Succession planning proactively identifying and developing potential leaders can boost the quantity and quality of future school leaders (Hansen, 2016). Vision, mission and core values are the crucial point's rehearsed by each and every employee in the assigned organization.

In line with this, the majority, 139(54.5%) of the respondents agreed that the school community articulate the mission and vision of the school. Further, Jennifer (2005) stated that principals are expected to be educational visionaries, instructional and curriculum leaders.

Correspondingly, as seen in Table 4, 147(53.7 %) of the respondents supported the school principals identify the critical factors in the preparation of the plan and use intervention mechanisms. Additionally, 134 (52.6%) respondents replied their agreement that their school principals develop simple, measurable, achievable, realistic and time bounded plan. The same respondents 126 (49.4 %) replied that the school principals identify specific goals areas that promote high levels of achievements for all students (Ingvarson, 2008) and the majority 140 (54.9 %) confirmed that the school principals have ability to facilitate stakeholders' participation in planning (Northouse, 2013). This evidence indicates that the school principals have moderate ability towards practicing planning of the school activities.

Even though, all of the school principals replied positive answers to the above planning item questions, the supervisors said that even if the school community, the school principals and teachers couldn't articulate the school mission and vision: they don't even post in front of the main gate or visible place. Accordingly, one of the supervisors said that:

I don't know why schools don't post their Vision and Mission in visible place?

It seems either of the schools couldn't implement their Vision: even some schools posted their old Vision and Mission, they couldn't update it. I am sure that most of the school community couldn't even say words from it (S3, August 02, 2021).

However, the entire interviewee replied the participation of the concerned stakeholders. Since most of the respondents agreed and the overall calculated mean value ($M=2.70$; $SD=1.16$) indicated moderate practices of school leaders in planning. This implies somewhat moderate practices of school leaders in school planning activities.

4.1.2 Goal clarification

Table 5: Practices of school leaders in goal clarification

Goal clarification items	Scale	F	%	M	St. D
The school principals show ability to sell the benefit of new ideas	SA	20	7.8	3.07	1.157
	A	72	28.2		
	N	64	25.1		
	D	69	27.1		
	SD	30	11.8		
The school principals make clear the school goals and objectives to teachers and students	SA	24	9.4	2.95	1.188
	A	94	36.9		
	N	28	11		
	D	89	34.9		
	SD	20	7.8		
The school principals set directions and encourage the staff towards achieving the expected goals.	SA	20	7.8	2.9	1.144
	A	100	39.2		
	N	40	15.7		
	D	75	29.4		
	SD	20	7.8		
Over all				2.97	1.163

The Table above indicated the questionnaire respondent's response in practices of school leaders in goal clarification. As the table shows 92(36%) of the respondents agreed however, 99(48.9%) disagreed the school principals ability to sell the benefit of new ideas while 64(25.1%) of the respondents responded neutral. This indicates the school principals' failure in selling the benefit of new ideas to the school community (Vojta, nd). Besides, 118(46.3%) respondents agreed while 109(42.7%) disagreed in relation to the school principals make clear the school goals and objectives to teachers and students. The response clearly shows the school principals practice in making clear the school goals and objectives to teachers and students. Further, 120(47 %) of the respondents agreed the school principals direction and encouragement of the staff towards achieving the expected goals. In contrary, 95(37.2 %) of the respondents disagreed the idea.

These figures indicated better practices of school leaders in goal clarification areas even though there are some challenges.

All of the school principals and supervisors claimed no training was given to teachers and the school community this year due to budget and Covid-19. One of the school principal said:

We were too busy in this past year. We were working from Monday to Saturday without any additional resource and man power. The government couldn't offer public meeting and work shop due to Covid-19. We even don't have budget and time for further actions to perform new ideas. However, we discussed some ideas with the representative of department heads. (P1, August 02, 2021)

One of the school supervisors added that: "This year no more motivation in developing new ideas since our country faced dual war (Covid-19 and war with TPLF)." (S2, August 02, 2021) According to the supervisors all the concerned bodies gives primary attention to protection of Covid-19.

Thus, the above result showed that; even though, school principals make clear the school goals and objectives to teachers and students and set directions and encourage the staff towards achieving the expected goals (Aurora, 2013), they got difficulties to share new ideas due to the country unrest and Covid-19. Apparently the overall calculated mean value ($M=2.97$; $SD=1.163$) showed somewhat moderate practices of school leaders in goal clarifications.

4.1.3 Organization

Table 6: Practices of school leaders on organization of school activities

Organization Items	Scale	F	%	M	St. D
The school community establish good interpersonal relationship	SA	40	15.7	2.5	1.108
	A	115	45.1		
	N	48	18.8		
	D	36	14.1		
	SD	16	6.3		
The school community support teachers to develop sense of ownership	SA	36	14.1	2.88	1.232
	A	80	31.4		
	N	40	15.7		
	D	77	30.2		
	SD	22	8.6		
The school principals share responsibility	SA	44	17.3	2.86	1.358
	A	84	32.9		
	N	28	11		
	D	61	23.9		
	SD	38	14.9		
The school principals give meaning for the collected data (e.g report cards)	SA	27	10.6	2.6	1.041
	A	120	47.1		
	N	44	17.3		
	D	56	22		
	SD	8	3.1		
Over all				2.71	1.184

Effective school leaders have the ability to provide comfortable, positive, and trusting work environments from which teachers could benefit (Mann, 2014). As the result showed above in Table 6, the school communities establish some sort of interpersonal relationship and support teachers to develop sense of ownership, the school principals share responsibility and give meaning for the collected data. Hence, 155(60.8%) of the respondents agreed the school

community good interpersonal relationship, 116(45.5%) agreed the school community support teachers to develop sense of ownership, 128(50.2%) agreed school principals share responsibility, 147(57.7%) agreed school principals give meaning for the collected data.

Even though, the questionnaire response showed positive response to the above items, one of the school principal aggressively stated that:-

The school communities do have positive interpersonal relationship; however, since the school doesn't have its own territory and fence students fight with them: especially, we always have troubles with SMEs employees; Woreda youth people and taxi drivers (P1, August 01, 2021).

Three of the supervisors also noted similar ideas with the principal in this school. Apparently, the entire interviewee replied the strong motion of school principals to share responsibility even if some problems happen with the new principals, and giving timely definition and meaning for the collected data. Besides, the overall calculated mean value ($M=2.71$, $SD=1.184$) similarly indicated moderate practices of school leaders on organization on the above mentioned areas.

4.1.4 Management

Table 7: Practices of school leaders in management

Management Items	Scale	F	%	M	St. D
The school principals create safe school environment for teaching learning	SA	40	15.7	3.02	1.403
	A	76	29.8		
	N	28	11		
	D	60	23.5		
	SD	51	20		
The school principals prepare regular staff meeting to discuss about the plan	SA	16	6.3	2.9	1.036
	A	90	35.3		
	N	64	25.1		
	D	73	28.6		
	SD	12	4.7		
The school principals are capable to perform and utilize the allotted current budget and resources effectively	SA	24	9.4	3.02	1.153
	A	66	25.9		
	N	76	29.8		
	D	60	23.5		
	SD	29	11.4		
The school principals facilitate auditing, inventory and monitoring to reduce corruption	SA	20	7.8	3.13	1.068
	A	42	16.5		
	N	105	41.2		
	D	60	23.5		
	SD	28	11		
The school principals keep accurate and complete resource record	SA	24	9.4	3.18	1.091
	A	36	14.1		
	N	88	34.5		
	D	83	32.5		
	SD	24	9.4		
Over all				3.05	1.150

The literature said school leader has a duty to create good school environments: create safe and structured school environment (Pont et.al, 2008). According to participants responds 116(45.5 %) of the respondents agreed and 111(43.5 %) disagreed while the least 28(11%) replied neutral about school principals ability to create safe school environment for teaching learning process. Even though, the response of agreement and disagreement is nearly similar, this data claimed the school leader's good practice towards suitable environment of the school. In addition, the

interview result of the school principals and supervisors claimed their great effort towards making the school environment safe to the teaching learning process. However, due to the concerned body attention the problem were not solved. Regarding this one of the principal aggressively said:

I am shouting starting from September where I appointed to be here to solve the school problems with the Sub city. However, they all give deaf ears to our letters and questions. Further, we pronounced the problem to the Woreda and concerned stakeholders to make clear the school from noise and unnecessary disturbance from SMEs employees, but no more result as well. Again we send letter to Ministry of Education how the school surrounding disturbs the teaching learning process; it's all the same with others. Now we are trying to solve the problems with the help of SPTAs (P1, August 01, 2021).

Apparently, the dominant 106(41.6%) of the respondents agreed the school principals prepare regular staff meeting to discuss about school plan. However, 85(33.3%) of the respondents disagreed the statement. When we compare the results, even though, the response of agreement is greater than the disagreement; there are some gaps in the implementation. The result supported the literature stated by Leithwood et. al, (2004).

Similarly, 90(35.3 %) of the respondents agreed and 89(34.9 %) disagreed school principals capability to perform and utilize the allotted current budget and resources effectively. Whereas, 76(29.8%) replied neutral. This shows that the school leaders have some gaps or limitations in implementing and allocating the school budget and resources. The interview result showed that school leaders have some gaps to use the allotted current budget and resources effectively. In this regard one of the school principals stated the beaurocracy of the school communities and budget release time as a constraint (P3, August 04, 2021).

Unlike the above statements, 88(34.5%) and 107(41.9%) of the respondents disagreed the school principals practice in auditing, inventory and monitoring activities to reduce corruption, and keep accurate and complete resource record respectively. In addition, more than $\frac{1}{4}$ of the respondents also replied neutral that shows unclear practices of the school leaders practice in school management in general. The overall interview result showed the more or less poor management

of the school principals. These result supported by Martella & Nelson (2003)... secondary school principals are associated with poor management system, excessive administrative work, low parental involvement, lack of facility, budget deficit, pressure of internal forces and external forces, training and professional development for principals (Yemane, 2013). However, the overall calculated mean value of the questionnaire (M=3.05: SD=1.150) shows moderate practices of school leaders in management.

4.1.5 Decision making

Table 8: Practices of school leaders in decision making

Decision making Items	Scale	F	%	M	St. D
The school principals have ability to prioritize problems	SA	24	9.4	3.09	1.21
	A	74	29		
	N	40	15.7		
	D	88	34.5		
	SD	29	11.4		
The school principals have ability to evaluate various alternatives	SA	24	9.4	2.76	1.02
	A	94	36.9		
	N	60	23.5		
	D	73	28.6		
	SD	4	1.6		
The school principals have ability of using participatory decision making process	SA	36	14.1	2.93	1.213
	A	72	28.2		
	N	36	14.1		
	D	95	37.3		
	SD	16	6.3		
The school principals follow up for continuous improvement	SA	36	14.1	3.05	1.33
	A	66	25.9		
	N	45	17.6		
	D	64	25.1		
	SD	44	17.3		
The school principals development commitment to facilitate change	SA	32	12.5	2.75	1.154
	A	102	40		
	N	32	12.5		
	D	77	30.2		
	SD	12	4.7		
Over all				2.916	1.185

The school leaders make provision of support and assistance to the employees to cope with risks and eliminate problems and concerns (Kapur, nd) understand the problems and needs of others. However the result couldn't support this saying. Making decision by one self is one of the important practices of school leaders. Regarding this, different questions were raised as elements of decision making. 98(38.4 %) of the respondents agreed while 117(45.9 %) disagreed and 40(15.7%) gives neutral answer towards school principals ability to prioritize problems. Further, the school principals noted fear of prioritize problems without the help of the school community agreement and engagement. One of the school principal said” I am afraid of making decision alone without the help of the school committee: due to this some problems might continue for a while. (P2, August 03, 2021).” The school supervisors also noted coherence problems in each school. As one of the supervisor explained:

Sometimes school principals in most cases couldn't give immediate solutions for the problems. They wait someone to take risk in their position. Due to this, teacher, students and others couldn't get immediate answers for their questions (S1, August 02, 2021).

The questionnaire and interview result implies that the school principals have limited ability to prioritize school problems and are not risk takers. In contrary, 118(46.3 %) respondents supported school principals' ability to evaluate various alternatives. Unlike this, 108(42.3 %) of the respondents agreed and 111(43.6 %) disagreed school principals ability to be participatory in decision making; and 102(40 %) agreed and 108(42.4 %) disagreed school principals follow up for continuous improvement. Thus, this figure tells that the school principals couldn't participate others during decision making and couldn't follow up for continuous improvement. In the opposite side, the mass, 134(52.5 %) of the respondents agreed school principals commitment for change. Whereas, the school supervises disprove some of the schools principals' commitment for change. They noted their fear of decision making: performing their legal responsibility. One of the supervisors said” Even some principals forget evaluating their improvement due to their plan; they sometimes focus on report (S2, August 02, 2021).” The overall calculated mean value (M=2.916: SD=1.185) showed somewhat moderate practices of school leaders in decision making activities.

4.1.6 Well-coming and bringing change

Table 9: Practices of school leaders in well-coming and bringing change

Well-coming and bringing changes Items	Scale	F	%	M	St. D
The school principals frame problems and approaches old situation in a new ways	SA	16	6.3	3.11	1.137
	A	84	32.9		
	N	32	12.5		
	D	103	40.4		
	SD	20	7.8		
The school principals facilitate and do research	SA	12	4.7	3.1	1.132
	A	80	31.4		
	N	68	26.7		
	D	60	23.5		
	SD	35	13.7		
The school principals explain transparently what expected responsibilities from the teachers, students and others	SA	60	23.5	2.69	1.347
	A	78	30.6		
	N	24	9.4		
	D	68	26.7		
	SD	25	9.8		
The school principals mobilize stakeholders to bring change	SA	40	15.7	2.88	1.257
	A	76	29.8		
	N	36	14.1		
	D	81	31.8		
	SD	22	8.6		
The school principals create a conducive environment in the schools	SA	44	17.3	2.78	1.277
	A	86	33.7		
	N	32	12.5		
	D	69	27.1		
	SD	24	9.4		
Over all				2.912	1.23

The high school leaders and teachers effort must set college ready expectation for students that can apply knowledge in the new situation (Conley, 2007); make provision of support and assistance to the employees to cope with risks and eliminate problems and concerns (Kapur, nd) understand the problems and needs of others, know the need for commitment, augment energy levels and inculcate the traits of morality and ethics, portrays an idea or attitude which needs to be honest and truthful (Vojta, nd), build confidence and self-esteem (Kapur, nd).

Table 9 shows the practices of school leaders in well-coming and bringing change in the school. As the Table indicated above 100(39.2%) of the respondents agreed while 123(48.2%) disagreed on the practice of school principals in framing problems and approaching old situation in a new ways. Since the disagreement is greater than the agreement, the school principals couldn't frame problems and approaches of old situation in a new ways. In contrary, the entire principals believed themselves as open as new thinking's and new possibilities. One of the school principal said:

I am working with the school community to frame problems: I support teachers and students new suggestions and recommendations. Sometimes teachers also do research and give the school principals lecture on the issue (P3, August 04, 2021).

However, all of the supervisors explained the principal rigidity towards new approaches. According to one of the supervisors saying, school principals in most cases neglect students' recommendation and new opportunities: teachers and students explained school principals loose of attention (S2, August 02, 2021).The literature stated by (Conley, 2007; Kapur, nd) opposed the result of the questionnaire and principals response.

The questionnaire response showed that the school principals couldn't facilitate and do research since 5(37.2 %) of the respondents disagreed and 68(26.7%) couldn't show their agreement or disagreement. In contrary, most of the respondents 138(54.1 %) agreed the school principals transparently practice to teachers, students and others. Moreover, 102 (40.4 %) disagreed that the school principals mobilize stakeholders to bring change. In the other side, 130 (51 %) of the respondents agreed and 93(36.5 %) disagreed, while 32(12.5%) are neutral in creating a conducive school environment by the school principals. According to one of the school principal:

The school principals believed that they all are transparent to the school community; they do different research works and proposal with the help of teachers, SPTAs and external stakeholders, supervisors gives advice on recommended possibilities by the teachers and principals (P2, August 03, 2021).

Apparently, the result supported the literature stated by (Conley, 2007; Kapur, nd and Vojta, nd). The calculated mean value (M=2.912, SD= 1.23) showed somewhat moderate practices of school leaders in well-coming and bringing change in the school.

4.2 Challenges of School Leaders

4.2.1 Organizational factors

Table 10: Challenges of School Leaders by organization factors

Challenges of school leaders related to organizational factors	Scale	F	%	M	St. D
There is lack of open and effective communication in the school	A	119	46.7	2.98	1.428
	N	40	15.7		
	D	96	37.6		
There are unrelated trainings of the school (e.g. teachers, principals)	A	121	47.5	2.97	1.371
	N	20	7.8		
	D	114	44.7		
There is limitation of timely response from concerned bodies	A	117	45.8	2.89	1.266
	N	52	20.4		
	D	86	33.7		
Our school organizational culture is difficult	A	105	49	2.94	1.331
	N	32	12.5		
	D	98	38.5		
There is shortage of resources (teaching materials and facilities of laboratories and library)	A	135	52.9	2.71	1.37
	N	32	12.5		
	D	88	34.5		
partiality/ nepotism is manifested in our school	A	113	39.3	2.97	1.356
	N	40	15.7		
	D	102	40		
There is lack of commitment to change our school	A	141	55.3	2.75	1.368
	N	28	11		
	D	86	33.7		
There is less preparation of workable and visionary plan in our school	A	147	57.7	2.55	1.241
	N	40	15.7		
	D	68	26.6		
Over all				2.845	1.348

Table 10 shows challenges of school leaders by different organization factors. As the respondents replied their response there is 119(46.7%) lack of open and effective communication in the school: Furthermore, one of the school principal discussed communication barrier between Human Resource (HR) and teacher development principal (some commitment problem for example salary problem especially in HR) (P1, August 01, 2021). Two of the principals stated effective communications of the school teacher with principals; however they listed some communication problems of management workers with the teachers and principals (P2, August 03, 2021; P3, August 04, 2021). The supervisors also listed some communication barriers of the new principals and teachers, students and the management workers in some schools. One of the supervisors stated that:

Principals sometimes couldn't understand students' problems; I have observed principal, teachers and students communication gaps in every school during school entering time; due to late comer students and teachers, eve and after holiday absent students and teachers. Sometimes principals couldn't understand situational problems (S3, August 02, 2021).

Conversely, Laka-Mathebula (2005) stated the essential role of leadership in any successful organizational activity is a result of the exercise of creative leadership towards some mutually accepted attainable objectives and creating positive circumstances for inter-group relationship (Kristina M., 2016).

In order to enhance and improve school leadership, principal and teachers have to attend effective training (Aurora, 2013; Ingvarson, 2008). However, the entire interview and questionnaire result showed unrelated meetings with sub cities and education bureau (double mission), and political meeting. They explained that: "In 2013 we couldn't get any training due to budget and the country situation (covid-19 and war) (P1, August 01,2021)", the other principal added that "even if there is some work shop, the Sub city give unrelated to the teaching learning process (P3, August 04, 2021)." The supervisors supported the above details. One of them said that" in most cases trainings are made to give dual mission and most probably related with the political situations (S1, August 02, 2021)." Similarly, 121(47.5 %) of the respondents agreed unrelated trainings with the above listed offices.

Ensure staff school and system alignment, report activities timely, report regularly on development and progress of the school plan and levels of student performance, approve all forms of school reporting, ensure that appropriate evidence is retained and made available for the external validation process (Pont et. al, 2008). However, 117(45.8 %) of the respondents replied limitation of timely response from concerned bodies. Likewise, one of the principal said, “timely decision by the sub city makes the school community unattractive (P2, August 03, 2021)”

In relation to organizational culture 105(49 %) of the respondents agreed school organizational culture is difficult. However, the entire interviewee denied the questionnaire result: they appreciated the good organizational culture of the schools. One of the supervisors happily claimed that” I really appreciate the tolerance of students with staffs, teachers with teachers, and with entire school community (S2, August 02, 2021).” In the other way round 135(52.9 %) of the questionnaire respondents replied shortage of resources. Likely, high resource problem (ex. budget for training), employment, material, laboratory and library problems, office challenges (each and every employees are in the teaching classroom including the admins), latrine problem were stated by the interviewee (P1, August 01, 2021; P3, August 04, 2021; S1 & S2, August 02, 2021). Martella & Nelson (2003) supported these stated problems.

Even though, 113(39.3 %) of the respondents replied partiality/ nepotism is manifested in the school, the entire interviewee denied. 141(45.3 %) of the respondents agreed lack of commitment to change the school and 147(51.4 %) agreed less preparation of workable and visionary plan in the school (Pont et.al, 2008). The principal convinced that: due to Covid-19 no more quality plan by the teachers were planned this year, new arrival principals and new employed teacher got difficulties to be committed and planed wisely (P1, August 01, 2021). According to him new graduate teachers face problems highly, since no more teachers were volunteer to work together in the early beginning due to Covid-19. In contrary to the school principal, one of supervisor stated that “newness doesn’t mean new for the job because all are employed because of they qualified the necessary qualifications (S3, August 02, 2021).” Though, these listed responses directed how organizational factors challenge school leader’s practices in their assigned school.

4.2.2 Student related factors

Table 11: Challenges of School Leaders by students related factors

Students related factors	Scale	F	%	M	St. D
Students' lack of interest for education	SA	81	31.8	2.33	1.307
	A	94	36.9		
	N	20	7.8		
	D	36	14.1		
	SD	24	9.4		
Students' lack of vision or sense of purpose	SA	94	38	2.25	1.282
	A	74	29		
	N	20	7.8		
	D	52	20.4		
	SD	12	4.7		
Disciplinary problems of students	SA	53	20.8	2.59	1.291
	A	106	41.6		
	N	8	3.1		
	D	68	26.7		
	SD	20	7.8		
Over all				2.39	1.29

School leaders set goals and targets that accelerate the learning of students those are at risk of under achievement (Arotake, 2016 as cited by Tesfaye 2018), involves in designing, evaluating and coordinating the curriculum and teaching (Pont et.al., 2008 as cited by Radhikapur, 2018), helps to improve employees' performance (Leithwood, Harris& Hopkins,2008). However, according to Table 11, 175(69.7 %) of the respondents supported students' lack of interest for education, 168(67 %) agreed students' lack of vision or sense of purpose for education and 159(62.4 %) agreed disciplinary problems of students in their school. This shows how the student's unwillingness to learn, their hopelessness and bad disciples that challenges the school teaching learning activity.

Even though, low income students and minority students (Anderson, 2003) challenges the school principals, the head teacher as a leader reduce any barrier or tensions among students that lead to negative social behavior and attitude (Soukamneuth ,2004). The school principals and supervisors noted, religion for example, Muslim students challenge to pray in the school compound, grade twelve student's hopelessness of exams (P1, August 01, 2021), technology problem (P2, August 03, 2021; S2 &S3, August 02, 2021), wearing problem, tattoo problem(P1,

August 01, 2021), bad habit of students, smoking and chewing disciplinary problems as examples (P1, August 01, 2021; S2 & S3, August 02, 2021). Thus, the result supported (Anderson, 2003) and opposed (Johns et. al, 1982 and Arotake, 2016).

Based on the result we can say that the school leaders have faced students' lack of interest for education, lack of vision or sense of purpose of education and high disciplinary problems. Though, this statement limits the school leader's practices in the school. The overall calculated mean value (M=2.39: SD=1.29) indicated low students' interest for education and high challenges of school leaders.

4.2.3 Teacher related factors

Table 12: Challenges of School Leaders in teacher related factors

Teachers related factors	Scale	F	%	M	St. D
There is limitations of teachers to prepare plans and cooperative team work	SA	33	12.9	2.76	1.19
	A	94	36.9		
	N	52	20.4		
	D	52	20.4		
	SD	24	9.4		
There is conflict of interest that teachers work in other private school on behalf of the public time	SA	16	6.3	3.07	1.133
	A	71	27.8		
	N	84	32.9		
	D	48	18.8		
	SD	36	14.1		
There is lack of motivation or low morale of teacher	SA	32	12.5	2.96	1.27
	A	82	32.2		
	N	37	14.5		
	D	72	28.2		
	SD	32	12.5		
Teachers' belief that they have not enough time because they are loaded by too much paper work and too many non-teaching duties.	SA	36	14.1	3.13	1.367
	A	63	24.7		
	N	40	15.7		
	D	64	25.1		
	SD	52	20.4		
Teachers focus on report	SA	24	9.4	3.15	1.244
	A	72	28.2		
	N	36	14.1		
	D	87	34.1		
	SD	36	14.1		
Over all				3.014	1.24

Principals and teachers must continue to work together, which may include building better working relationships (Mann, 2014 and Soukamneuth, 2004). According to the questionnaire respondents response, there is 127(49.8 %) limitations of teachers to prepare plans and cooperative team work, 87(34.1 %) conflict of interest that teachers work in other private school on behalf of the public time, 114(44.7%) lack of motivation or low morale of teacher, 99(38.8%) teachers’ belief that they have not enough time because they are loaded by too much paper work and too many non-teaching duties and 96(37.6%) teachers focus on report.

The interview result of school principals listed students follow up problem (S1, August 01, 2021), high conflict of interest due to high turnover of life fee (basic interest problem) (P2, August 03, 2021), less cooperation in Saturday classes (S1, August 01, 2021; P3, August 04, 2021), high report problem by the teachers and HR (P1, August 01, 2021; P3, August 04, 2021). In contrary, the school supervisors claimed the cooperation of teachers to the school community. One of the supervisors said “due to Covid-19 all the teachers are working in motivation. Even if they learn private they have commitment to their job (P1, August 01, 2021).”

Though, based on the result, limitations of teachers to prepare plans and cooperative team work, conflict of interest of teachers and lack of motivation or low morale of teacher are the factors that are associated with teachers that challenge the practices of school leaders. These statements oppose the literature (Mann, 2014; Soukamneuth, 2004).). In the other side, teachers have better time to manage the teaching learning process and couldn’t focus on nonsense report. In line with this the overall mean value (M=3.014: SD=1.24) showed average challenges of school leaders in teacher related factors.

4.2.4 Environment related factors

Table 13: Challenges of School Leaders by environmental related factors

Environment related factors	Scale	F	%	M	St. D
There is influence of environmental situation for example tavern house	SA	44	17.3	3.08	1.392
	A	56	22		
	N	40	15.7		
	D	66	25.9		
	SD	49	19.2		

School leader has a duty to create good school environments, which mean creating safe and structured school environment (Pont et. al, 2008) with the help of the concerned government authority. However, according to the open ended response of the teachers, interview result of school principals and supervisors there are various environment related factors that hinders the teaching learning process and challenges the school leaders. As they listed different groceries, coffee houses, religious buildings and Youth Association Center (Millennium Secondary School) are found. One of the school principal explained that:

Since the school has no fence there is high sound of music from the youth center of the Woreda (noise pollution). Mosque is two meter away from the school. The residence is near; SMEs is in front of the main gate they fight with students, taxi road is on the way, kettle coffee is round the school...so, I can't say that the school is founded as the rule and regulations stated(P1, August 01, 2021).

Similar to the interview result, 100 (39.3 %) of the respondents agreed which is not a small number. In contrary, 115(45.1 %) of the respondents disagreed the influence of environmental situations to the teaching learning process. The interview result supported the literature (ISLLC, 1996; Fransua, 2019; Pont et.al, 2008) while the questionnaire result opposed. Even though, observation was not my data collection tool, I have observed many uncomfortable situations near Millennium Secondary School. The calculated mean value ($M=3.08$: $SD=1.392$) shows moderate influence of environmental situation.

4.2.5 Principal related factors

Table 14: Challenges of School Leaders by principal related factors

Principals related factors	Scale	F	%	M	St. D
There is limited cooperation and strategy of the school principals and school communities	SA	28	11	3.18	1.302
	A	64	25.1		
	N	44	17.3		
	D	71	27.8		
	SD	48	18.8		
There is wrong leadership style of school principals	SA	20	7.8	3.11	1.19
	A	75	29.4		
	N	48	18.8		
	D	80	31.4		
	SD	32	12.5		
There is weak school management in relation to decision making	SA	36	14.1	2.91	1.304
	A	76	29.8		
	N	61	23.9		
	D	38	14.9		
	SD	44	17.3		
Principals develop mechanisms by which competent teachers share their experiences for teaching methodologies with their colleagues	SA	41	16.1	2.89	1.296
	A	74	29		
	N	44	17.3		
	D	64	25.1		
	SD	32	12.5		
There is lack of participatory decision making process	SA	41	16.1	2.59	1.115
	A	100	39.2		
	N	44	17.3		
	D	62	24.3		
	SD	8	3.1		
Principals focus on administration activities	SA	28	11	2.73	1.211
	A	122	47.8		
	N	20	7.8		
	D	61	23.9		
	SD	24	9.4		
There is lack of motivation of principal	SA	46	18	2.79	1.289
	A	77	30.2		
	N	44	17.3		
	D	60	23.5		
	SD	28	11		
Over all				2.885	1.243

The approaches to leadership (as Barnett & McCormic, 2004 cited) suggested motivation, commitment and capacity of teachers to develop new approaches in education and leads to changes in teaching, learning, and school organization and achieving the school goals. Similar to the literature no limited cooperation and strategy of the school principals and school communities found since the majority of the respondents responded 119(46.6%) disagreed. According to them 112(49.9%) school principals apply the right leadership style (Hansen, 2016). However, 112(43.9 %) respondents replied weak school management in relation to decision making and 141(55.3 %) claimed lack of participatory decision making process in their school (Mann, 2014). Whereas, 150(58.8 %) of the respondents supported principals focus on administration activities and 123(48.2 %) replied lack of motivation of principal to the school community (Barnett & McCormic, 2004; Karakose, 2008).

According to OECD (2008) professional organizations of school leaders provide a forum for dialogue, knowledge sharing, and dissemination of best practices among professionals and between professionals and policy makers. Similarly the result showed 115(45.1 %) of the respondents agreed principals developing mechanisms by which competent teachers share their experiences for teaching methodologies with their colleagues. When principals openly acknowledge the impact of positive teacher perceptions, both the principal and teachers will benefit as a result, students will benefit (Mann, 2014).

Developing strategies to achieve the school vision, directing and influencing the school communities envision the future in the process of ensuring quality education, managing the financing system and giving reward and recognition are listed by the school principals that they always face problems in the process (P1, August 01, 2021; P2, August 03, 2021; P3, August 04, 2021). Further, one of the supervisor listed problem of decision making in budget distribution and timely use (S2, August 02, 2021). The other supervisor listed lack of experience some times tolerance problem, emotion and experience share problem due to Covid-19 fear and risk taking problem as a challenge (S1, August 02, 2021).

Table 14, the overall mean value of the questionnaire respondents ($M=2.88$: $SD=1.24$) tells us challenges of school leaders by principal related factors was moderate. The result implies that

school leaders have challenges related with decision making, administrative works, motivation and management.

4.2.6 Academy related factors

Table 15: Challenges of School Leaders by academic factors

Academy related factors	Scale	F	%	M	St. D
Professional factor are manifested in our school	SA	30	11.8	2.98	1.306
	A	85	33.3		
	N	44	17.3		
	D	52	20.4		
	SD	44	17.3		
There is limited acceptance of principals	SA	12	4.7	3.04	1.202
	A	107	42		
	N	32	12.5		
	D	68	26.7		
	SD	36	14.1		
Lack of personal qualities are manifested in our school	SA	12	4.7	3.28	1.149
	A	66	25.9		
	N	56	22		
	D	81	31.8		
	SD	40	15.7		
Principal ability to delegate and share responsibility is effective	SA	24	9.4	2.78	1.135
	A	109	42.7		
	N	36	14.1		
	D	70	27.5		
	SD	16	6.3		
School principals provide short term training at school level by preparing academic meeting/workshop	SA	28	11	3.0	1.312
	A	88	34.5		
	N	40	15.7		
	D	53	20.8		
	SD	46	18		
Over all				3.016	1.22

The leadership practices of yesterday are not adequate to meet tomorrow's needs (Mann, 2014). Academy has the direct impact of employees in the practice of their daily requirement. Correspondingly, 115(45.1 %) of the respondents agreed the manifestation of professional factors in their schools. In contrary, 96(37.7 %) of the respondents replied disagree and 44(17.3%) responded neutral. The result shows professional factors as one way of academic problems. Further, the supervisors observed academic problems during their supervisions (S1, S2

& S3 August 02, 2021): but the school principals couldn't believe on it. One of the school principal said that" all the teachers are qualified for the profession; however, there are some academic problems in the management workers (P1, August 01, 2021). Thus the literature (Kapur, nd; Mann, 2014) opposes the results of questionnaire and supervisors interview.

According to the result there is limited acceptance of principals (46.7 %) by the school community. In the same speech, 78(30.6 %) replied lack of personal qualities in the school. Nevertheless, 121(47.5 %) of the respondents claimed the expected professional quality in the school. 133(52.3 %) of the respondents confirmed effective principal ability to delegate and share responsibility, and 106(45.5 %) blamed the accessibility of academic meeting and or workshop at school. The school principal noted that:

Some teachers don't wear uniform (gown), use cell phone at class; no short term training at this year due to budget, rule and regulation on training payment is 100ETB as main challenges of school principals (P1, August 01, 2021).

Additionally, according to the school supervisors the turnover of school principals and immediate replacement of new school principals creates high challenge of communication and mutual understanding among the school community. One of the supervisors said:

Non-experienced school principal has a problem of tolerance, creating mutual consensuses among the school teachers and students: they run immediately for decision and it makes barriers (S3, August 02, 2021).

This shows that there is an academic related factor related with teachers, principals and management workers that challenges the teaching learning process. Mann (2014) and (Pont et.al, 2008) opposed the above result. The questionnaire respondent's response showed that medium challenges of school leaders by academic factors with the overall mean value of (M=3.016: SD=1.22).

4.2.7 Situation related factors

Table 16: Challenges of School Leaders by situation related factors

Situation related factors	Scale	F	%	M	St. D
There is unnecessary interference of educational offices on academic issues and impose political duties	SA	28	11	3.07	1.286
	A	72	28.2		
	N	56	22		
	D	53	20.8		
	SD	46	18		
There is limitation of stake holders to understand secondary school nature	SA	26	10.2	3.15	1.395
	A	84	32.9		
	N	40	15.7		
	D	36	14.1		
	SD	69	27.1		
There is inclusion (culture, religion, ethnicity, and linguistic diversity) problem in our school.	SA	38	14.9	2.67	1.211
	A	109	42.7		
	N	28	11		
	D	60	23.5		
	SD	20	7.8		
Globalization	SA	79	31	2.4	1.297
	A	80	31.4		
	N	32	12.5		
	D	44	17.3		
	SD	20	7.8		
The existing education policy is well accepted by the school community	SA	40	15.7	2.77	1.179
	A	77	30.2		
	N	56	22		
	D	66	25.9		
	SD	16	6.3		
Over all				2.812	1.273

External factors influence the schools leadership performance (Dimmock & Walker, 2002). Among various situations related factors of school leader's practices, 100(39.2 %) respondents supported unnecessary interference of educational offices on academic issues and impose political duties, 110(43.1 %) respondents agreed limitation of stake holders to understand secondary school nature, 145 (57.6 %) respondents claimed inclusion problem and 159 (62.4 %) respondents agreed globalization factors by most of the respondent's response. As the Table illustrated above, the existing education policy is well accepted by the school community by 117(45.9 %) respondents. Nevertheless, one of the school's principal stated:

Interference from Woreda to Education Bureau (dual mission), limitation of stakeholders to fulfill impute, narrow compound of school that don't make the place high school and no NGO is working on high school due to policy (P1, August 01, 2021).

Additionally, one of the supervisors said that:

The new road map is not well accepted by the school community for example: Economics, TD and business subjects, desk is not comfortable to the students due to their age; text book is not revised since grade ten stopped National Exam and text book shortage for students and teachers (S2, August 02, 2021).

The result from the research showed that situation related factors are the challenges of school leaders. The overall calculated mean value (M=2.812: SD=1.273) indicated somewhat medium challenges of school leaders by situation related factors.

4.2.8 SPTA and parents related factors

Table 17: Challenges of School Leaders by SPTA and parents related factors

SPTA and parents related factors	Scale	F	%	M	St. D
There is enough community participation and social value	SA	44	17.3	2.6	1.139
	A	97	38		
	N	40	15.7		
	D	66	25.9		
	SD	8	3.1		
There is low participation of parents	SA	36	14.1	2.6	1.159
	A	115	45.1		
	N	40	15.7		
	D	44	17.3		
	SD	20	7.8		
Limited commitment of SPTA is manifested in our school	SA	57	22.4	2.62	1.283
	A	84	32.9		
	N	32	12.5		
	D	62	24.3		
	SD	20	7.8		
Over all				2.6	1.193

The commitment and participation of SPTA and parents are stated as a power of school leader's practices. However, (Martella & Nelson, 2003) & (Day et. al, 2016) stated low parental involvement as primary challenge of school leaders: Hence, 141(55.3 %) of the respondents agreed the sufficient community participation and social value towards the schools in general, the literature opposes the research result. In the other side, one of the school principals said:

There is weak community participation in my school: for example even parents don't know their child/children class and grade. Parents are not committed to the school and their child/children) (P1, August 01, 2021).

The supervisor also added that "parents are too lazy when they teach in government schools than private. They don't follow their children educational status with teachers (S2, August 02, 2021)." According to the interview most of the parents are not willing to participate for the school development and it needs further research.

In these selected sample schools, SPTAs and parents are the main challenges of school leaders. 151(59.2 %) of the respondents claimed the low participation of parents to the schools, 141(55.3 %) of the respondents believed the limited commitment of SPTA in the schools activities. The school principals also described lack of SPTA commitment. One of them said "parents and SPTAs don't pay the expected money for school infrastructure timely that challenges the principals (P2, August 03, 2021)." The finding opposed (Mann, 2014). This implies that the school community, SPTA and parents couldn't co-operate the principals as expected. This shows the school leaders challenges of parents and SPTAs in implementing their school practices. The overall calculated mean value ($M=2.6$; $SD=1.193$) shows relatively medium challenges of school leaders by SPTA and parents related factors.

Furthermore, the open ended questions, interview results of school principals and supervisors listed lack of proper support from the sub-city education officials or concerned government body, boring and routine work load comes from the sub-city or else, lack of financial incentives for the work load of the position, lack of motivation by the concerned body to enhance school principals' effort, lack of teachers' commitment to do and provide several alternatives for their students in the process of enhancing their academic achievement were listed as challenges of

school leaders. In general lack good governance caused by the problems beyond the school capacity were stated.

Table 18: Descriptive statistics on leadership practices and challenges

Item	Mean	Std. deviation	Level
Practice of school leaders	2.87	1.178	Moderate
Challenges of school leaders	2.83	1.274	Moderate

Even though, the mean value of leadership practices and challenges is nearly similar, the Table shows the practices are a little bit greater than the challenges.

4.3 Possible solutions

The following solutions were listed as the interviewee and the open ended questionnaire respondents stated:

- Each and every educational stakeholder should play their role to solve the school problems.
- Government should give attention to the schools and facilitate conducive learning environment in all circumstances.
- School principals should create income generation by participating the SPTAs, community, NGOs and the like to solve their financial problems and infrastructure.
- School principals should create way of teachers' motivation to enhance their commitment and ownership.
- Government should facilitate financial incentives equivalent to the work load and position of the school teachers, principals and management workers.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter tries to deal with major findings, brief conclusions and recommendations of the research topic. As a result, the first issue to be discussed here would be the major findings next conclusions of the interviews and responses of questionnaires. Possible recommendations are also recommended based on the research findings that could help to minimize the challenges and hinder the practices of school leaders.

5.1 Major Findings

The result indicated that most of the research participants are male aged from 31-35 years of age and had first degree qualification. Majority of the respondents had teaching field of study with 6-10 years of work experience as a teacher.

The interview result indicated that all of the school principals and supervisors are male and all qualified masters in educational leadership, and leadership and good governance. Additionally, they love their profession and position.

5.1.1 Practices of School Leaders

The result and discussion showed that most of the participants agreed about practices of school leaders in planning items. The mission and vision of the school is articulated by the community, the school principals identify the critical factors in the preparation of plan and use intervention mechanisms, they develop SMART plan, identify specific goal areas that promote high levels of achievements for all students and facilitating stakeholders' participation in planning. Accordingly, the calculated mean value also indicated moderate practices of school leaders in planning. Further, the entire interviewee replied the participation of the concerned stakeholders in the planning activity.

According to the result better practices of school leaders were found in goal clarification areas even though there were some challenges. The school principals' make clear the school goals and objectives to teachers and students, and direct and encourage the staff towards achieving the

school goals however, they fail in selling the benefit of new ideas to the school community. The school community got difficulties in sharing new ideas and training due to budget, the country unrest and Covid-19.

According to the research finding, the school communities establish some sort of interpersonal relationship and support teachers to develop sense of ownership, the school principals share responsibility and give meaning for the collected data. Moreover, the entire interviewee replied the strong motion of school principals to share responsibility even if some problems happen with the new principals, and giving timely definition and meaning for the collected data. Additionally, the overall calculated mean value indicated moderate practices of school leaders on organization items.

According to the finding, even though, the calculated mean value showed moderate practices of school leaders in management, the result of interview and questionnaire showed more or less poor management of the school principals. The school principals couldn't create safe school environment for teaching learning process due to the concerned bodies' limited timely response (Table seven). The school leaders have some gaps or limitations in implementing and allocating the school budget and resources effectively. They have gaps in auditing, inventory and monitoring activities to reduce corruption, and keep accurate and complete resource record.

According to the interview and questionnaire response, school principals have fear of decision making: they have limited ability to prioritize school problems and they are not risk takers. Even though, school principals are committed for change, they couldn't participate others during decision making and couldn't follow its improvement continuously.

The overall finding showed somewhat moderate practices of school leaders in well-coming and bringing change in the school. However, the research found the school principals limitation in framing problems and approaching new opportunities. They neglect students' recommendation and new opportunities: teachers and students attention. They also have limitations in facilitating and doing research

5.1.2 Challenges of School Leaders

The result indicated that school leaders have challenges of organization factors. The school leaders faced lack of open and effective communication in the school and shortage of resources: for example, high employment, material, laboratory and library problems, office challenges and latrine problem. Unrelated meetings with Sub-city and Education Bureau (political meeting) and limitation of timely response from concerned bodies challenges the school leaders to organize and communicate with the school community. Further, less preparation of workable and visionary plan in the schools by the teachers and principals were indicated. Though, due to these factors the school leaders have faced challenges that obstacles their practices.

According to the finding there is low interest of students for education and high challenges of school leaders. Furthermore, the research found lack of vision or sense of purpose for learning and high disciplinary problems. Low income students and minority students, and grade 12 final exam related problems increased the challenges of the school principals.

The finding indicated average challenges of school leaders in teacher related factors. Limitations of teachers to prepare plans and co-operative team work, conflict of interest of teachers and lack of motivation were challenge of school leaders.

The interview of school principals and supervisors, and questionnaire result showed nearer religious buildings, coffee houses, high sound of music and different groceries as influence of environment related factors.

The result indicated school leaders challenges related with decision making, administrative works, motivation and management. Most of the principals were new for the position or the schools, though, lack of experience sometimes creates tolerance problem. Additionally, principals focus on administration activities and competent teachers couldn't share their experiences with their colleagues due to principal related factors.

The research showed academic related factor related with teachers, principals and management workers that challenges the teaching learning process and school leaders. Limited acceptance of principals by the school community and lack of personal qualities in the school were manifested.

The research indicated situation related factors as one challenge of school leaders. Limitation of stake holders to understand secondary school nature, inclusion problem, and globalization factors were showed. Further, the new educational policy wasn't well accepted by the school community as well.

Students, Parents and Teachers Association and parents were the main challenges of school leaders. There is low participation of parents to the schools and limited commitment of SPTA in the schools activities. SPTA and parents couldn't co-operate the principals as expected.

In general, lack of proper support from concerned government officials, boring and routine work load, lack of financial incentives for the work load of the position, lack of motivation by the concerned body to enhance school principals' effort, lack of teachers' commitment to do and provide several alternatives for their students in the process of enhancing their academic achievement were shown as challenges of school leaders.

5.2 Conclusions

Based on the findings obtained from the research, the following conclusions are drawn:

The research concluded that most of the teachers, principals and supervisors are youngsters; they are in the productive years of age and the dominant respondents are males. 99% of the interview respondents love their profession and position in the schools.

Managing all the school activities such as: the overall teaching learning process, the financing system, HR management, research and proposal doing with the internal and external stakeholders, planning, goal clarification, organization, management, decision making, and welcoming and bringing changes are practices of school leaders. All these practices are practiced somewhat moderate by the school leaders.

Based on the research, we can conclude that school principals have gaps in practicing decision making, management, implementing and allocating the school budget and resources effectively. Further, the school community got difficulties in sharing new ideas and training due to budget, the country unrest and Covid-19.

The research concluded that organizational, students, teachers, environmental, principals, academy, situation, and SPTA and parents related factors are challenges of the school leaders. Moreover, lack of proper support from concerned government officials, boring and routine work load, the new educational policy, financial and resources problems, lack of motivation by the concerned bodies to enhance school principals' effort and lack of teachers' commitment were indicated as limitations. Lack of personal qualities and limited acceptance of principals by the school communities, low participation of parents and limited commitment of SPTA to the schools activities were the influences of the school leadership that minimizes their effectiveness in achieving the school goals.

5.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded:

1. School leaders should exercise risk taking and scarifying of themselves based on the rule and regulations for their given mission, vision and ambition: student's achievement. The concerned government authorities should give on job training for teachers, school principals and supervisors.
2. Sub city education leaders and other authorities shouldn't interfere principal's right and academic freedom in their assigned school and should not mix politics with education!
3. Teachers should participate in research and problem solving activities. Action researches reduce and solve problems to become effective in the teaching learning process. Principals should motivate teachers for investigation of new possibilities in research.
4. Parents and SPTAs should co-operate the school and should work together. The school leaders should create effective internal and external communication channel to parents, administrative workers, students, teachers, Sub-city...
5. Addis Ababa City Administration must fulfill laboratories, libraries, professionals and other priorities to those schools immediately. Ministry of Education, Education Bureau, Sub-city concerned bodies, institutions, universities and NGOs should co-operate to solve the problems.

6. Moreover, the researcher would like to recommend Dej.Wondirad, Kara'alo and Millennium Secondary Schools should take a look at the findings and recommendations of this research paper so that it can fill the gap.

5.4 Future Research

The writer of this research work doesn't believe that this research can satisfy the demands on the practices and challenges of school leader in Yeka Sub-city Secondary Schools. Therefore, further research works has to be conducted in challenges of school principal especially, interference of authorities to secondary schools.

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ANNEX I

Addis Ababa University College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaires for teachers

Dear Respondents,

The purpose of this questionnaire is to collect data for the research to fulfill M.A requirement in Addis Ababa University College of Education and Behavioral Studies, Department of Educational Planning and Management. The researcher wanted to analysis leadership practices and challenges in Yeka Sub City Secondary Schools. Though, I would like to state your genuine, honest and accurate response will have greater input to the dependability of the research findings. Therefore, I kindly request you to provide your genuine response to the questions that appear below. I would like to remind you that the answers you will provide me is solely used for research purpose and kept *confidential!*

Important points to be considered:

1. The information provided by you is strictly confidential and anonymous:
2. The results of the survey will not be analyzed and published at the individual level and will not able to identify personality:
3. The information that will be obtained from you will be used only for the academic purpose:

Thank you in advance for your cooperation!

Netsanet Shimelis +2519 134 90 528

II. Major Questions

A) Practices of school leaders

Please make a tick (√) mark on your choice that is provided in front of each question.

1=Strongly Agree 2=Agree 3=Neutral 4= Disagree 5= Strongly Disagree

No.	Practices of school leaders	1	2	3	4	5
	Related to planning school activities					
1	The school community articulate the mission and vision of the school					
2	The school principals identify the critical factors in the preparation of the plan and use intervention mechanisms					
3	The school principals develop simple, measurable, achievable, realistic and time bounded Plan					
4	The school principals identify specific goals areas that promote high levels of achievements for all students					
5	The school principals facilitate stakeholders' participation in planning					
	Related to goal clarification					
1	The school principals show ability to sell the benefit of new ideas					
2	The school principals make clear the school goals and objectives to teachers and students					
3	The school principals set directions and encourage the staff towards achieving the expected goals.					
	Organization of school activities					
1	The school community establish good interpersonal relationship					
2	The school community support teachers to develop sense of ownership					
3	The school principals share responsibility					
4	The school principals give meaning for the collect data (e.g report cards)					
	Management of school activities					
1	The school principals create safe school environment for teaching learning					
2	The school principals prepare regular staff meeting to discuss about the plan					
3	The school principals are capable to perform and utilize the allotted current budget and resources effectively					
4	The school principals facilitate auditing, inventory and monitoring					

	to reduce corruption					
5	The school principals keep accurate and complete resource record					
	Decision making					
1	The school principals have ability to prioritize problems					
2	The school principals have ability to evaluate various alternatives					
3	The school principals have ability of using participatory decision making process					
4	The school principals follow up for continuous improvement					
5	The school principals development commitment to facilitate change					
	Practice in well-coming and bringing changes					
1	The school principals frame problems and approaches old situation in a new ways					
2	The school principals facilitate and do research					
3	The school principals explain transparently what expected responsibilities from the teachers, students and others					
4	The school principals mobilize stakeholders to bring change					
5	The school principals create a conducive environment in the schools					

1. Can you mention other practices of school leaders?

B) Challenges of school leaders

No.	Challenges of school leaders	1	2	3	4	5
	Organizational factors					
1	There is lack of open and effective communication in the school					
2	There are unrelated trainings of the school (e.g.teachers, principals)					
3	There is limitation of timely response from concerned bodies					
4	Our school organizational culture is difficult					
5	There is shortage of resources (teaching materials and facilities of laboratories and library)					
6	partiality/ nepotism is manifested in our school					
7	There is lack of commitment to change our school					
8	There is less preparation of workable and visionary plan in our school					
	Students related factors					
1	Students' lack of interest for education					
2	Students' lack of vision or sense of purpose					
3	disciplinary problems of students					
	Teachers related factors					
1	There is limitations of teachers to prepare plans and cooperative team work					
2	There is conflict of interest that teachers work in other private school on behalf of the public time					
3	There is lack of motivation or low morale of teacher					
4	Teachers' belief that they have not enough time because they are loaded by too much paper work and too many non-teaching duties.					
5	Teachers focus on report					
	Environment related factors					
1	There is influence of environmental situation for example tavern house					
	Principals related factors					
1	There is limited cooperation and strategy of the school principals and school communities					
2	There is wrong leadership style of school principals					
3	There is weak school management in relation to decision making					
4	principals develop mechanisms by which competent teachers share their experiences for teaching methodologies with their colleagues					
5	There is lack of participatory decision making process					
6	Principals focus on administration activities					
7	There is lack of motivation of principal					

	Academy related factors					
1	Professional factor are manifested in our school					
2	There is limited acceptance of principals					
3	Lack of personal qualities are manifested in our school					
4	Principal ability to delegate and share responsibility is effective					
5	School principals provide short term training at school level by preparing academic meeting/workshop					
	Situation related factors					
1	There is unnecessary interference of educational offices on academic issues and impose political duties					
2	There is limitation of stake holders to understand secondary school nature					
3	There is inclusion (culture, religion, ethnicity, and linguistic diversity) problem in our school.					
4	Globalization					
5	The existing education policy is well accepted by the school community					
	SPTA and parents related factors					
1	There is enough community participation and Social value					
2	There is low participation of parents					
3	Limited commitment of SPTA is manifested in our school					

1. What other challenges do school leaders face?

2. Can you mention possible solutions?

ANNEX II

Interview guide Questions

(For supervisors and school principals)

The purpose of this interview is to collect data for the research to fulfill M.A requirement in Addis Ababa University College of Education and Behavioral Studies, Department of Educational Planning and Management. The researcher wanted to analysis leadership practices and challenges in Yeka Sub City Secondary Schools. Thus, I would like to invite you to forward me your genuine response that the results of the thesis depend on.

1. Would you like to explain your qualification and years of experience please?
2. To what extent do you love your work and position?
3. Could you explain the main practices or roles of you in the school, as a school principal (supervisor) please?
4. Could you mention the main challenges, limitations or obstacles of you in the school, as a school principal (supervisor) please?
5. What do you think of solution for the problems mentioned above?

Thank you!



