

CHALLENGES PRINCIPALS FACE IN GOVERNMENT
SECONDARY SCHOOLS IN WEST SHOA ZONE

BY

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Abstract

The main purpose of this study was to undertake an assessment of the main challenges principals face in secondary schools of west Shoa zone and to identify the strengths and weakness and then to provide recommendations to identify major problems. In conducting this study, a descriptive survey method was used in order to obtain information concerning the current challenges that school principals faced in secondary schools of West Shoa zone. Randomly selected government schools (N=8) were included in this study. In order to select the respondent simple random and purposive techniques were employed. A closed and an open ended questionnaires were prepared and administered to a sample of 8 principals, 16 Woreda Educational officer and 182 teachers were involved in the study to provide primary information. A total of 206 questionnaires were filled in and returned. Results of were analyzed by using percentage, mean and weighted mean. The result of this study indicates the principals were incompetent on currying out their educational leadership responsibilities effectively. The major problems to principals in providing effective and efficient educational leadership responsibilities were found to be lack of required qualification and training on educational leadership, lack of adequate resources and shortage of time due to workload. Generally, the quality of educational leadership in the sample area was poor. Thus, to alleviate the above problems recommendations were forwarded. These were providing of training, motivating and encouraging principals and allocating necessary resources adequately and involving school communities in different school affairs, so as to bring quality education in the school.

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Abbreviations

BA: Bachelor of Art

BSC: Bachelor of Science

MA: Master of Art

MSC: Master of Science

Med: Master of Education

Bed: Master of Education

MoE: Ministry of Education

WEO: Woreda Education Officers

Chapter One

Introduction

This chapter contains the background of the study, statements of the problem, significance of the study, delimitation of the study, limitations of the study, research design and methodology, definition of key terms and organization of the study.

1.1 Background of the Study

Education is now recognized to be key instruments for overall development of any country. It is a means of change and development. According to Locked and Verspoor (1991:33) "Education is a cornerstone of economics and social development ... It improves the productive capacity of societies and their political, economic and scientific institutions".

Education is highly expected to contribute much for overall national development, especially in the Ethiopian context. ✓ The Ethiopian Education and Training Policy of 1994 states "education enables individuals and societies to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes".

Leadership was identified as one of the key components of 'good schools' by HMI who stated that, without exception, the most important single factor in the success of these schools is the quality of the leadership of the head (David Hapkins, 2005:55).

A school is a complex social system. It has subunits in which a wide range of activities takes place to seek a specific goal (Mathur and Sayeed, 2003:149). ✓ The main participants in the school system are

Marshal(2004:7-8)states that the school administrators deal with increasingly diverse students , parents and population, and there has been very little systematic and formal taught in the area of race ,gender ethnicity social classes and other area of differences throughout the entire educational administrations and curriculum.

However, in implementing educational strategies and in bringing changes in the educational systems, school principals face many challenges. According to Morphet, et al, (1982:295) principals in secondary schools face many problems due to their position. Their position is vulnerable to many types of role conflicts. They are under pressure from their superior to meet the goals of the organization on the one hand and from the teachers to meet their personal needs on the other side.

Moreover, schools are formal organizations and are staffed predominantly by professionals. This has implication for the nature of management in educational organization, because professionals seek a measure of control over their working environment. In professional organization, then there is an authority of expertise which many came in to conflict with professional authorities. The presence of significant members of professionals in organization leads to uncertain. Principals are responsible for the quality of teaching process in their school and yet authorities over teachers are uncertain in respect of professionals' matters. This is because professional staff claim zone of autonomy based on their specialists expertise (Bush, 1986:43). Additionally, schools have a complex students' society. Their needs are varied and may came to school with different background and many problems that will make learning difficult. Some are hungry,

some need decent clothing, some have been abused at home physically or psychologically and others have physical or mental disability that make learning difficult (Ubben and Hughes 1997:139).

The idea that heads and other school leaders make a difference is now widely accepted by researchers, policy makers and practitioners alike. It is argued that the most important single factor in the success of school is quality of leadership of the head (DES cited in Hopkins, 2003:55). Concerning this, Millet as cited in Law and Glover (2000:15) state that the quality of leadership makes the difference between the success and failure of the school.

An attempt has been made to make the educational management system professional and decentralization in Ethiopian case. But a lot of things remain to be done in the area of training and professionalizing principalship to play success role in educational leadership (MOE, 1994 E.C. 1-2).

1.2 Statement of the Problem

The essential role of leadership in any organization is pointed out by Chandan (1987:214-215) that if there is a single factor that differentiates between successful and unsuccessful organizations, it could be taken as dynamic and effective leadership. The major cause of failures for organizations including educational organizations would be ineffective leadership. Particularly, the kind and quality of educational leadership provided at the school level is crucial as schools are the place where educational programs are implemented. Based her study McEwan(2003:11-14)has concluded that lack of skills and training, teachers cooperation, vision and good will and shortage

of time are common impediments to educational leadership effectiveness.

According to Musaazi(1988:5)inadequate leadership at the school level is the one adversely affects the progress of education, because success in any educational institution depends significantly on effective and sound leadership. Additionally, principal personality, vision, extent of commitment human relation e.t.c can serve as constraint to hamper the exercise of leadership. Strengthen the above idea ,Gorton(1983:264)state that if the principals does not posses the appropriate personal qualities needed ,the absence of these characteristics can be self constrain in carrying out leadership responsibilities properly.

Secondary school principals, in Ethiopia, are expected to be trained in educational leadership for the activities such as planning, supervision, research work, professional development, provision of instructional materials and evaluation to achieve the objectives of education and training policy (MOE, 2001).

Therefore, the main purpose of this study is to identify the challenge the secondary school principals face and hinder them from accomplishing their role of instructional leadership at the school level in West Shawa zone of Oromiya region.

Thus, the study attempts to answer the following basic questions.

1. How do principals, teachers and WEOs view the source of challenges on their leadership role?
2. What are the causes and nature of challenges on leadership role in secondary schools?

3. What are the main concerns of principals in their educational leadership responsibilities?

1.3 Objectives of the Study

The general objective of this study was to assess the challenges on educational leadership in some selected government schools in West Shawa zone of Oromiya region.

The specific objectives of this study were to:

1. Assess the extent to which secondary school principals are effectively and efficiently perform their educational leadership responsibilities.
2. Explore nature of challenges on educational leaders in secondary school.
3. Find the main concerns to overcome challenges in secondary schools.

1.4 Significance of the Study

The study is designed to assess challenges on the role of educational leadership in some selected government secondary school in West Shawa zone of Oromia region. The study is expected to have the following importance:

1. To create awareness in educational leaders to overcome challenges timely.
2. To identify major challenges and list them so that responsible bodies would take necessary measures in accordance with the resource capacity.

3. It may initiate others for further study.

1.5 Delimitation of the Study

The study is delimited to the government secondary schools of the sample areas in West Shawa zone of Oromiya region. Although educational leadership at school level encompasses many issues, this study focuses on instructional leadership functions of the principals. Although there are many elements in educational leadership, the study is particularly delimited to the challenges related to role of the principals in educational leadership role.

1.6 Limitations of the study

This study has the following major difficulties that the researcher faced during the study.

1. The woreda educational officers were busy because of field to get them easily
2. Financial problem is one of major problem, that is a crucial to made effective study
3. Time constraints was another difficult faced while conducting the study.

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

1.7 Definition of Key Terms

1. **Educational Leadership**:- refers to the principals' influences on school community to section and accomplishing educational objectives focusing or learning, pedagogy, and curriculum (Dimnock, 2000:251).

2. **Instructional Leadership:-** Refers to the principals' influences mainly on the behaviors of teachers as they engage in growth of students (Murphy and Lovise, 1999:47).
3. **Leading:-** Describes dynamic efforts, such as translating into action a vision for organization and creating change (Urbber and Hughes, 1997:2).
4. **Principals:-** The term refers to the administrative head and professional leader in charge of secondary schools (Good: 1973:436).
5. **Secondary School:-** The second educational level from 9-12 subdivided into two Cycles (1st cycle) 9-10, second cycle 11-12 (MoE, 1994).

1.8 Organization of Report

This thesis is organized in to five chapters. The first chapter deals with introduction which encompasses background of the study, statements of the problem, objective of the study, delimitation of the study, significance of the study and definition of key terms. The second chapters deal with the review of the related literature. Then the third chapter discusses the research design and methodology.

The fourth chapter contains the presentation, analysis, and interpretation of the data. Finally the fifth chapter provides summary, conclusion and recommendations based on the findings.

Chapter Two

Review of Related Literature

In this chapter literatures related to the problem under study were attempted. Different theories on the issue of leadership, types of leadership style and challenges of leadership were reviewed to get detail idea related to the definition of leadership and major functions and challenges of principals are also included.

2.1 Leadership Definitions

Researchers usually define leadership according to their individual perspectives and the aspect of the Phenomenan of most interest to them. After comprehensive review of the leadership literature, Stogdil (1974:259) conclude that " there are a most as many definitions of leadership as there are persons have attempted to define the concept."

Confirming the above idea Bennis and Nanus (in Lunenburg and Ornstein, 1991:118), point out that they reviewed more than thousand studies and come with more than three hundred and fifty different definition of leadership without common understanding as to what differentiate leaders from non- leaders.

The source of confusion in describing Leadership is the role of leaders and the behavior of person in this role and the evaluation of the person in the role and difference in views in the source of power such as, Legitimate, reward, coercive, expert and referent power (Lunenburg and Ornstein, 1991:121, and Peretomode, 1991:160). Among Which expert power, particularly ability and knowledge of a leader to analyze and implement tasks as a result of education, training and experience

is very important on leading all the complexities of modern school organization.

Some comprehensive definitions of leadership around which many researchers establish common areas of understanding are: Leadership as the influencing of the actions behaviors, beliefs and goals of one actor in a social system by another actor with the willing cooperation of the actor being influences. Similarly, Kooz and Neierich (1988:437) define leadership as “the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievements of group goals. Thus, the principals should assert their view objectives and interests while respecting the views and needs of others (Lunenburg and Ornstein, 1991:120). In general most definitions of leadership reflects the assumption that it involves a process whereby intentional influence is exerted by one person over the other people to guide, structure, and facilitate activities and relationship in a group or organization.

2.2 An overview of Leadership Theories

Leadership has great value in human society. Many studies have been conducted concerning leaders and leadership so far. Trait theory is one of the extensively studied theories of leadership. In this theory, it was believed that leadership was a result of personality traits or characteristics that a leader possessed but not the followers. Thus, the focus of this thinking was not on what the leader does but on what the leader was like (Chandan 1995, Plunkett and Attner 1989, Landers and Myers in Ayalew, 2000). In the trait theory, “leaders are born, not made” (Chandan, 1995; Plunkett and Attner 1989). Hence most of the studies in this view were devoted to the identification of

traits or qualities of leaders on the assumption that people could be divided into leaders and followers (Landers and Myers in Ayalew, 2000).

However, other studies concluded that lots of research on personalities of leaders has failed to identify any consistent patterns of behaviors of leaders (Lunenburg, 1991). According to Koontz (as cited in Ayalew, 2000:4), studies on the trait approach failed because of the following:

1. Leaders do not always have the same characteristics.
2. Leaders do not particularly indicate how much of each personality trait a leader should possess.
3. Uniform traits cannot be identified for a leader.

Hence, the assumption that "leaders are born not made" is largely incorrect as far as research findings are concerned. They do not prove true for all leaders. The main limitation of this theory seems that no leader could have all the traits and it is not possible for individual leaders to meet the demands of their own context. The trait theory also ignores group behavior and the environment in which the group behavior happens.

Thus another way of viewing leadership, behavioral theory, is to compare the behaviors of effective and ineffective leaders to differentiate successful leaders from unsuccessful ones. In the behavioral theory, the attention of researchers is on the actions of the leaders rather than on leaders' personal traits. In other words, the focus has shifted from trying to determine what effective leaders do (Plunkett and Attner, 1998; Lunenburg, 1991).

Then studies were conducted by many scholars in order to identify leader behaviors that were important for the attainment of group and organizational goals. (Lunenburg, 1991) Ubben and Hughes, 1997) and two major behavior categories of leaders were identified: Consideration and initiating structure. Consideration refers to the extent to which a leader acts in a warm supporting way and shows concern for subordinates, and initiating structure refers to the extent to which leaders define and structure their own roles and the roles of subordinates to ward the attainment of the organization goals (Ubben and Hughes, 1997).

The importance of this approach is that the two dimensions of leadership behavior are real and observable and account for a great proposition of actual leader behavior that they provide a frame work for solving problems in school organizations (Lunenburg, 1991:134).

Still different scholars like House, Hersey and Blanchard (as cited in Ubben and Hughes, 1997) and others seem to challenge the idea that leadership measuring high on the two dimensions to be effective in all situations. This view led to the contingency theory that leadership behavior is dependent on the situation which is now getting acceptance by contemporary researchers and school administrators. The contingency approaches that leadership cannot be explained by a single factor.

In general end Fiedlers conclusion from a large number of researches is therefore "one could not simply speak of effective and ineffective leadership practices, but only of effective and ineffective practices in one situation or another" (Ubben and Hughes, 1997:5).

Many researches have been supportive of the theory for questioning that there is one best way to lead. Particularly this theory is important to school leaders and students in providing the direction to better understanding of leadership (Ubben and Hughes, 1997:7).

2.3 Leadership Style

Different leadership studies have been conducted to investigate effective behaviors of leaders in different time and have had their own Style. For instance, Kurt Lewin (1939) states that leadership style is the manner and approach of providing direction, implementing plan, and peoples, and lead a group of researches to identify different styles of leadership. This early study has been very influential and established different mature leadership styles: Charismatic, Transformational, Transactional and laissez-fair (free reign) (Us Army Hond boock, 1973, Bush and other, 1980: 258, Monahan and Hengest, 1982: 253 and Rober C. Ginnet, 2007: 405,423).

2.3.1 Charismatic Leadership Style

Charismatic leadership is often associated with extraordinary high level of follower motivation, yet this leadership uses emotion as a fuel to drive the followers' height ended motivational level. One distinct characteristic these leaders all share is charisma. Therefore, charismatic leaders are passionate, driven individuals who are able to point a compelling vision of the future (Rober C. Ginnet, 2007: 405).

As to Jay Conger on Ginnate, 2007:412, charismatic lenders are meaning makers. They pick and choose from the rough materials of reality and construct pictures of great possibilities. Their persuasion then is of the subtlest kind, for they interpret reality to offer us images of the future that are irresistible. Generally, Charismatic leaders perceive fundamental discrepancies between the way things are and they way things can be. Charismatic leaders are not conveying a

vision and form strong emotional bonds with followers, but they do so in order to get their own needs met (i.e to met the leader's needs) (Rober C. Ginnet, 2007: 405).

2.3.2 Transformational Leadership Style

Transformational leadership serves to change the status quo by appealing to followers' values and their sense of higher purpose. Transformation leaders articulate the problems in the current system and have a compelling vision of what a new society or organization could be(Hughes,Rechard L.2007 :408).

According to Burns, in (...2007:408), transformational leader is ultimately a moral exercise in that it serves to raise the standard of human conduct. This implies that Transformational leadership might be the answer to the question "Do the change advocated by the leader advance or hinder the development of the origin or society?"

Transformational leaders are also adapt at reframing issues; they point out how the problems or issues facing followers can be resolved if they fulfill the leaders vision of the future. These leaders also teach followers how to become leaders in their own right and incite them to play active in the change movement. It is noted that all transformational leaders are charismatic, but not all charismatic leaders are transformational. Because,Transformational leaders are able to articulate a compelling vision of the future and form strong emotional attachments with followers. However, this vision and relation are aligned with followers' value systems and help them get their needs met (Hughes,Rechard L.2007 :409).

Thus Transformational leaders are possessing good vision rhetorical and impression management skills, and they use these skills to develop strong emotional bonds with followers. Transformational leaders are believed to be more successful at driving organizational change because of followers' heightened emotional levels and their willingness to work toward the accomplishment of the leader's vision (Antonakis and House , 2004:423).

2.3.3 Transactional Leadership Style

This leadership occurred when leaders and followers were in some type of exchange relationship in order to give needs met; the exchange could be economical, political, or psychological in nature. Transactional leaders do not possess strong emotional bonds with followers or inspire followers to do more than followers thought they could. Transactional leaders were believed to motivate followers by setting goals and promising rewards for desired performance. As to Bass (1988) in (Rober C. Ginnet, 2007: 423) state that Transactional leaders could have positive effects on follower satisfaction and performance levels, but they stated that this behavior were often under utilized because of time constraints, a lack of leader skills, and disbelief among leaders that reward could boost performance. Bas (1997:226) stated that Transactional leader ship only perpetuate the status quo; a leader's use off rewards does not results in long term change associated with transformational leadership.

2.3.4 Laissez-fair (Free Reign) Leadership Style

These types of leadership are as the absence of transactions with their followers. For instance, laissez- fair leaders avoid expressing their Views or taking action on important issues, fail to make or at least delay decisions, ignore responsibilities, provide no feedback, and allow authority to remain dormant. It essentially is the avoidance or absence of leadership, and consequently is the most passive and least effective. For example, a principal who stays in office, engages school and students as little as possible, shows minimal concern for the learning and development of students or needs of the teacher, and allow, school structures and process to continue on the same way (Hoy, Wayne K, 2005:396)

In site of this Lunenburg and Urnstein (1991:131) stake that leaders gave complete freedom to group and left up to subordinate to make

individual decision on their own. Essentially, leaders provided no leadership. There is no strict follow up on the group member. They allowed to do whatever they want to do, (Hersey et.al, 1998:123).

2.4 Educational Leadership at the School level

(1)

Administrators in educational organizations are essentially concerned with formulating general plan and policy making. For example, at the minister (top) level, an educational administrators are essentially concerned with formulating general plans and policies for education, whereas the school principal is concerned with analyzing and interpreting the general plan and policies in accordance with the specific saturation in his/her own school (Tefera, 2007:28).

The school effectiveness and improvement movement have become and internal phenomena that have begun to reveal some of the key issues in enhancing school performance. A generation of such studies have emphasized and reemphasized the vital importance of school leadership in developing schools in order to ensure that pupils and students gain as much as possible from their educational experiences (Brundrett and Terrell, 2004:7)

As to Adosina (1990:186) the forces affecting the school system, probably no one is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitate learning some schools are exceptional in their competency. They are more effective in the instruction of their students and pupils. All the reason that differentiates them from others may not be known. But the presence of educational leadership could be the core causal feature (Owens, 1987:154). Hence, Leadership in education has been considered as key factors by

researchers in effective schools. Effective principals in school leadership have a positive impact on school improvement. Change and implementation, and knowledge of a leader to analyze and implement tasks are a result of education; training and experience, are very important in leading all the complexities of modern school organizations (Brundrett and Others, 2003:ix).

2.5 Challenges face to the school Principal ✓

The school principals (administrators) have long recognized that issues of organizational effectiveness represent enduring and fundamental challenges to their practice (Hoy, Wayne K, 2005:272). From the above we can understand that, the responsibility of the principal plays a key role for the achievement educational objectives and to meet goals. But principals usually face a lot of challenges are; lack of skills, personal qualities of principals, lack of resources, lack of acceptance, the press of duties, shortage of time, the nature of the school, and change.

2.5.1 Lack of Skill in leading school ✓

One reason any person can improve his/her leadership effectiveness is that part of leadership involves skills, and skill can be practiced and developed (Hoy, Wayne K, 2005:272). This implies in order to be effective in their educational leadership responsibilities principals need to have skills. Regarding to this Clatter (1988:15) states that professional knowledge, skills, and attitude have great impact on the achievement of organizational goals and objectives, and the lack of skills will create an impediment to the principals. As to Bennars (1994:258) school principals are selected from teachers. All of teachers have barely any leadership experience or prior training in the school administration.

and management. Suddenly a head teachers finds himself in the position of leadership which calls for a lot of commitment, dedication and tolerance supporting the above idea Mcwan (2003:12) states that while many institution are restructuring their administration programs to provide more opportunities to develop leadership skills in addition to academic knowledge a gap remains between the academic and real world.

Therefore lack of skill is a common impediment to principals in their educational leadership responsibility.

2.5.2 Personal qualities as a Challenge to School principal ✓

Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of that school (Ubben and Hughes; 1997:104). The principals own personality, vision, extent of commitment and human relation skills can same to constrain /hamper the exercise of principals. Strengthening this idea, Liortor (1983:264) stated that if the principals does not possess the appropriate personal qualities needed, the absence of these characteristics can be self- constraining in carrying out us responsibilities properly

2.5.3 Lack of Resources as challenge to Principals ✓

Resources are the means to the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high- performance schools, the finding that relate to resource is evident (Ubben and Hughes, 1997:304).

This implies lack of resources (Human and material resources) can be a serious challenge to carry out his task effectively. Principals may want to lead and the situation and expectation, of others may call for his leadership. But if the resources necessary to implement his/her are not adequate, the principals will face a significant impediment (Uorton, 1983:264)

2.5.4 The Lack of acceptance as challenge to principals

In line to this, Uorton (1983:263) states that teachers do not always recognize the principal as the leader of the school. This is because; they consider him/her as not having the necessary expertise regarding the actual. Those teachers don't accept principals as a head of the school he/she may be challenged to performance by schools' activities and activities

2.5.5 The WorkLoad as challenge to school principals

Regarding this Barth (in Sergiovanni, 2001:13) states that the principal is ultimately responsible for almost everything that happens in the school and out strengthening the above idea Gorton (1983:263) states that exercising instructional leadership takes time and energy over and above that which must be spent on administering a school or school district.

2.5.6 Shortage of Time as a Challenge to School Principals

Principals are the whole representative of schools. They have all the responsibility for the activities and tasks in the school. Therefore, they become busy in dealing with these responsibilities the whole work days. As to Ubben and Hughes (1997:327) a school executive day is characterized by one encounter after another with staff members,

students, parents, communities, politicians, and others the kind of individuals or groups, who requests and problems demanding time of principals. Thus, shortage of time due to variety of tasks that principals deal with is another biggest problem in principals work (McEwane, 2003:13).

2.5.7 The Nature of the School as a Challenge to School Principals

There are many different organizations which exist to give different services for human being. The school is not excluded among them. As to Hunson (1996:1), unlike most other formal organization, the school has a human product that give rise to unique problem of organization and management. This is because the main participants in the school system are teachers, students, non teaching staffs, parents and principals with different backgrounds and needs. The interaction of this groups and individuals in the dynamic and complex schools context may not always be harmonious and conflicts may be some of the out come. Thus, the process of school governance became exceedingly complex. The challenges of educational leadership become even more complex as the school can be differentiated from other type of institutions of the community. The school brings individuals of different backgrounds and cultures that may hold quite different values yet be through as to increasingly closer instructions with each other (Demmock, 1993:96).

2.5.8 Change as Challenge to the School Principals

Change is the only absolute in our world. This change may appear due to different situation from different angles. Thus, changes take place in political, technology and institutional areas. The most general reason is that some thing relevant to the organization either has

changed or is going to change. The organization consequently has little choice but to change as well (Griffin 1990:391). School organization is not exceptional. Hence change has become almost away of life in education today (Cotsakos, 2004:27). Therefore, to bring about the desired change; there must be cooperation and involvement of school community together with the school principals, the leader and change agent.

However, some staff members react oppositely (negatively) to change considering it as some thing that threatens their position making their tasks more complex and demanding (Glatter and other 1988:101), and (Cotsakos, 2004:27).

2.6 Historical Background of Principals

2

In this part, the papers attempt to define the concept of principal, principals and its historical development in brief in its world and Ethiopian context.

2.6.1 Principals in World Context

To have a clear and precise meaning, it is important to define a term. Thus, the principals, as a root word for principals, are defined in the dictionaries of education as follows:

A principal is "the administrative head and professional leader of ... a high school" (Good, 1973:436), the principal is used in the United States of America which was originally derived from the phrase "Principal in USA (Monahan and Hensgst, 1982:293). In Ethiopia, the term "director" has been used to designate the same incumbent until the advent of the Derg Regime. After that the equivalent term "principal" has been in use. The principal is the official leader of a

school the responsibility of whom being directing influencing and controlling the teaching learning process under his charge through, mainly, teachers; and is accountable for implementation of the education and training policy.

The development of principal ship is firmly attached with the history of the principal in the United States of America. In the early history of American schooling, there were no principals like that of today. School administration was not differentiated from teaching implying that every thing was done by the teacher (Murphy, 1995:13).

According to Monahan and Hengust and Murphy, (Ibid) as cities grew, schools increased in number and size and the number and complexity of educational tasks also increased which required secured assistance that a specially designated person assumed responsibility for them. This person named as "principal teacher" continued to function in the classroom but also served as the controlling head of the school (Ibid).

Especially the adjectival connotation of principal was lost towards the end of 19th century as the need for more direction became evident. The principal teacher became more involved in making operational decisions exercising control over daily management matters including guiding the work of teaching in each school (Monahan and Hengust, 1982:293). Therefore, the preconditions for creation of principalship were the expansion of education as a result of the growth of cities and the freeing of principal teachers from teaching.

Regarding the criteria for principal ship, for example, Robore in MoE (2002:39) Amharic version, indicates that principal ship in America is based on qualification level and on special training in educational leadership. Another example is a Kenyan experience. Principal ship in

Kenya is obtained mainly based on the quality of work performance, advanced educational standard, at least three years of teaching experience, training in directorial inspection and good personality and social standing (Ibid.).

2.6.2 Principal ship in Ethiopian Context

Principalship in Ethiopia is strongly connected with the introduction of modern education in the country.

According to MoE (2002), it is stated that prior to 1926, expatriate principals were assigned in elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. Predominantly, Indians posted to principalship, although the criteria were not at all clear, may be for their educational standards and experience in leadership. After the restoration of independence in 1941 education was given high priority which resulted in opening of schools in different parts of the country. As there were not enough educated Ethiopians to teach and run the schools, most of the teachers and headmasters in the schools were from foreign countries such as the UK, USA, Canada, Sweden, Egypt and India (ICDR, 1999:11).

From the second half of 1940 until 1976, documents prove that Ethiopian principals were assigned in elementary schools with out a contest; only by observing their knowledge and teaching experience. In 1961/2, a one year course in supervision and administration was started at Addis Ababa University. This continued until 1976. Still some periodical letter written before the year 1960 (MoE, 2002) reveal that Ethiopians who were graduated with B.A/BSc degree in any field were assigned as principals in secondary schools by senior officials of

the MOE. The major selection requirements were educational standard, service years and work experience.

However, during the first few years of 1960's it were recognized that those graduated with B.A degree in Management and Pedagogy were assigned in secondary schools. On the other hand, scale promotion advertisements that had been issued from 1973-1976 show those secondary school principals were those who held their first degree, preferably, in educational management field and those who had at least worked for a limited time as a unit leader or department head, dean or teachers. Then, it is started in a job description of the MoE issued in 1989 that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience that shows an attention to consider principalship as a profession.

Practices over the last decade, particularly since 1993 until very recently, principals were to be assigned through direct election by teachers from among themselves. Later on WEOs used to appoint teachers as principals. However, in all case, there were no clear selection criteria.

In reviewing some literatures regarding the source of principalship, a few points can be raised. Adesina (1990:192) states the importance of profession, for principals by saying that where as experience in classroom teaching can facilitate school management. Managers of school as professionals require a separate training program as success in the classroom does not automatically attract success in school management. Against the view that advocates teaching as a source of principalship, Sergiovanni (as cited in Ubben and Hughes,

1997:121) emphasis the importance of profession to deserve principalship and to have conceptual knowledge of education such as to diagnose educational problems and to effectively carryout educational supervision activities. Principals, Sergiovanni adds, need to be professionals in order to evaluate educational program. The National Association of Secondary School Principals (NASSP) (as cited in Ubben and Hughes, 1997:9) reveals that principals professional competence enables them to successfully plan and organize work, to work with and lead others, to analyze problems and make decisions, to communicate orally and in writing, to perceive the needs and concerns of others and to with stand and perform under varieties of pressures. Thus, whether or not lack of professional competence is a problem of secondary school principals to their educational leadership is attempted in this study.

These times, however, there is a change in direction that principals are considered professionals MoE (2002). That means although a strong belief has existed, for the last few years, in Ethiopia that the source of princiaplship is teaching, this view has been reviewed and now principalship, seems to be recognized as a profession by itself.

The preceding reviews of principalship indicate that the principal, though there has been a change in different times and place, is expected in many cases to be an educational expert and a skillful in educational management so as to perform the responsibility entrusted to him/her.

A research recently conducted in England, by Fidler (MoE, 2002:38), Amharic version, indicates that the assumption that the assumption that a strong teachers can be a strong leader is a by gone practice the

teaching learning process where as principalship is another position requiring another profession.

2.7. The Responsibility of School Principals

Subject leaders (Principals) of the school have consequently always played in a major role in determining the success of the school as a whole. In this sense subject leaders have long been accountable to heads, parents, and pupils but the accountability we as essentially private and internal to the institution (Brundrett M. 2004:30).

According to Sergio Vanni (2001:13), school administrate performs a number of tasks and responsibilities in order to improve teaching-Learning process. The leadership functions of chief administrative officer in the school and as an educational leader. In on other wards, the principal is accountable to overall school operation.

In Ethiopian context, about 30 main activities and responsibilities of principals are identified, which are instructionally as well as leadership and management aspects.

2.7.1 The administrative role of the school principals

It has argued that the importance of principal to the school improvement is no longer in doubt.

Policy makers, academic administrators and practitioners have come to accept its centrality to the process of reform and improvement(Brundrett M. 2004:30). Therefore school Souls and objectives represent the desired outcomes of education in schools. These desired outcomes of a school could not achieve in the absence of successful organization and management of the school resources.

The general aim of educational administration is to ensure that school systems function properly, that is according to preconceived purposes and plans of action (Liamage, 2006:160). Therefore administrators are needed to convert a variety of resources (Human and material resources) into an effective enterprise capable of achieving the systems' mission. Each aspect of provision in effective educational organizations were core staffing, equipment materials or specialist expertise is deployed in order to facilitate learning and educational achievement (Low and Derek, 2000:207).

Therefore, school administrators are the achieving elements in transformation process (Moronet and others, 1982:350, and Ciurage, 2006:160). Thus the school principals as an administrator must play a pivotal role in obtaining the necessary resources, and allocating them properly in a right way at right position in a right time.

As Melaku (2002:244), the essential job of school management is effective and efficient organization and management of school resource. So that school objectives are successfully achieved.

A large number of studies have given good idea of what school administrators do in the school. For instance, Gorton (1983:47-49), identify the following task areas of school administrators.

- a) Staff personnel
- b) School finance Management
- c) Pupil personnel
- d) School plan management

A) Staff Personnel

As to Melaku (2002:272), the quality of goals and objectives of school system depends on:-

- The quality of teaching and non-teaching personnel in the school
- The extent to which productive human relationships are existent among people in this school and
- The extent to which teaching and non teaching personnel are helped to develop their competence and encouraged to contribute more and better towards school goal achievement.

In the school system the overall goals of the personnel administration is to recruit adequate and qualified staff development and maintaining the staff so that they would be able to and willing to render effective and efficient educational services to students (Adesine, 1990-98). Therefore, having right people on right position is fundamental criteria for school success Melaku 2010.

B) Financial management

Financial resources refers to the cash available to obtain real resources (Burtonru 2004:170)

The ability of leader (School principal) to make available and effectively manage financial resources will have a direct impact on the quality of learning leaning processes. There is a responsibility to convert financial resources in to effective mix and balance of educational resources capable of delivering a curriculum in line with national and organizational objectives. It follows subject leaders must accept these

management responsibilities and equipped with appropriate financial acumen and skills to successfully perform their duties (Burton. N. 2004:169).

As to Melaku (2010) financial managements are means to an end. The school of today among other things can be considered as a business enterprise. Besides to the provision of instructional and supervisory leadership, the school principal also holds the responsibility if managing financial resources of his or her school. Finance plays a vital role for the active functioning of the school program. It is one of the most important resources which through a process and budgeting is changed in to necessary school resources including teaching and non-teaching staffs, building and facilitating learning resources and other goods and services (Melaku- 2002:246). Hence, Finance has a greater important in education and the school principal is expected to possess capacity that enable him/her to raise funds from different and diverse school community which enable his/her school to give proper services to its students.

C) Students personnel

Evidences from a large number of research studies have suggested that one of the key issues in improving educational provision is the quality leadership that is provided to staff and students (Burdett M. 2004:13). There are also many different kinds of students who attend the school. The major object: use of educational is to help each of these students to achieve his or her maximum potentials. However this is only possible where there is expected discipline in the school because learning occurs best in an orderly environment and

conducive school environment as a whole. Then, student discipline is one of the task areas of school principals (Sergiouvanni, 2001:3).

As Malkaku (2002:315), state that it is the responsibility of school administrators to reduce the number and severity of student's misbehavior problems. Conforming this idea, Ubben and Hugges (1997:126) state that the school principal of school has a special responsibility to lead the staff in developing school policies to control is not the only. In reality, the school is not the only person who holds responsibility regarding the misbehavior of the students.

D) School Plan Management

Planning is the process of establishing goals and a suitable course of action for achieving goals. Plans give the organization its objectives and set up the best procedures for teaching them. All successful organization develops plans and implements it (Gamage, 2006:138). Plans guide the organization to wards the achievement of objectives and goals but with out plan it is as a man on the junction who is confused to take the right way.

This shows that planning serves as a base for other school functions. Hence, planning is a crucial instrument of the principals for it lies ground for his/her other activities. Therefore, principals must be acquaint him/her self with planning concepts (Adesina, 1990:9).

As to Gamage (2006:138), planning is the responsibility and the mission of the school leader to select the appropriate path for his/her school as the school community is likely to look up on to the principals for guidance. Principals have many plans to make in the school.

As to MoE (2000:4), principal is expected to prepare annual detailed educational plan by making it relevant to the learning needs of the students and the environment to gather with parents and the school community with adequate budget to implement it, and MoE (2000:4) states that the principals expected to continuously follow up the implementation of the school plan.

2.7.2 Principals as Instructional Leadership

Instructional leadership is the core activity of school principal that is divert at promoting student learning, growth and development. It to cases on creating a high performance learning communities (Gorton, 1983:266). Owens (1987:158), states that educational leadership attempts at diagnosing and sollising pedagogical and curricular problems and assisting teachers to solve problems in the teaching learning process. The main activities of principals regarding to this are:

- Curriculum development
- Staff development
- Supervision
- Goal clarification
- Evaluation and
- Research

Curriculum Development: Curriculum is the base for in education on which the teaching learning process is planned and implemented (Adesina, 1990:160). Curriculum development is the reviewing and eduation of curriculum at regular time intervals to improve and develop it.

It is related to teaching learning process which involves look back to what teacher have been taught, teaching, what students are learning, how it is organized and with what success. Therefore it is the responsibility of the principal to provide the leadership the undertaking of these activities for the school effectiveness and for teaching learning process (Ubben and Hugges, 1997:163).

Staff Development:- is continuous professional development in order to promote teachers professions expertise through involving teachers in problem solving activity (Dimmock, 1993:154). Therefore, the principal should be fairly a head of the teachers whom he/she as to help by example, by ataining seminars, workshops, conference etc (Shukna, 1983:78).

Supervision:- is a core function of educational leaders. It plays a key role in the improvement of learning through the monitoring and improvements of instruction. Principals have responsibility to help teachers to improve their practice and to help them accountable for meeting commitments to teaching and learning (Sergiovanni, 2001:257).

Goal Clarification:- Well advertised goals for schools and class rooms are absolutely essential. Schools that aspire to high performance results for the nature of the goals that are established and the nature of the goal setting process (Ubben and Hughes, 1997:24) Hence, principals expected to make clear general and specific objectives of the instructional process in order for the teachers and students to have appropriate expectation, for achieving objectives and meeting goals ,because teachers and students accept and follow only educational program if they get its value, and importance (Gamagam, 2006:115).

Evaluation:- there is a common understanding that evaluation is the process of delimiting to what extent the educational objectives are actually being reached or instructional improvement (Leggette, 1981:28). Evaluation to principals as instructional leadership is used to assess whether instructional goals have been achieved or not. Hence, the objectives of evaluation are to the benefit of teachers by rewarding and promoting for their needs and by motivating and encouraging on their weak side. Principal is the key person to pass decision on important educational issues of the school.

Research: - is singularly important one that deserves to be given priority (Moon et al, 2000:200). The necessary precondition must be fulfilled by school principals for the undertaking of research in the schools by teachers. According to Dimmock (2000:253), School principals should motivate teachers to recognize research to solve school problems and on effective teaching and learning because school effectiveness and improvement will be difficult with out research. Generally, principals are expected to mobilize teachers to study and reflect on their practice so that research serves the professionalization of teachers on research.

As to Dame Abera and Habtamu Kebu(2005:79-80),principals expected to arrange and facilitate the necessary condition for the teachers to engage in research work in that:

- create a conducive working environment for the practitioner.
- organize and conduct awareness in training and workshop.
- address the issue of action research in school program.

Strengthen the above idea, Dimmock (2000:253), encourages school leaders in that principals should motivate teachers to recognize research on effective teaching and learning, because school effectiveness and improvement will be difficult without research.

Therefore, principals are expected to mobilize teachers to study and reflect on their practice so that research serves in developing knowledge and confidence, and validate their knowledge. Thus they should be seen as models in the teaching and learning process.

Chapter Three

Research Design and Methodology

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

3.1 Design of the Study

The intension of the research was to assess the current existing situation of challenges at educational leadership roles in the schools of shoa zone. Thus, the researcher were used a descriptive survey method to reveal the current status of challenges of secondary school principals in their leadership responsibilities in west shawa zone. This method is noted by Seyoum and Ayalew (1989:16-17) who state that while historical studies recount past events, descriptive survey method pictures the current situation.

3.2 Source of Data

The sources of data for this study were

1. Secondary school principals/vice principals.
2. Wereda education office (WEOs) heads and experts, and
3. Secondary school teachers.

3.3 Sample Population and Sampling Techniques

The sample for this study was 8 Government secondary schools which account for 23.52% of the total schools in the zone. The schools were Amboo secondary and preparatory School, Amboo Secondary School, Ginch Secondary School, Inchin Secondary and preparatory school,

Gindabaret secondary and preparatory school, Jaji secondary and preparatory school, Gudar secondary and preparatory school, Shino secondary school. In West Shawa zone there are 24 woredas and 34 secondary schools. Thus, 8 principals from total of 34 principals, 16 woreda education officers from total of 68(head and vice only) and 182 teachers from the total of 642 teachers in 8 schools were taken as a sample. In order to manage the study, woredas were selected randomly by simple random sampling techniques and secondary schools in woredas were selected using purposive sampling techniques. Woreda educational officers and school principals were taken all by available sampling techniques due to their position. Secondary school teachers were selected randomly by simple random sampling techniques, but proportional to the number of teachers in each school. In general, total of 8 woredas (33.33%), 8 schools (23.52%) of the total schools and 182(33.5%) of secondary school teachers were taken from west shawa zone.

The sample populations of selected schools were shown in Table bellow.

Table 1: Description of sample population

No	Woreda	School name	Teachers population			Principals			WEOs			sample teachers	
			Male	Female	Total	Male	Female	Total	Male	Female	Total	No	%
1	Ambo Urban	Ambo sec.and prip.sch.	98	22	110	1	-	1	2	-	2	30	31
2	Ambo rural	Ambo sec.sch.	70	13	73	1	-	1	2	-	2	23	31.5
3	Dand	Ginch	67	17	84	1	-	1	1	1	2	26	30.9
4	I.Gajan	Jaji Sec Sch.	50	7	57	1	-	1	2	-	2	17	29.8
5	T.kutaye	Guder Sec.Sch.	63	9	72	1	-	1	2	-	2	21	29.1
6	M.Rob	Shino sec.sch.	54	10	64	1	-	1	2	-	2	19	29.69
7	Gindebera t	Gendeberet Sec Sch.	99	4	103	1	-	1	2	-	2	28	27.18
8	T.Inchumi	T.Inchin sec.sch.	50	9	59	1	-	1	2	-	2	18	30.5
		Total	551	91	642	8		8	15	1	16	182	28.34

Source: West Shoa zone Educational Department

3.4 Data Collection Instrument

For the purpose of conducting this study, the researcher developed questionnaires to obtain descriptive information on current school principals' leadership situations and their effectiveness. Questionnaire was administered with the aim of gathering information of primary data from school principals, WEOs and secondary school teachers. The item of questionnaire were closed and open ended, because questionnaire are due to the fact that it is less expensive, produce a quick result, filled at the respondent's convenience, promise a wider converge of data etc. Thus, results can be dependable and reliable. Since the samples are from three groups, three types of data from the teachers, principals and Woreda Education Office/head and experts developed, and the researcher also used interview methods of data collection for the purpose of gathering depth information of data to the study.

3.5 Procedure of Data Collection

Pilot test was made on two schools and waredas. Totals 16 respondents; 10 teachers (5 teachers from each waredas), 2 principals and 4 WEOs which are not included in the real study. Regarding to their educational background, 100%(2) were degree holder and all principals are male, no female principals were assigned in the position of leadership. Schools were Midakegn secondary and preparatory school and Jaldu secondary and preparatory school, which were not included in the real study. Based on this pilot test some improvement was made quality and items of the questionnaires and the questionnaires have been distributed to the respondents.

3.6 Method of Data Analysis

First the collected data were gathered, checked, numbered and arranged according to their characteristics. Next they were classified and tallied in the respective schools and groups. Following that, the data of each group were arranged and organized in table and problem areas. Data obtained from open ended questions were also used for interpretation the problem areas under consideration and for suggestion, and Finally the organized data were analyzed and interpreted using frequency, percentage, mean and weighted mean quantitatively. Interviews are analyzed by descriptive method. The responses were gathered using five rating scales of strongly agree (SA), agree (A), undecided (D) Disagree (DA) and strongly disagree (SO). The weighted mean achieved from data analysis were interpreted as (0.05-1.49)= SD, 1.5-2.49=L, 2.5-3.49= Undecided, 3.5 -4.49=A, and 4.5strongly agree.

Chapter Four

Presentation, Analysis and Interpretation of Data

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

The chapter presents the characteristics of the sample population involved in the study and then deals with the analysis and interpretation of data. The necessary data for the assessment was obtained from principals, Teachers and woreda education officers of the sample area.

A set of questioner was prepared and then distributed to the three groups of respondents that consisted of 8 principal's 182 teachers and 16 woreda educational officers. All the questionnaires were returned and used. The responses were gathered using five rating scales of strongly agree (SA), agree (A), undecided (D) Disagree (DA) and strongly disagree (SO). The weighted mean achieved from data analysis were interpreted as (0.05-1.49)= SD, 1.5-2.49=L, 2.5-3.49= Undecided, 3.5 -4.49=A, and 4.5strongly agree. There fore the presentation and interpretation of the characteristic of data is as follows.

4.1 Demographics of Respondants

Demographic characteristics of the respondents were seen in the table below.

Table:2 characterization of the respondent

No	Characteristic	Respondents							
		Principals		Teachers		WEOs		Total	
		No	%	No	%	No	%	No	%
1	Sex	8	10%	173	95.05	15	93.75	196	95.15
	Male								
	Female	-	-	9	4.95%	1	6.25	10	4.85
2	Age	-	-	27	14.83	-	-	27	13.10
	25 yrs a below								
	26-39	2	25%	133	73.1	4	25.0%	139	67.48
	36-45	5	62.5	12	6.59	9	56.25	26	12.62
	46-55	1	12.5	7	3.84	3	18.75	11	5.34
	56 and above	-	-	3	1.64%	-	-	3	1.46
3	Educational qualification	-	-	-	-	-	-	-	-
	MA/M.Sc/MEd								
	B.A/BSc/B.Ed	8	100%	167	91.75	13	81.25	188	91.26
	Dep(12+2)	-	-	18	8.25	-	-	18	8.74
	others	-	-	-	-	-	-	-	-

Source: West Shoa zone Educational Department

As can be seen in table-2, Item- 1 all (100%) principals were males. As indicated in the same table, 4.95 %(8) were females from the total of 182 teachers and 95% were male in secondary schools teachers. This implies the number of female teachers is not proportional with male teachers. Accordingly, 25% of WEOs were in the age 26 to 35 and 25% of principals in the age 26 to 35. This indicates there is a tendency to relate WEOs with more experience and age.

As noted in table-2, 100% of the principals, 91.75% of teachers and 81.25% of WEOs were Degree holders and the remains (none of the principals), 8.25% of teachers and 18.75 % of WEOs were Diploma holders. Regarding to teaching experience 27% of principals and 73.1% of teachers has to 25-35 years of teaching experience. This may show that the number of experienced teachers were very small in secondary school. Again 73% of principals, 56.22% of WEOs and 25% of teachers have teaching experience of 6-10 years. From this researcher may conclude that principals were former teachers who assumed for the principals position. In line with the above idea, Law and Derek (2000:14) state that educational managers can be trained to be more effective leaders largely on the basis of competence assessments and skill development.

4.2 Principals Role in Work Plan of the school

Principals of the schools have always played major role in determining the success of the school as a whole. In this sense leaders have long been accountable to lead all process in the school. See the following table.

Table-3 Description of principal's role in work plan

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Prepares educational plans of his school according to the national and regional educational goals and targets for the academic year	Teachers	-	-	5	2.7	4	2.2	162	38.5	11	6.04	2.02			
		Principals	1	12.5	-	-	2	25	3	37.5	2	25	1.91	2.1		
		WEOs	1	6.25	3	18.75	-	-	9	56.25	3	18.75	2.37			
2	Makes educational plans of his school relevant to his students' abilities and environmental conditions	Teachers	-	-	2	12.5	6	37.5	158	86.8	16	8.88	1.97			
		Principals	1	12.5	1	12.5	-	-	4	50	2	25	2.37			
		WEOs	-	-	1	6.25	-	-	12	75	3	18.75	1.88	2.07		
3	Plans educational programs in a way that enhance learning opportunities and problems solving capacities of students	Teachers	-	-	9	4.94	-	-	165	90.65	6	3.3	2.04			
		Principals	1	12.5	1	12.5	-	-	4	62.5	2	12.5	2.37			
		WEOs	-	-	2	12.5	-	-	12	75	2	12.5	2.12	2.18		
4	Make the plan detailed and having implementing strategies of educational programs	Teachers	2	25	5	2.7	-	-	164	90.1	13	7.1	2.04			
		Principals	-	-	2	25	1	12.5	3	37.5	2	25	2.37			
		WEOs	1	-	2	12.5	-	-	10	62.5	3	18.75	1.63	2.22		
5	Allocates sufficient budget for the implementation of the educational plans (e.g. for departments, academic committee etc)	Teachers	-	-	-	-	-	-	133	73.07	49	26.9	1.73			
		Principals	-	-	-	-	-	-	7	87.5	1	12.5	1.88			
		WEOs	-	-	-	-	-	-	13	81.25	2	12.5	1.75	1.78		
6	Makes the educational plan flexible	Teachers	-	-	-	-	6	3.3	168	92.3	4	4.4	1.99			
		Principals	-	-	1	12.5	-	-	6	75	1	12.5	2.12	1.99		
		WEOs	-	-	1	6.25	-	-	11	68.75	4	25	1.87			

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

As can be seen in the table-3, item -1 portrays principals' role in planning school works by which quality education is achieved in accordance with organizational goals. Accordingly, principals replied disagree (mean=2.37). Again teachers and WEOs also reported disagree (mean=2.02 and 2.37) respectively. Item -2, same table, portray principals' role in making educational plans of school relevant to their students abilities and environmental conditions. Hence, Principals responded disagree (mean =2.37). Teachers and WEOs also replied disagree (mean =1.53and 2.31) respectively. The weighted mean of respondents also indicated that principals were lowly rated in planning work based on students' abilities and school environmental condition, disagree (mean weighted=2.07).

In the same table, item -3 reveal principals endeavor for planning educational programs in a way that enhance learning opportunities and problem solving capacities of students' in the school. Principals reported disagree (mean =2.3), where as teachers and WEOs replied disagree (mean = 1.83and2.25) respectively. The weighted mean of respondents indicated that principals lowly rated in making educational plans in a way that enhance learning opportunities and problem solving capacities of students , disagree (mean weighted=2.3).

No can deny that school Planning is crucial to enhance quality of education, because plans guide the organization towards the achievement of objectives and goals.

Item - 4, in the same table, portrays whether or not principals were making the plan detailed and have implementing strategies of educational program. Accordingly, principals reported disagree (mean =2.37), where as teachers and WEOs replied disagree (mean =2.04 and

2.25) respectively. The weighted mean of the respondents indicated that principals lowly rated, disagree (weighted mean =2.22) in making the plan detailed and having implementing strategies of educational programs.

Item- 5, in the same table, portrays whether or not principals were allocated sufficient budget for the implement of the educational plans (e.g, for departments, academic committee. Hence, principals disagree (mean =1.87). More over, teachers and WEOs also replied disagree (mean= 1.73 and 1.75) respectively. The weighted mean of respondents rated principals disagree (mean weighted=1.8) in allocating sufficient budget for the implementation of the educational plans.

Item -6 portray whether or not principals were making the educational plan flexible. Hence principals reported disagree (mean =2.12), where as teachers and WEOs replied disagree (mean =1.99 and 1.87) respectively. The weighted mean of the respondent indicated principals lowly rated, disagree (mean weighted=1.99) for making flexible the educational plans. As to(MOE, 1994) it is the responsibility of principals to make flexible plans in the School in order to achieve organizational goal.

4.3 principals' goal clarification

Clear and well advertised goals for schools and class rooms are absolutely essential. Schools that aspire to high performance results for the nature of the goals that are established and the nature of the goal setting process (Ubben and Hughes, 1997:24)Hence the goal clarification of principals in the school is very important to organize the school. This discussed bellow based on the table 4.

Table:-4 Description of principals' goal clarification

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Makes clear the goals and objectives of education to teachers	Teachers	-	-	8	4.4	-	-	89	48.9	86	47.5	1.63	1.85		
		Principals	-	-	1	12.5	-	-	6	75	1	12.5	2.12			
		WEOs	-	-	1	6.25	-	-	7	87.5	1	6.25	1.81			
2	Makes clear the goals and objectives of education to students	Teachers	-	-	7	3.8	-	-	91	50	84	45.6	1.61	1.95		
		Principals	1	12.5	-	-	-	-	7	75	-	-	2.37			
		WEOs	-	-	2	12.5	-	-	8	50	6	37.5	1.87			
3	Makes clear specifically the goals and objectives of education in reference to his school to teachers	Teachers	1	1	7	3.85	-	-	83	45.6	92	50.55	1.59	2.01		
		Principals	-	-	2	25	-	-	4	50	2	25	2.25			
		WEOs	-	-	3	18.75	-	-	10	62.5	3	18.75	2.18			
4	Creates a clear understanding in his teachers of what his school is all about in the educational programs of his school	Teachers	-	-	12	6.6	-	-	113	62.09	57	31.32	1.82	1.89		
		Principals	-	-	1	12.5	-	-	4	50	3	37.5	1.87			
		WEOs	-	-	3	18.75	-	-	7	43.75	6	37.5	2.0			

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

As described in table-4, item-1 portrays whether or not principals were making clear goals and objectives of education to the teachers. Regarding to this principals reported disagree (mean=2.12), Where as teachers and principals reported disagree (mean=1.63 and 1.81) respectively. The weighted mean of the respondents lowly rated principals, disagree (mean weighted =1.85) in making clear goals and objectives of education to teachers.

As described in the same table, item-2 portrays whether or not principals were making clear goals and objectives of education to the students. Regarding to this principals reported disagree (mean=2.37), Where as teachers and principals reported disagree (mean= 1.61 and 1.87) respectively. The weighted mean of the respondents lowly rated principals, disagree (mean weighted =1.95) in making clear goals and objectives of education to the students.

As shown in the same table, Item-3 principals replied disagree (mean= 2.25) , where as teachers and WEOs reported disagree (mean=1.59 and 2.18) respectively. The weighted mean of the respondents indicates disagree (weighted mean=2.01) in making clear goals and objectives of education in reference to school to teachers.

In line with goal clarification Ubben and Hughes, 1997:24) stats that principals expected to make clear general and specific objectives of the instructional process in order for teaches and students have appropriate expectation for achieving objectives and meeting goals.

As shown in the same table, Item-4 principals replied disagree (mean=1.87), where as teachers and WEOs reported disagree (mean=1.82 and 2.0) respectively. The weighted mean of the respondents indicates disagree (weighted mean=1.89) in creating clear understanding in teachers about educational programs of their school.

4.4 Supervisory Activities of the Principals

Core activities of principals in the school are supervision. Supervision plays a key role in the improvement of learning through the monitoring and improvements of instruction. Principals have responsibility to help teachers to improve their practice and to help them accountable for meeting commitments to teaching and learning (Sergiovanni, 2001:257). Activities of principals in the school discussed bellow based on table-5

Table -5 Principals' activities in giving instructional supervision

No.	Items	Respondents	Responses															M	WM
			SA			A			UD			DA			SD				
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
1	Conducts frequent classroom observations	Teachers	-	-	4	0.22	-	-	103	66.6	75	41.2	-	-	-	-	1.63	-	
		Principals	-	-	1	12.5	-	-	6	75	1	12.5	-	-	-	-	2.12	-	
		WEOs	-	-	2	12.5	-	-	13	81.25	1	6.25	-	-	-	-	2.18	-	
2	Encourages team classroom observation	Teachers	-	-	8	4.4	-	-	169	92.86	5	2.75	-	-	-	-	2.06	-	
		Principals	-	-	2	50	-	-	4	37.5	2	12.5	-	-	-	-	2.25	-	
		WEOs	-	-	1	6.25	-	-	14	87.5	1	6.25	-	-	-	-	2.06	-	
3	Arranges seminars with teachers to share experiences after classroom observation regarding instruction and student learning conditions	Teachers	-	-	-	-	3	1.65	171	93.96	8	4.4	-	-	-	-	1.97	-	
		Principals	-	-	1	12.5	1	12.5	5	62.5	1	12.5	-	-	-	-	2.25	-	
		WEOs	-	-	-	-	3	18.75	12	75	1	6.25	-	-	-	-	2.12	-	
4	Enhances the teaching-learning methods via supervisory support	Teachers	-	-	7	3.75	4	2.2	101	60.44	61	13.52	-	-	-	-	1.76	-	
		Principals	-	-	1	12.5	1	12.5	5	62.5	1	12.5	-	-	-	-	2.25	-	
		WEOs	-	-	2	12.5	4	25	9	56.25	1	6.25	-	-	-	-	2.44	-	
5	Provides feedback to students after supervision	Teachers	-	-	-	-	10	5.5	161	33.52	11	6.04	-	-	-	-	1.94	-	
		Principals	-	-	-	-	3	37.5	5	62.5	-	-	-	-	-	-	2.37	-	
		WEOs	-	-	-	-	-	-	15	93.75	2	6.52	-	-	-	-	2.0	-	
6	Focuses on implementation of lesson plans rather than the format of the plans	Teachers	-	-	-	-	-	-	163	89.56	19	10.44	-	-	-	-	1.95	-	
		Principals	-	-	3	37.5	1	12.5	2	25	2	25	-	-	-	-	2.25	-	
		WEOs	-	-	-	-	1	6.5	7	93.75	-	-	-	-	-	-	1.06	-	

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

As can be seen in table the -5- item 1 describes whether or not principals were frequently observing class room to ensure that class room instruction is alien with school goals. Principals reported disagree in observing class room frequently (mean = 2.12). Moreover teachers and WEO s also reported that principals were low in visiting class room frequently to ensure class room instruction with school goals , disagree (mean=1.63 and 2.18) respectively. The weighted mean of the respondent' also indicate that they disagree (weighted mean=1.98) that principals were visiting class room frequently.

As indicated in item 2, In the same table, principals rated disagree (mean= 2.25) in encouraging team class room observation. But teachers and WEO replied disagree (mean= 2.06 and 2.06) respectively. The weighted mean of the respondent also ascertained that principals were lowly rated in observing class room for teachers' professional development, disagree (weighted mean = 2.12). From this one infer that principals were not encouraging team class room observation.

In the same table, item-3 portrays whether or not principals arrange seminars with teachers to share experience after class room observation. Principals replied disagree (2.25), where as teachers and WEOs reported disagree (mean=1.97 and 2.12) respectively. The weighted mean of the respondents indicated disagree (weighted mean=2.11). But principals have the responsibilities to encourage in-built supervision within schools and to arrange seminars with teachers to share experience after supervision (MOE, 1994 E.t.c:34)

In the same table, item-4 portrays whether or not principals enhance teaching-learning method via supervisory support. Principals replied disagree (2.25), where as teachers and WEOs reported disagree (mean=1.76 and 2.44) respectively. The weighted mean of the respondents indicated disagree (weighted mean=2.15).

But principals have the responsibilities to encourage in-built supervision within schools and to arrange seminars with teachers to share experience after supervision (MOE, 1994 E.t.c:34)

4.5 Status of Principals follows up activities

The principals' in follow up activities in West shoa zone discussed bellow based on the table-6

Table -6 Descriptions of principals follows up activities

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Assures whether teachers' lesson plan preparation is well done	Teachers	-	-	2	1.1	6	3.3	158	76.8	16	8.8	1.94	2.08		
		Principals	1	12.5	1	12.5	-	-	4	50	2	25	2.37			
		WEOs	-	-	1	6.25	-	-	12	75	3	18.75	1.94			
2	Ensures whether the teaching-learning process is being done as scheduled	Teachers	-	-	9	4.9	-	-	165	9.66	6	3.3	1.49	1.91		
		Principals	1	12.5	1	12.5	-	-	4	50	2	25	2.37			
		WEOs	-	-	2	12.5	-	-	12	75	2	12.5	1.88			
3	Makes clear rules and regulations of the school for students and teachers	Teachers	-	-	5	2.75	4	2.2	162	89	11	6.04	1.47	1.7		
		Principals	1	12.5	-	-	2	25	3	37.5	2	25	2.14			
		WEOs	1	6.25	3	18.75	-	-	9	56.25	3	18.75	1.5			
4	Takes measures against those teachers or students who violate the rules and regulations of the school.	Teachers	-	-	7	3.85	-	-	99	54.4	76	41.76	1.66	2.04		
		Principals	-	-	3	50	-	-	4	37.5	1	12.5	2.4			
		WEOs	-	-	1	6.25	-	-	14	87.5	1	6.25	2.06			
5	Arranges make up classes for missed periods beyond control	Teachers	-	-	7	3.85	4	2.2	110	60.44	61	33.52	1.76	1.94		
		Principals	-	-	-	-	1	12.5	6	75	1	12.5	2.0			
		WEOs	-	-	-	-	3	18.75	11	68.75	2	12.5	2.06			

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

As indicated on table-6, item-1 deals with whether or not principals assured teachers' lesson plan preparation is well done. Concerning this principals reported disagree (mean= 2.37). Moreover, teachers and WEOs replied that principals were disagree (mean =1.94 and 1.94 respectively, in assuring teachers' lesson plan preparation is well done .The weighted mean of the respondent also indicate that principals were lowly rated, disagree (mean weighted =2.08) in assuring teachers' lesson plan preparation is well done.

As can be seen in item-2, principals reported disagree (mean=2.37) in ensuring whether the teaching-learning process is being done as scheduled, where as teachers and WEOs reported disagree (mean=1.49 and 1.88) respectively. The weighted mean of the respondents lowly rated principals in ensuring whether the teaching -learning process is being done as scheduled (weighted mean=1.91). From this one can conclude principals used lesson plan only to assure whether or not teachers filled the format and for reporting.

As indicated in table-6, item-3 portrays whether or not principals made clear rules and regulations of the school for students and teachers. Concerning this principals replied disagree (mean=2.14) where as teachers and WEOs reported disagree (mean 1.47 and 1.5) respectively, in making clear rules and regulation of the school for students and teachers. The weighted mean indicated disagree (mean weighted =1.7) in that principals lowly rated. This may show that students and teachers do not have clear understanding about rules and regulations of the

school. This also implies there some students and teachers who violate the rules and regulations of the school.

As indicated in table 6, item -4 describes whether or not principals were taking measures against those teachers or students who violate the rules and regulations of the school. Concerning this, principals replied disagree (mean= 2.4), where as teachers and WEOs reported disagree (mean =1.66 and 2.06) respectively, in taking measures against those teachers or students who violate the rules and regulations of the school . The weighted mean of the respondents disagree (weighted mean =1.94) in that principals were taking measures against those teachers or students who violated the rules and regulations. From this the researcher can infer there is no continuous follow up activities in the schools that is the responsibility of the principal.

4.6 Status of principals' on research work

Research is important that priority to be given(Moon et al, 2000:200). The necessary precondition must be fulfilled by school principals for the undertaking of research in the schools by teachers, and principals are expected to mobilize teachers to study and reflect on their practice so that research serves teachers on their profession. The activities of principals on research work in West shoa zone discussed here under based on the table-7.

Table -7: Description of principals' research work

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Conducts researches to solve instructional problems	Teachers	-	-	-	12	6.6	159	87.4	11	6.0	1.46	1.88			
		Principals	-	-	2	25	4	50	2	25	2.25					
		WEOs	-	-	-	-	2	12.5	11	68.75	3	18.75		1.93		
2	Encourages teachers to conduct researches on the teaching-learning process.	Teachers	5	2.75	3	1.65	2	1.1	1.68	92.3	4	2.2	2.07			
		Principals	-	-	2	25	1	12.5	3	37.5	2	25		2.37		
		WEOs	1	6.25	1	62.5	-	-	14	87.5	-	-		2.31		
3	Creates awareness in teachers on the importance of research and research methodologies to improve instruction methodologies to improve instruction and students' academic problems.	Teachers	6	3.3	3	1.65	2	1.1	143	78.57	28	15.4	2.32			
		Principals	-	-	1	12.5	2	25	4	50	1	12.5		2.37		
		WEOs	-	-	-	-	-	-	-	-	-	-		-		
4	Provides research work materials.	Teachers	-	-	-	-	5	2.75	175	95.05	4	2.2	2.05			
		Principals	-	-	1	12.5	2	25	4	50	1	12.5		2.37		
		WEOs	-	-	2	12.5	1	6.25	13	81.25	-	-		2.31		

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

As depicted in the table-7, item-1 portrays whether or not principals conducted researches to solve instructional problems. Accordingly, principals replied disagree (mean= 2.25) for conducting researches to solve instructional problems in the school. More, over, teachers and WEOs reported strongly disagree and disagree (mean =1.46 and 1.93) respectively. The weighted mean of the respondents indicated principals were rated disagree (mean= 1.88).

Item-2 implies whether or not principals were encouraging teachers to conduct researches on the teaching -learning processes. Concerning this principals replied disagree (mean=2.37) in encouraging research work. Moreover, teachers and WEOs reported disagree (mean= 1.53 and 2.31) respectively. The weighted mean of the respondents implies principals rated disagree (mean weighted =2.07) in encouraging teachers to conduct researches on the teaching -learning process.

Accordingly, Item-3 portrays whether of not principals created awareness in teachers the importance of research. Principals replied disagree (mean=2.37) Moreover, teachers and WEOs reported disagree (mean = 1.83 and 2.25) respectively .The weighted mean of the respondent rated principals disagree (weighted mean= 2.32) for creating awareness teachers the importance of research. Generally from the above one can infer teaching -learning processes was not supported by research work and teachers also did not have awareness on the research work to solve instructional problems.

In the same table, item 4 portrays whether of not principals provided researcher work materials. Principals replied disagree (mean= 2.37).Moreover, teachers and WEOs reported disagree (mean = 1.46 and 2.31) respectively .The weighted mean of the respondent rated principals disagree (weighted mean=2.04) respectively for providing research work materials.

4.7 Staff Development role of Principals

Staff Development is continuous professional development in order to promote teachers professions expertise through involving teachers in problem solving activity. Therefore, the principal should be fairly a head of the teachers whom he/she as to help by example, by attaining seminars, workshops and conference .Then the current principals' status on staff development in West shoa zone discussed bellow based on the table.8.

Table -8: Description of principals' role in staff development

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Develops a mechanism by which competent and motivated teachers share their experiences of teaching methodologies with their colleagues	Teachers	-	-	28	15.4	-	-	133	73.08	21	11.54	2.19			
		Principals	-	-	2	25	3	37.5	2	25	1	12.5	2.37			
		WEOs	-	-	2	12.5	1	6.25	9	56.25	4	25	2.06	2.21		
2	Facilitates on job training at school level by preparing academic seminars and workshops	Teachers	-	-	12	6.6	2	1.1	125	68.68	38	20.88	1.99			
		Principals	-	-	2	25	2	25	4	50	-	-	2.25	2.14		
		WEOs	-	-	1	6.25	2	12.5	12	75	1	6.25	2.19			
3	Identifies training needs of teachers	Teachers	-	-	-	-	15	8.24	155	85.2	32	1.6	1.58			
		Principals	-	-	-	-	1	12.5	7	87.5	-	-	2.13	1.96		
		WEOs	-	-	-	-	3	18.75	13	81.25	-	-	2.19			
4	Reads different current educational publications and encourages teachers to do so	Teachers	-	-	-	-	-	12.5	91.2	166	16	8.8	1.9			
		Principals	-	-	-	-	1	-	1	75	1	12.5	2.0	1.9		
		WEOs	-	-	-	-	-	-	15	93.75	1	6.25	1.94			
5	Allocates enough budget for staff development activities	Teachers	-	-	-	-	-	-	163	89.6	19	10.4	1.9			
		Principals	-	-	-	-	1	12.5	7	87.5	-	-	1.88	1.89		
		WEOs	-	-	-	-	2	12.5	10	62.5	4	25	1.88			

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

As indicated in table-8, item-1 portrays principals' role in developing mechanism by which competent teachers share their experience with colleagues. Accordingly, principals replied disagree (mean= 2.37). More over, teachers and WEOs reported disagree the same (mean= 2.19 and 2.06) respectively. The weighted mean of the respondents regarding principals' role in staff development and in developing mechanism by which competent teachers share their experience with colleague also indicated that principals were lowly rated , disagree (weighted mean =2.21).

Items-2, same table, portrays principals' role of providing short term training by preparing academic seminar and academic work shop to teachers. Hence, principals responded disagree (mean =2.25). Moreover, teachers and WEOs also replied disagree (mean=1.99and 2.19) respectively. The weighted mean of the respondents (weighted mean=2.14).

Item- 3 and 4 reveal principals endeavor for staff development by reading current educational publications and encouraging teachers to do it and motivating teachers to attend teachers' peritoneal development program. Hence principals reported disagree (mean=2.12and 2.0) respectively, were as teachers and WEOs replied disagree (mean=1.58, 1.9, 2.19 and 1.94) respectively. The weighted mean of respondents also indicated that the role of principals for staff development were lowly rated in reading current educational publications and in encouraging teachers to do it and in encouraging teachers to attend professional development program, disagree (weighted mean =1.96 and 1.9) respectively.

No one deny that in- school seminars and work shops are crucial mechanisms to enhance the quality of education. Moreover, if competent teachers share their experience with colleagues it will make the schools more fruitful and sound. In line with this MOE (1994 E.C:33) states that principals has to develop mechanism by which competent teachers share their experience with the staff. Moreover, it is the responsibilities of principals to prepare short term training by preparing academic seminars and work shops at school level. Thus, from this one can infer that teachers' professional development was at stand still and in the long run it may cause them out dated and the schools unproductive institution .On these issues Gurtie and Reed (199:346) state that the schools systems that unable to provide opportunities for staff development jeopardize their ability to meet organizational goals.

4.8 prevision of schools' instructional materials

Principals' knowledge about the instructional material resources of the school is very important to manage school's resource.The knowledge about material resources of the school discussed bellow based on the table-9.

Table - 9: prevision of instructional materials

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	The principal is knowledgeable about the instructional material resources	Teachers	-	-	26	14.29	12	6.6	135	74.2	9	4.9	2.3	2.24		
		Principals	1	12.5	-	-	2	25	3	37.5	1	12.5			2.63	
		WEOs	-	-	2	12.5	2	12.5	8	50	4	25			1.79	
2	Equips laboratory with the necessary equipments	Teachers	-	-	9	4.9	4	2.2	156	85.7	13	7.1	1.57	2.06		
		Principals	-	-	1	12.5	2	25	4	50	1	12.5			2.36	
		WEOs	-	-	3	18.7	-	-	11	68.75	2	12.5			2.25	
3	Equips library by obtaining different relevant books for the instructional process	Teachers	-	-	-	-	21	11.54	157	88.26	4	2.2	2.1	2.09		
		Principals	1	12.5	-	-	-	-	7	87.5	-	-			1.88	
		WEOs	-	-	2	12.5	1	6.25	13	81.25	-	-			2.3	
4	Facilitates the provision of textbooks and teachers guides	Teachers	-	-	14	7.7	3	1.6	85	46.7	80	43.96	1.73	2.02		
		Principals	-	-	1	12.5	2	25	2	25	3	37.5			2.38	
		WEOs	-	-	1	6.25	2	12.5	8	50	5	31.25			1.94	

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

As described in table-9, item-1 portrays principals' knowledge about the instructional material resources of the school. Accordingly, principals responded undecided (mean =2.6) on the knowledge of instructional material resources. But Teachers and WEOs replied disagree (mean= 2.3 and 1.8) respectively, concerning the knowledge of instructional material resources. The weighted mean of the respondent rated disagree (mean =2.26) about the principals' knowledge on instructional material resources. This result may imply principals may not have knowledge of the instructional material resource managements.

In the same table, Item-2 implies whether or not principals equipped laboratory with necessary equipments. Concerning this, principals responded disagree (mean= 2.36). Teachers and WEOs also responded disagree (mean= 1.57 and 2.25) respectively. This implies teachers and WEOs did not agree on the principals activities to equip laboratory materials. The weighted mean of respondents also implied disagree (weighted mean =2.06) . Therefore, principals may be rated lowly about their capacity to equip laboratory materials in schools.

In the same table, Item-3, implies whether or not principals equipped library with necessary and relevant books. Concerning this, principals responded disagree (mean=1.9). Teachers and WEOs responded disagree (mean=2.1 and 2.23) respectively. This implies teachers and WEOs did not agree on the principals activities to equip both laboratory and library materials. The weighted mean of respondents also implied disagree (weighted mean =2.06). Therefore, principals may be rated lowly about their capacity to equip library materials in schools.

Item -4, same table, portrays whether or not principals were facilitating the provision of text books and teachers guides. As shown, principals responded disagree (mean= 2.38). Teachers and WEOs also reported disagree (mean= 1.73 and 1.94) respectively. The weighted mean of the respondent shown disagree (mean weighted =2.02). This may be infers that the principals lowly rated in facilitating the provision of textbooks and teachers guides.

4.9 Principals' activities in evaluating the instructional process

Principals should be evaluating the ongoing achievements of the teaching – learning process in the school. Because Evaluation to instructional is used to assess whether instructional goals have been achieved or not. Hence, the objectives of evaluation are to the benefit of teachers by rewarding and promoting for their needs and by motivating and encouraging on their weak side. Principal is the key person to pass decision on important educational issues of the school. See the following discussion based on the table-10

Table - 10: Principal activities in evaluating the instructional process

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Evaluation continuously the on going activities of the teaching-learning process	Teachers	-	-	5	2.7	4	2.2	162	88.5	11	6.04	2.02	2.1		
		Principals	1	12.5	-	-	2	25	3	37.5	2	25	1.91			
		WEOs	1	6.25	3	18.75	-	-	9	56.25	3	18.75	2.37			
2	Designs ways to improve the instructional process based on the research results	Teachers	-	-	2	1.1	6	3.3	158	86.8	16	8.88	1.97	2.07		
		Principals	1	12.5	1	12.5	-	-	4	50	2	25	2.37			
		WEOs	-	-	1	6.25	-	-	12	75	3	18.75	1.88			
3	Takes in to consideration the opinions of students when evaluating the academic plan	Teachers	-	-	9	4.94	-	-	165	90.65	6	3.3	2.04	2.18		
		Principals	1	12.5	1	12.5	-	-	4	62.5	2	12.5	3.37			
		WEOs	-	-	2	12.5	-	-	12	75	2	12.5	2.12			

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

As depicted on table -10 item- 1, Portrays whether or not principals were evaluating the ongoing achievements of the teaching -learning process. Accordingly, principals reported strongly agree (mean =4.6), where as teachers and WEOs replied agree (mean = 3.7and 4) respectively. The weighted mean of the respondents also indicated that principals were highly rated in evaluation the ongoing achievements of teaching -learning process (weighted mean =3.8). As shown in items 2,3 and 4, principals replied medium, (mean = 3.5), concerning their usage of evaluation results to improve the instructional process low (mean =2.13) in provision of private feedback to teachers on time and medium (mean =3.63) in their capability of evaluating teachers and making their fair judgment. However, teachers and WEOs replied low in using evaluation results to improve instructional process (mean =2.22), in providing private feedback to teachers on time (mean =2.17 and 2.38)respectively and in capability of evaluation and making fair Judgment (mean=2.23 and 2.38) respectively .The weighted mean of the respondents also indicated that principals were lowly rated in making use of evaluation results to improve instructional process (weighted mean 2.19) in providing private feedback to teachers on time (weighted mean 2.11) and in capability of evaluation and making fair judgment (weighted mean= 2.33).In the open ended questionnaires teachers also explained their complain that principals were not fair in evaluating them. This may cause disagreement between teachers and principals, causing the school unattractive place .From this we infer that principals were evaluating teachers only for judgment and reporting. More over, principals were late in providing private feedback to teachers. But according to MOE (1994 E.C=38) principals have to evaluate teachers on time and should provide private feedbacks to them accordingly.

4.10 Cause of Principals' Problems

The responsibility of the principal plays a key role for the achievement educational objectives and to meet goals. But principals usually face allot of challenges. Some these are; lack of skills, personal qualities of principals, lack of resources, lack of acceptance, the press of duties, shortage of time, the nature of the school, and change, lack of training, attitude of teachers to ward principals. Some of principals' assumed problems discussed here under based on table-11.

Table - 11- Description of principals' assumed problems

No.	Items	Respondents	Responses												M	WM
			SA		A		UD		DA		SD					
			No.	%	No.	%	No.	%	No.	%	No.	%				
1	Lack of training in preparing educational plans	Teachers	78	42.86	83	45.6	11	6.04	6	3.3	4	2.2	4.23	4.24		
		Principals	4	50	3	37.5	1	12.5	-	-	-	-	4.38			
		WEOs	6	37.5	7	43.75	2	12.5	1	6.25	-	-	4.12			
2	Teachers are suspicious of the attainment of the educational goals and objectives	Teachers	6	3.3	30	16.5	62	30	60	33.3	24	31.3	2.64	3.59		
		Principals	3	37.5	3	37.5	2	25	-	-	-	-	3.75			
		WEOs	7	43.75	8	50	1	6.25	-	-	-	-	4.38			
3	Negative attitude of teachers towards the culture of sharing experience among them	Teachers	-	-	-	-	98	53.85	51	28.02	33	18.13	2.35	3.28		
		Principals	-	-	6	75	1	12.5	1	12.5	-	-	3.63			
		WEOs	6	37.5	4	25	4	25	2	12.5	-	-	3.87			
4	Heavy administrative work load to conduct regular classroom visits, research and to have advisory times for both research and students	Teachers	33	18.13	49	26.92	40	21.98	50	27.5	10	5.5	3.25	4.06		
		Principals	7	87.5	1	12.5	-	-	-	-	-	-	4.87			
		WEOs	2	12.5	13	81.25	1	6.25	-	-	-	-	4.06			
5	Principal's initiative for professional staff development is weak	Teachers	106	58.24	59	32.4	16	8.8	1	1.0	-	-	4.27	3.6		
		Principals	-	-	2	25	2	25	4	50	-	-	2.38			
		WEOs	10	62.5	2	12.5	3	18.75	1	6.25	-	-	4.3			
6	Lack of knowledge in research methodology	Teachers	69	37.9	83	45.6	28	15.4	2	2.2	-	-	4.20	4.2		
		Principals	1	12.5	6	75	1	12.5	-	-	-	-	r.0			
		WEOs	8	50	6	37.5	2	12.5	-	-	-	-	4.30			

7	Lack of qualified teachers	Teachers	-	-	10	5.5	76	41.76	96	52.75	-	-	2.52
		Principals	-	-	2	25	4	50	2	25	-	-	3.0
		WEOs	-	-	4	25	1	6.25	11	68.75	-	-	2.56
8	Lack of courage and commitment of the principals in instructional leadership	Teachers	117	64.3	49	26.9	9	4.9	7	3.8	-	-	4.58
		Principals	6	75	1	12.5	1	12.5	-	-	-	-	4.63
		WEOs	5	31.25	8	50	3	18.75	-	-	-	-	4.12
9	In efficient utilization of available instructional materials	Teachers	136	74.7	32	17.6	8	4.4	4	2.2	2	1.1	4.63
		Principals	-	-	5	62.5	2	25	1	12.5	-	-	3.5
		WEOs	8	50	7	43.75	1	6.25	-	-	-	-	4.44
10	High concern for tasks and low concern for principals	Teachers	10	62.5	2	25	1	12.5	-	-	-	-	4.5
		Principals	5	62.5	2	25	1	12.5	-	-	-	-	4.5
		WEOs	6	37.5	3	31.25	5	31.25	5	31.25	-	-	4.06

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

As shown in table-11, item-1 forwarded whether or not principals trained in preparing educational plans. Concerning lack of training in preparing educational plans, principals reported agree (mean = 4.24). Again teachers and WEOs responded agree (mean=4.23 and 4.1) respectively, for principals lack of training in preparing educational plans. The weighted mean of the respondent rated agree (mean weighted = 4.24). This shows that principals did not trained in preparing educational plans. Therefore the researcher can be concluded that principals did not have experience of planning education in the school .Since it has crucial role and guides the activities in the school, principals must be acquaint themselves with the concept of planning (Adesina, 1990:9). Same table, item-2 portrays teaches whether or not teachers were suspicious of the attainment of the educational goals and objectives. Concerning this, principals replied agree (mean= 4.37) and WEOs also reported agree (mean=4.12).but teachers reported undecided (mean=2.51). The weighted mean rated agree (mean weighted =3.67) that teachers were suspicious of the attainment of the educational goals and objectives. Item- 3 in table-13 indicated that principals reported agree (mean= 3.6), but teachers rated themselves disagree (mean =2.3) in teacher suspicious of the attainment of the educational goals and objectives. The weighted mean implies agree (mean = 3.7). Therefore, from the data the researcher may be concluded that teachers do not attain the educational goals and objectives. The same table, item-3 describes attitudes of teachers towards the culture of sharing experience among themselves. As indicated in the table, principals and WEOs responded agree (mean= 3.6 and 3.9), but teachers replied disagree (mean=2.3) concerning the attitude of teachers toward the culture of sharing experience among them. The weighted mean of the respondents rated undecided (mean weighted =3.28). This may be implied that there is sharing of experience among teachers in medium.

In the same table, item-4 describes the principals' administrative work load to conduct regular class room visits, research and to have advisory times for both teachers and students. As shown in the table, principals rated themselves in strongly agree (mean= 4. 8). Teachers and WEOs also reported undecided and agree (mean= 3.25 and 4.06) .The mean weighted of the respondents rated agree (mean weight=4.06) on principals' administrative work load to conduct regular classroom visit, research and to have advisory time for both teachers and students . During interview principals said" there are overcrowded numbers of the students in the school to do those activities. There is a shortage of time due to variety of tasks that principals deal with."

Regarding to this, Barth (in sergiovanni 2001: 13) states that the principals are ultimately responsible for almost every thing that happens in the school.

Item-5 in the same table, describes principals' initiatives for professional staff development. Concerning this principals responded disagree (mean =2.3), and teachers and WEOs replied agree (mean =4.37 and 4.2) respectively. The weighted mean of the respondents indicated agree (mean =3.6). Therefore, from the data one can be coincided that principals' imitative for professional staff development was weak.

Item-6, in the same table, portrays principals' knowledge in research methodology. Accordingly, principals reported agree (mean=4). More over, teachers and principals also replied agree (mean= 4.2 and 4.3). The weighted =4.2). In the open ended questions teachers also replied that principals do not have knowledge in research methodology to motivate teachers in doing research in the school to solve educational problems. This may indicate that teaching -learning process did not supported by research to solve any school problems.

Chapter Five

Summary, Conclusions and Recommendations

The aim of the study was to assess the challenges that secondary school principals face in discharging their educational leadership responsibility. In this chapter, a descriptive method of analysis was used. To achieve the purpose of this study the following basic questions were designed.

1. How do principals view the source of challenges on their leadership role?
2. What are the cause and nature of challenges on leadership role in secondary schools?
3. What are the main concerns of principals in their educational leadership responsibilities?

The study was conducted in 8 secondary schools found in west Shoa zone using 8 principals, 182 teachers, and 16 woreda educational officers, a total of 206 respondents. Data was collected by the some questionnaire from the three groups. Both closed and open ended types of questions were used to obtain necessary data for the analysis and the data gathered were analyzed using frequencies of the responses, percentage, mean values and weighted mean. The major findings summarized as following.

5.1 Summary

1. Concerning the characteristics of the respondents, it has been found that there were no female principals in the school, but to some extent very minimal ratio (6.25%) in WEO, and by 4.95% in teacher at sample high schools. This indicates females' participation in the school was less as teachers, principals and in the WEOs.
2. Concerning qualification, 100% of the principals of sample schools were first degree holders and only 12.25% were trained in principalship.
3. As to time constraints of principals, a great majority of all groups of respondents replied that much of principals' (about 87.5%) time was consumed in an administrative activity.
4. According to the respondents, a considerable number of teachers at high schools were unqualified to teach at this level (weight mean=2.52). Moreover, materials in the school were inadequately available (weighted mean=4.2).
5. According to the responses of respondents, principals were lowly rated in their role of staff development in developing mechanism by which competent teachers share their experience with colleagues (weighted mean=2.21), in the short term training by preparing academic seminar and academic workshop (weighted mean=2.14), in reading current educational publication and encouraging teachers to attend professional development program (weighted mean= 1.96), and in allocating enough budget (weighted mean= 1.9).
6. According to responses from respondent, principals disagreed in classroom observation to ensure whether or not teachers' lesson plan preparation is well done (weighted mean= 1.9), in ensuring the teaching-

learning process is being done as scheduled, (weighted mean= 1.53), in making clear rules and regulations of the school for teacher and students (weighted mean= 1.46), in taking measures against those teachers and students who violate the rules and regulations of the school (weighted mean= 1.98),

7. In the case of evaluating instructional process, principals were disagreed (weighted mean= 2.46), in evaluation of the ongoing achievements of the teaching-learning process and again disagree in making use of evaluation results to improve the instruction process (weighted mean= 2.25), in providing private feedback to teachers on time (weighted mean= 1.96), and considering the opinions of students when evaluating the academic plan (weighted mean= 1.56).
8. According to responses of respondents, principals, in goal clarification, not agreed (weighted mean=1.95) in making and developing schools' goals and objectives clearly, in making clear the school goals and objectives to teachers and students (weighted mean= 2.15), in making clear goals and objectives of education in reference to his school to teachers (weighted mean= 1.8), and in creating a clear understanding in his teachers of what his school is all about in educational programs (weighted mean=1.89).
9. Respondents not agreed in conducting frequent classroom observation team classroom observation (weighted mean= 2.46), in arranging seminars with teachers to share experiences after classroom observation (mean=1.2) in encouraging team classroom observation weighted (mean=2.46) regarding instruction and students learning condition (weighted mean= 1.99), in enhancing the teaching and learning method.

via supervisory support (weighted mean= 2.15), in providing feedback to students after supervision (weighted mean= 2.1).

5.2 Conclusions

The following conclusions are drawn from the findings of the research study:

1. Principals did not develop mechanism for experience sharing among teachers in staff development. Moreover, they did not provide short term training for teachers by preparing academic seminars and workshop.
2. Research works were not taking place in secondary schools accordingly because principals didn't create conducive environment for practitioner. Moreover, principals did not encourage teachers to carryout research work to solve problem of teaching and learning process.
3. Concerning goal clarification, principals were not skilled in developing schools' goals and objectives clearly and making them clear for teachers and students.
4. In evaluating the ongoing achievement of the teaching-learning process, principals were not skilled enough and they were no doing well in using evaluation results to improve instructional process and providing private feedback to teachers.
5. In case of follow up, principals were not carried out continues classroom observations which are expected from them so as to improve the problem of the teaching learning process. More over,

principles did not arrange conditions for sharing experience in order to improve the drawback based on the results of observation.

6. In case of supervision, principals did not give continuous supervision support. Moreover, they did not arrange conditions for experience sharing after supervision.
7. In the case of planning, principals were not plan schools' works based on the ability of students and national and regional goals and objectives of educations.

5.3 Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are forwarded:

1. Educational leadership is a profession which has its own theories and implications. Therefore, secondary school principals need to have professional training in educational leadership, so as to have the technical, conceptual and human skills. Therefore MOE and Oromiya Education Bureau need to advise that focus on the principals' profession to meet the goal of education.
2. Work load has been found impeding principal effort to support teaching learning process in their capacity and even to have time for research work. In other way round educational Bureau need to advise a clear job description that enables them focus on the growth and development of the students
3. It is difficult to expect much progress in the school. Because there is large absence of instructional materials. Thus, to see effecting school, it is expected from government to allocate enough budgets to the school and from school community expected a lot to generate their income.

4. In promotion of instructional process, regular evaluation is one aspect of instructional leaders. Moreover, using evaluation result to improve instructional process is what makes complete aspect of principals' role. Principals were not using evaluation results to enhance the instructional process. Hence principals must use evaluation result to improve teaching-learning process rather than using it only for reporting.
5. Schools are institutions that have their own goals and objectives. So, setting clear goals and objectives and making them clear to all communities and influencing communities for its achievement is the responsibilities of principals. As discussed, principals were not effective in these aspects hence, principals, must have skills that enable them to set goals and objective and make them clear to school communities and influence them towards the achievement of goals and objectives.
6. Schools are organization where different school communities exist to work together for the achievement of goals and objectives of schools, which is not possible for principals alone. However, principals were not participative in involving and working with school communities in different school affairs. Hence, principals must work together with school communities in different school affairs by involving all stakeholders.

To sum up, further attention should be given to school leadership by all responsible bodies and communities so as to address the challenges more adequately and to invest for the future generation. Ethiopian ministry of education started some activities concerning school leaderships. But it is not enough, therefore continuous follow up is necessary to attain quality of education in the school.

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Appendix A

Addis Ababa University

College of Education

Department of Educational Planning and Management

Dear Respondent!

The purpose of this questionnaire is to assess the major challenges of secondary school principals of west shoa zone educational leadership (teaching learning process) and forward possible recommendations. Therefore, since your cooperation is highly valuable for the study, you are kindly requested to give your honest and frank opinions. No need of writing your name.

Thank you for your cooperation

(For principals only)

I. General information

1. School name _____
2. zone _____ Wereda _____
3. sex a. Male _____ b. Female _____
4. age _____ years.
5. educational qualification _____
 - a) M.A./M.SC/ M.Ed _____
 - b) B.A./B.Sc/ B.Ed _____
 - c) Diploma (12+2) _____
 - d) Other (specify) _____
6. Total work experience in teaching _____ years.
7. Total work experience in principal ship _____ years.
8. Teaching load (if any) _____.
9. Total number of students in your school _____
10. Number of teachers (B.A./B.Sc) _____ diploma _____
TII _____ other _____ Total _____.

II. Instruction

Below are some instructional leadership activities of secondary school principals. They are planning, goal clarification, supervision, follow up (controlling), staff development, research work, evaluation and provision of instructional materials. Please show the extent to which these functions are done in your school by putting "✓" mark in the box against the choices SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Planning	SA	A	UD	DA	SD
1	Prepares educational plans of his school according to the national and regional educational goals and targets for the academic year					
2	Makes educational plans of his school relevant to his students' abilities and environmental conditions					
3	Plans educational programs in a way that enhance learning opportunities and problems solving capacities of students					
4	Make the plan detailed and having implementing strategies of educational programs					
5	Allocates sufficient budget for the implementation of the educational plans (e.g. fro departments, academic committee etc)					
6	Makes the educational plan flexible					

No	Goal Clarification	SA	A	UD	DA	SD
1	Makes clear the goals and objectives of education to teachers					
2	Makes clear the goals and objectives of education to students					
3	Makes clear specifically the goals and objectives of education in reference to his school to teachers					
4	Creates a clear understanding in his teachers of what his school is all about in the educational programs of his school					

No	Supervision	SA	A	UD	DA	SD
1	Conducts frequent classroom observations					
2	Encourages team classroom observation					
3	Arranges seminars with teachers to share experiences after classroom observation regarding instruction and student learning conditions					
4	Enhances the teaching-learning methods via supervisory support					
5	Provides feedback to students after supervision					
6	Focuses on implementation of lesson plans rather than the format of the plans					
No	Follow up	SA	A	UD	DA	SD
1	Assures whether teachers' lesson plan preparation is well done					
2	Ensures whether the teaching-learning process is being done as scheduled					
3	Makes clear rules and regulations of the school for students and teachers					
4	Takes measures against those teachers or students who violate the rules and regulations of the school.					
5	Arranges make up classes for missed periods beyond control					

No	Research Work	SA	A	UD	DA	SD
1	Conducts researches to solve instructional problems					
2	Encourages teachers to conduct researches on the teaching-learning process.					
3	Creates awareness in teachers on the importance of research and research methodologies to improve instruction and students' academic problems.					
4	Provides research work materials.					

No	Staff Development	SA	A	UD	DA	SD
1	Develops a mechanism by which competent and motivated teachers share their					

	experiences of teaching methodologies with their colleagues					
2	Facilitates on job training at school level by preparing academic seminars and workshops					
3	Identifies training needs of teachers					
4	Reads different current educational publications and encourages teachers to do so					
5	Allocates enough budget for staff development activities					

No	Provision of instructional materials	SA	A	UD	DA	SD
1	The principal is knowledgeable about the instructional material resources					
2	Equips laboratory with the necessary equipments					
3	Equips library by obtaining different relevant books for the instructional process					
4	Facilitates the provision of textbooks and teachers guides					

No	Evaluation	SA	A	UD	DA	SD
1	Evaluation continuously the on going activities of the teaching-learning process					
2	Designs ways to improve the instructional process based on the research results					
3	Takes in to consideration the opinions of students when evaluating the academic plan					

III. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, show the degree of each problem putting "✓" in the given rating scale to show your agreement or disagreement. SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Principals' assumed problems	SA	A	UD	DA	SD
1	Lack of training in preparing educational plans					
2	Teachers are suspicious of the attainment of the educational goals and objectives					
3	Negative attitude of teachers towards the culture of sharing experience among them					
4	Heavy administrative work load to conduct regular classroom visits, research and to have advisory times for both research and students					
5	Principal's initiative for professional staff development is weak					
6	Lack of knowledge in research methodology					
7	Lack of qualified teachers					
8	Lack of courage and commitment of the principals in instructional leadership					
9	In efficient utilization of available instructional materials					
10	High concern for tasks and low concern for principals					

IV. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, choose and write your opinion.

1. Is the attitude of your colleagues towards principal positive?

A) Yes

B) No

If no' why? 1. _____

2. _____

3. _____

2. in your daily activities, in which category do you think are you spend more time?

A) Academic activities

B) Administrative activities

3. Please write three major problems secondary school principals face as instructional leaders?

Why? 1. _____

2. _____

3. _____

4. What do you think of the solutions for the above problems?

1. _____

2. _____

3. _____

5. If you have any opinion about the major problems of secondary school principals in their leadership role, please list it.

Thank You,

Appendix-B
Addis Ababa University
College of Education

Department of Educational Planning and Management

Dear Respondent!

The purpose of this questionnaire is to assess the major challenges of secondary school principals of west shoa zone educational leadership (teaching learning process) and forward possible recommendations. Therefore, since your cooperation is highly valuable for the study, you are kindly requested to give your honest and frank opinions. No need of writing your name.

Thank you for your cooperation

(For Teachers only)

I. General information

1. School name _____
2. zone _____ Wereda _____
3. sex a. Male _____ b. Female _____
4. age _____ years.
5. educational qualification _____
 - a. M.A./M.SC/ M.Ed _____
 - b. B.A. /BSc/ B.Ed _____
 - c. Diploma (12+2) _____
 - d. Other (specify) _____
6. Total work experience in teaching _____ years.
7. Total work experience in principal ship _____ years.
8. Teaching load (if any) _____.
9. Total number of students in your school _____.
10. Number of teachers (B.A./BSc) _____ diploma _____
TTI _____ other _____ Total _____.

II. Instruction

Below are some instructional leadership activities of secondary school principals. They are planning, goal clarification, supervision, follow up (controlling), staff development, research work, evaluation and provision of instructional materials. Please show the extent to which these functions are done in your school by putting "✓" mark in the box against the choices SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Planning	SA	A	UD	DA	SD
1	Prepares educational plans of his school according to the national and regional educational goals and targets for the academic year					
2	Makes educational plans of his school relevant to his students' abilities and environmental conditions					
3	Plans educational programs in a way that enhance learning opportunities and problems solving capacities of students					
4	Make the plan detailed and having implementing strategies of educational programs					
5	Allocates sufficient budget for the implementation of the educational plans (e.g. fro departments, academic committee etc)					
6	Makes the educational plan flexible					

No	Goal Clarification	SA	A	UD	DA	SD
1	Makes clear the goals and objectives of education to teachers					
2	Makes clear the goals and objectives of education to students					
3	Makes clear specifically the goals and objectives of education in reference to his school to teachers					
4	Creates a clear understanding in his teachers of what his school is all about in the educational programs of his school					

No	Supervision	SA	A	UD	DA	SD
1	Conducts frequent classroom observations					
2	Encourages team classroom observation					
3	Arranges seminars with teachers to share experiences after classroom observation regarding instruction and student learning conditions					
4	Enhances the teaching-learning methods via supervisory support					
5	Provides feedback to students after supervision					
6	Focuses on implementation of lesson plans rather than the format of the plans					
No	Follow up	SA	A	UD	DA	SD
1	Assures whether teachers' lesson plan preparation is well done					
2	Ensures whether the teaching-learning process is being done as scheduled					
3	Makes clear rules and regulations of the school for students and teachers					
4	Takes measures against those teachers or students who violate the rules and regulations of the school.					
5	Arranges make up classes for missed periods beyond control					

No	Research Work	SA	A	UD	DA	SD
1	Conducts researches to solve instructional problems					
2	Encourages teachers to conduct researches on the teaching-learning process.					
3	Creates awareness in teachers on the importance of research and research methodologies to improve instruction and students' academic problems.					
4	Provides research work materials.					

No	Staff Development	SA	A	UD	DA	SD
1	Develops a mechanism by which competent and motivated teachers share their experiences of teaching methodologies with their colleagues					
2	Facilitates on job training at school level by preparing academic seminars and workshops					
3	Identifies training needs of teachers					
4	Reads different current educational publications and encourages teachers to do so					
5	Allocates enough budget for staff development activities					

No	Provision of instructional materials	SA	A	UD	DA	SD
1	The principal is knowledgeable about the instructional material resources					
2	Equips laboratory with the necessary equipments					
3	Equips library by obtaining different relevant books for the instructional process					
4	Facilitates the provision of textbooks and teachers guides					

No	Evaluation	SA	A	UD	DA	SD
1	Evaluation continuously the on going activities of the teaching-learning process					
2	Designs ways to improve the instructional process based on the research results					
3	Takes in to consideration the opinions of students when evaluating the academic plan					

III. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, show the degree of each problem putting "✓" in the given rating scale to show your agreement or disagreement. SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Principals' assumed problems	SA	A	UD	DA	SD
1	Lack of training in preparing educational plans					
2	Teachers are suspicious of the attainment of the educational goals and objectives					
3	Negative attitude of teachers towards the culture of sharing experience among them					
4	Heavy administrative work load to conduct regular classroom visits, research and to have advisory times for both research and students					
5	Principal's initiative for professional staff development is weak					
6	Lack of knowledge in research methodology					
7	Lack of qualified teachers					
8	Lack of courage and commitment of the principals in instructional leadership					
9	In efficient utilization of available instructional materials					
10	High concern for tasks and low concern for principals					

IV. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, choose and write your opinion.

b) Is the attitude of your colleagues towards principal positive?

A) Yes

B) No

If 'no' why? 1. _____

2. _____

3. _____

c) in your daily activities, in which category do you think are you spend more time?

A) Academic activities

B) Administrative activities

d) Please write three major problems secondary school principals face as instructional leaders?

Why? 1. _____

2. _____

3. _____

e) What do you think of the solutions for the above problems?

1. _____

2. _____

3. _____

f) If you have any opinion about the major problems of secondary school principals in their leadership role, please list it.

Thank You,

Appendix C
Addis Ababa University
College of Education

Department of Educational Planning and Management

Dear Respondent!

The purpose of this questionnaire is to assess the major challenges of secondary school principals of west shoa zone educational leadership (teaching learning process) and forward possible recommendations. Therefore, since your cooperation is highly valuable for the study, you are kindly requested to give your honest and frank opinions. No need of writing your name.

Thank you for your cooperation

(For Woreda Education Officers only)

I. General information

11. School name _____
12. zone _____ Woreda _____
13. sex a. Male _____ b. Female _____
14. age _____ years.
15. educational qualification _____
 - a. M.A./M.SC/ M.Ed _____
 - b. B.A. /BSc/ B.Ed _____
 - c. Diploma (12+2) _____
 - d. Other (specify) _____
16. Total work experience in teaching _____ years.
17. Total work experience in principal ship _____ years.
18. Teaching load (if any) _____.
19. Total number of students in your school _____.
20. Number of teachers (B.A./BSc) _____ diploma _____
TTI _____ other _____ Total _____.

II. Instruction

Below are some instructional leadership activities of secondary school principals. They are planning, goal clarification, supervision, follow up (controlling), staff development, research work, evaluation and provision of instructional materials. Please show the extent to which these functions are done in your school by putting "✓" mark in the box against the choices SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Planning	SA	A	UD	DA	SD
1	Prepares educational plans of his school according to the national and regional educational goals and targets for the academic year					
2	Makes educational plans of his school relevant to his students' abilities and environmental conditions					
3	Plans educational programs in a way that enhance learning opportunities and problems solving capacities of students					
4	Make the plan detailed and having implementing strategies of educational programs					
5	Allocates sufficient budget for the implementation of the educational plans (e.g. fro departments, academic committee etc)					
6	Makes the educational plan flexible					

No	Goal Clarification	SA	A	UD	DA	SD
1	Makes clear the goals and objectives of education to teachers					
2	Makes clear the goals and objectives of education to students					
3	Makes clear specifically the goals and objectives of education in reference to his school to teachers	✓				
4	Creates a clear understanding in his teachers of what his school is all about in the educational programs of his school	✓				

No	Supervision	SA	A	UD	DA	SD
1	Conducts frequent classroom observations					
2	Encourages team classroom observation					
3	Arranges seminars with teachers to share experiences after classroom observation regarding instruction and student learning conditions					
4	Enhances the teaching-learning methods via supervisory support					
5	Provides feedback to students after supervision					
6	Focuses on implementation of lesson plans rather than the format of the plans					
No	Follow up	SA	A	UD	DA	SD
1	Assures whether teachers' lesson plan preparation is well done					
2	Ensures whether the teaching-learning process is being done as scheduled					
3	Makes clear rules and regulations of the school for students and teachers					
4	Takes measures against those teachers or students who violate the rules and regulations of the school.					
5	Arranges make up classes for missed periods beyond control					

No	Research Work	SA	A	UD	DA	SD
1	Conducts researches to solve instructional problems					
2	Encourages teachers to conduct researches on the teaching-learning process.					
3	Creates awareness in teachers on the importance of research and research methodologies to improve instruction and students' academic problems.					
4	Provides research work materials.					

No	Staff Development	SA	A	UD	DA	SD
1	Develops a mechanism by which competent and motivated teachers share their experiences of teaching methodologies with their colleagues					
2	Facilitates on job training at school level by preparing academic seminars and workshops					
3	Identifies training needs of teachers					
4	Reads different current educational publications and encourages teachers to do so					
5	Allocates enough budget for staff development activities					

No	Provision of instructional materials	SA	A	UD	DA	SD
1	The principal is knowledgeable about the instructional material resources					
2	Equips laboratory with the necessary equipments					
3	Equips library by obtaining different relevant books for the instructional process					
4	Facilitates the provision of textbooks and teachers guides					

No	Evaluation	SA	A	UD	DA	SD
1	Evaluation continuously the on going activities of the teaching-learning process					
2	Designs ways to improve the instructional process based on the research results					
3	Takes in to consideration the opinions of students when evaluating the academic plan					

III. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, show the degree of each problem putting "✓" in the given rating scale to show your agreement or disagreement. SA, A, UD, DA, SD.

N.B. SA = strongly agree (value 5) A= agree (value 4) UD = undecided (value 3) DA = Disagree (value 2) SD = Strongly disagree (value 1).

No	Principals' assumed problems	SA	A	UD	DA	SD
1	Lack of training in preparing educational plans					
2	Teachers are suspicious of the attainment of the educational goals and objectives					
3	Negative attitude of teachers towards the culture of sharing experience among them					
4	Heavy administrative work load to conduct regular classroom visits, research and to have advisory times for both research and students					
5	Principal's initiative for professional staff development is weak					
6	Lack of knowledge in research methodology					
7	Lack of qualified teachers					
8	Lack of courage and commitment of the principals in instructional leadership					
9	In efficient utilization of available instructional materials					
10	High concern for tasks and low concern for principals					

IV. Instruction

Below are some possible problems secondary school principals face in teaching-learning process, please, choose and write your opinion.

g) Is the attitude of your colleagues towards principal positive?

A) Yes

B) No

If 'no' why? 1. _____

2. _____

3. _____

h) in your daily activities, in which category do you think are you spend more time?

A) Academic activities

B) Administrative activities

i) Please write three major problems secondary school principals face as instructional leaders?

Why? 1. _____

2. _____

3. _____

j) What do you think of the solutions for the above problems?

1. _____

2. _____

3. _____

k) If you have any opinion about the major problems of secondary school principals in their leadership role, please list it.

Thank You,