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**LEADERSHIP FOR SCHOOL IMPROVEMENT:  
ANALYSIS OF LEADERSHIP PRACTICES AND CHALLENGES  
IN BOLE SUB CITY BESHALE CLUSTER PRIVATE  
SECONDARY SCHOOLS**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**BY  
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**JUNE 2020**

**ADDIS ABABA**

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**ADVISOR: Dr. Temesgen Fereja**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**JUNE2020**

**ADDIS ABABA**

## DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, that all sources of materials used for this thesis have been duly Acknowledge.

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## **LETTER OF APPROVAL**

This is to certify that the thesis prepared by Tewodros Tessema titled Leadership for school improvement: Analysis of leadership practices and challenges in Bole sub city Beshale cluster private secondary schools and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in educational leadership and management compiles with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## **ABSTRACT**

*The purpose of this study was to analyze the practices and challenges of leadership and show its contribution to school improvement in Bole sub city private schools. Descriptive survey design was used.. The primary data sources for the study were principals, teachers, students, parents and supervisors of the study area. As a Secondary sources different documents, reports and other relevant materials were used. All the teachers (104) and 24 student representatives were selected by census because of their small number. And 6 secondary school principals were selected by purposive sampling, additionally 3 school supervisors and 8 members of PTA were selected by availability sampling techniques. Multiple data collection methods were used: questionnaires structured with closed and open ended, semi-structured interviews and focus group discussion were employed to allow the researcher to get a more reliable and valid information. The quantitative data were analyzed using frequencies, mean and standard deviation; t-test was used to test the significant of the two groups of respondents. The data gathered through open-ended questions; interviews; and focus group discussion were analyzed qualitatively through narration for the purpose of triangulation and obtain additional information on the issue. This research has shown that private school leaders in Bole Sub city were practicing leadership to a satisfactory level. The study also found inappropriate interference of school owners, teachers' performance and self motivation and student disciplinary cases were the challenges for practicing leadership in high schools and bring school improvement. The study revealed that school leaders need more work to bring effective change and enhance school improvement. The research also shown to increase the effectiveness of the practicing leadership leaders should work hard in developing a strong learning culture. Future researches should focus on how leaders can successfully meet the educational needs of diverse student population and increase school effectiveness. Educational Professional owners should be encouraged.*

## **ACRONYMS**

E.C :- Ethiopian Calendar

ESDP:-Education Sector Development Program

FGD: - Focus group discussion

MoE : - Ministry of Education

PTA: - Parent teacher association

SPSS : - Statistical Package for Social Sciences

ETP :- Education and Training Policy

# CHAPTER ONE

## 1. INTRODUCTION

This research intends to assess the practices and challenges of leadership in Bole sub city at Beshale cluster private high schools. This chapter includes background of the problem, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study and definitions of terms.

### 1.1 Back ground of the study

The goal of this research project was to assess the actual leadership practices, especially it has given emphasis to assess the capacity of the leaders in bringing change to the school and guiding the school in a new direction for improving the school, in some selected schools in Bole sub city and identify the challenges encountered in the practice of leadership. In addition it recommends solutions for the challenges leaders faced while practicing leadership.

The issue of leadership has been growing in the improvement process of organizations. In schools as organizations also the role of leadership has been growing. Leadership is referred to, as most scholars describe it, the influence that is exerted by one individual over the others to structure the activities or the relationships within the groups or the organizations. It is referred to as the social influencing process. Leadership concepts are different in terms of who applies influence, the nature of the influence, the purpose of the exercise of that influence and its outcomes. “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.” (Yukl, 2008)

Educational leadership is mainly associated with the formal organizational positions in schools. Therefore, the discussions about educational leadership focus upon principals, head teachers; these are classified into the categories of deputy and assistant head teachers, principals, heads of departments, and subject leaders (Kapur, 2017.). This research paper was focused upon the school academic director, because he is the critical determinant in the quality psychological, physical and social environments and conditions in which teaching and learning takes place.

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. A key task for leadership, if it is to influence student learning and achievement, is to improve staff performance. Such performance is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular. (Day, & Sammons, 2014).

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; as mentioned above it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling Pont, Nusche& Moorman, 2008 (cited in Kapur,2017). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve overall students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider principals as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995).

In general, effective performance is concerned with results that impact on societal and school needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without contributions from the school's principals because they are the backbone of the school system. They have the powers to influence the outcome of events. That's why the Ethiopian Educational and Training Policy, (MoE 1994: p: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective. Therefore, the future-oriented emerging education reforms need visionary school principals who emphasize strongly future effectiveness in terms of relevance to the new education functions. The combined forces of information technology, globalization and knowledge driven economy has brought upon an age of accelerations, McNeill

& Enelke, (cited in Adams & Zabidi,2017) catalyzing changes in schools and societies, Friedman.(cited in Adams & Zabidi,2017).Educational leadership stands in the midst of these accelerations. In this sense the focus on future leadership has implication for principal ship in that leading and directing school should aim at ensuring school effectiveness and relevance to an era of globalization. The Blue print by MoE (1999) also suggests that principals should be visionary and play major roles in ensuring sustainable education sector development. (Cited in Equbay, 2018).

The term ‘school improvement’ is commonly used in two ways .It can be used as a common-sense term to describe efforts made to make schools better places for students; alternatively, it can be used in a more technical sense to describe the processes that contribute to raising student achievement (Demie & McLean,2016). This research paper mainly focused on the second one, it used school improvement in the technical sense to describe the processes related to school principals in raising student achievement.

According to the study of Goshu &Woldeeammanuel, 2019 Secondary school enrolment has shown modest improvement in Ethiopia, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10 but education quality remains a daunting challenge. The findings of the study by Goshu &Woldeeammanuel, 2019 on the level of education quality find out the level of education quality in Ethiopia is in the worst and medium level and also find out one of the central problem of quality of education in secondary schools was related with school principals. The problem has been spreading widely in Addis Ababa the capital city of Ethiopia. So the research was focused in Addis Ababa Bole Sub City private schools.

Since the Ethiopian government issued two policy documents titled the ‘education and training policy’ and the ‘education sector strategy’ in 1994,which proposed privatization as an option in the strategy document, Ethiopia has dual system of education all along from preprimary to higher education. One is the public or government sector while the other is the non government or private sector. Since then the private sector is one of the biggest in the education sector that is why the research was in the private schools sector.

There are ten Sub Cities in Addis Ababa. Bole is one of the Sub Cities. As can be seen from the 2010E.C or 2017/18 G.C annual abstract of the Addis Ababa education Bureau there were eight government and 26 nongovernment schools in Bole Sub City. The total number of high school

students in 2010 in Bole Sub City was 19,008 among this 11,909 were the secondary first cycle students (grade 9 and 10) the remaining 7089 ones were secondary second cycle students (grade 11 and 12).The research particular study area was the Beshale cluster in the Bole sub city where there are currently around 810 high school students.

The researcher has been teaching and serving in different positions at different private school high schools for the past fifteen years. The researcher throughout his years as an educator has become increasingly interested in the role leadership in secondary schools plays in guiding and influencing improvement in schools. As complex organizations, high schools require visionary leaders. Moreover, high school principals fill important academic and administrative roles in the educational system where there is an endless stream of young men and women who seek learning and personal growth.(Alsaaty & Morris,2015 )

## **1.2 Statement of the Problem**

Education needs strong collaboration among stake holders. The major work of the coordination process between students, teachers, parents, administrations and the community at large is done by the leaders especially the principals. Recent studies on the education system of Ethiopia shows there have been a problem on the level of quality education. For these even though a lot of other factors were mentioned one of the major factors was the leadership of the school. Research by Hatti(2009) identifies 2 school related factors, classroom instruction followed by school leadership as the most significant influences on student learning. Moreover, the researcher strongly believed that school leadership plays a significant role in the growth and development of students. The researcher had been working in different schools as teacher, department head, and science unit leader for the past 15 years. Through this 15 years work experience the researcher observed a lot of problems facing the education sector. Despite other problems the effectiveness of the leaderships in schools is one of the major problems. That is why this research assessed the actual practices and challenges of the leadership for school improvements.

Many researches were done on leadership related issues. Research done by Mamo, 2019 focused on the types of leadership style and school performance and the research was done in Decha woreda, Kaffa Zone. The finding revealed that Democratic style of leadership is the most commonly used leadership style in the zone and also found a strong positive relationship between democratic leadership style and school performance than the autocrat and laissez fair styles. The

study only focused on the impact of different leadership styles on student performance. The study neglected the impact of leaders personal competencies and performances and the leaders work on managing change on students performance.

Berhe, 2018 also conducted a research on the leadership practices and challenges. The research was done in Addis Abeba Kolfe keranyo subcity. The findings of the study indicated that the leaders performance in formulating vision and goal setting, risk taking and decision making, instructional leadership and people leadership, leaders performance ,competency are all inadequate. The study did not consider the leaders practice of managing change in the school and integration of the teaching learning process with technology. Another research was done by Wayu, 2014 on leadership practice and challenge in West Arsi zone government high schools. The research paper mainly focused on government high schools and the findings of the study revealed that principals' leadership practices were moderate in teaching-learning, school management and community participation but good in creating healthy school environment. The research neglected the leaders' ability to lead the school in a modern way. Additionally study was made by Hayelom, 2017 on the relationship between leadership practices and student achievements in government school of Akaki Kality subcity Addis Abeba .The study showed that Principals were effective in establishing knowledge of curricular issues in various subject areas but less focus was given on evaluating the instructional methods regularly and sharing information about classroom activities with teachers for the improvement of students' achievement. Moreover the finding also revealed the school leaders were poor in involving parents and stakeholders in the attainment of substantial financial support. The study did not take into consideration the practice of leaders in integrating the instructional strategies with appropriate technology and enhance student achievement. More over other study in England on school improvement by Demie, and Mclean, 2016 titled "What works in school improvement; examples of good practice" strongly positively indicated the role of school leaders in school improvement but focused on the inspiring ability of leaders, building team work and creation of team work.

### **1.2.1 Similarities and Differences with others work**

This study is similar with other researches in terms of investigating the leadership practices of school leaders in community participation, creating vision, improving instruction, assessing different leadership behaviors and applying different leadership styles. This study unlike other

researches done on the study area gave more focus to assess the practices of school leaders in bringing and managing change to schools and technology usage for instruction to bring school improvement. So focusing on these dimensions of the leadership practices would help to see the school leaders' performance in leading schools in a modern way. Also unlike to most studies it stressed leadership challenges in the private schools.

## **1.2.2 Research questions**

The following are the basic questions that the researcher tends to find answer

1. What is the level of engagement of school principals in different leadership practices in Bole sub city private high schools?
2. To what extent leaders are using technology in education setting and manage and bring changes in the schools to enhance school improvements
3. What are the challenges for private secondary school leaders in exercising leadership practices?

## **1.3 Objectives**

### **1.3.1 General objectives**

The major objective of this research is to assess the leadership practices and challenges in Bole Sub city and show its contribution to school improvement.

### **1.3.2 Specific objective**

- Assess the level of leadership practices on the selected schools.
- Evaluate the leaders' use of technology to improve the teaching learning process and bringing and managing of change in the schools to enhance school improvement.
- Identify the challenges school leaders faced in applying leadership practices.

## **1.4 Significance of the study**

In most of the lists of key factors that school effectiveness research has compiled, "leadership" plays such an important part. A principal that apply modern leadership techniques will help the

school community to work hand in hand and succeed in achieving the vision of the school. This study could create awareness on the effective leadership practices and the challenges school leaders faced to; policy makers, principals and education sector officers. It could initiate the policy makers, principals' private school owners and other education bureau officers to work on the actual practices and work hard to implement effective leadership practices .It also motivate educational researchers to work to their maximum level on developing new leadership approaches to education.

### **1.5 Scope of the Study**

The scope of the study was geographically delimited to six private secondary and preparatory schools that are found in Bole Sub City, at the Beshale cluster in Addis Ababa. Most previously done researches were focused on the government secondary schools, but the numbers of private schools in Addis Ababa especially in Bole Sub City were large and even though their effectiveness has been better than government schools as the finding of Teshome, 2017 indicated, still more is being expected as of the standards. It would be better if the research is made in the whole Sub Cities of Addis Ababa but it needs many resources. In terms of time the research has taken six month.

### **1.6 Limitation of the study**

The research faced some limitations in the study. The private schools were not open in showing documents on student performance and teachers portfolios. These would affect the findings validity to some extent. In addition some of respondents want to share only the strength they lack honesty. In terms of related researches there were not enough up to date local written materials related to the topic. Also sampling is restricted to only six private schools.

### **1.7 Definition of terms**

High school- According to the Ethiopian education level high school refers to grade 9 to grade 12 class levels.

Principal (Head Teacher) – Refers to the academic director of the high school who has the responsibility of overseeing every academic activity in the school compound.

Woreda : is lower administrative hierarchy next to the sub city.

Leadership: is a process whereby an individual or group of individuals influences a group of individuals to achieve a common goal.

School leader: a person in school who influences a group of people and organizes the activities performed in school.

School improvement: the processes related to school principals in raising student achievement.

School Effectiveness: School effectiveness is the extent to which the set goals or objectives of a school academic program are accomplished.

## **1.8 Organization of the study**

The research was organized in five chapters the first chapter is introduction part; this chapter included background of the problem, statement of the problem, general objective, specific objectives of the study, research questions, significance of the study, scope of the study, definitions of terms. The second chapter reviewed related literatures. It has provided a review of the scholarly literature relevant to the central research question of this study. The central research question explores how leadership influences school improvement. Therefore, the literature review focuses on three themes: Leadership, School Improvement and leadership for school improvement. The third chapter is research design and methodology .This chapter presented the methodology used for the research. The fourth chapter is presentation, Analysis and interpretation of data. In chapter four the data is presented, analyzed and interpreted, according to the three research questions. The last chapter includes the summary, conclusions and recommendations, the purpose of this chapter is to discuss the research data and develop research findings.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This chapter will provide a review of the scholarly literature relevant to the central research question of this study. The central research question assesses the leadership practices and challenges for school improvement. Therefore, the literature review focuses on three themes: Leadership, School Improvement and leadership for school improvement.

#### **2.1 Leadership**

The first theme examines the literature regarding leadership under four sub-themes. Although the overall research question explores the practice and challenges of leadership in a school context, an investigation into leadership under these sub themes provided a range of both generic and specific elements of leadership that had importance for this study. The sub themes examine the literature on the concepts, theories, and leadership styles utilized in a variety of organizational settings. These settings look at leadership approaches that overlap both general and educational organizations. Educational leadership examines the literature about leadership approaches used specifically in an educational setting. Investigating the above leadership issues ensures a variety of leadership approaches that are reviewed to determine which elements of leadership have influenced change and improvement in schools.

##### **2.1.1 Concepts of Leadership**

In most leadership related written materials there is no single definition for the term leadership. As Yukl (2008, p.2) said researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. After a comprehensive review of the leadership literature, Stogdill (cited in Yukl, 2008, p.2 & Northouse, 2013,p.2., )concluded that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept.” So in general leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an

administrative position. The following shows some representative definitions presented over the past 50 years as listed by Yukl.(Yukl,2008,p.3).

Leadership as “the behavior of an individual . . . directing the activities of a group toward a shared goal.” (Hemphill & Coons, 1957, pg. 7).And also leadership was defined as a “process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose.” (Jacobs & Jaques, 1990, pg. 281), Similarly “Leadership is defined as the process of making sense of what people are doing together so that people will understand and be committed.” (Drath & Palus, 1994, p. 4).Additionally leadership is defined as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. . . .” (House et al., 1999, pg. 184).

Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central to the phenomenon, as Northouse (2013,p.5) stated it,; (a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals. So based on the above components the following definition is the most common definition in most books of leadership, Leadership as a process whereby an individual influences a group of individuals to achieve a common goal. In school setting the principal can inspire and influence positively the school community to achieve the school goals.

One of the important concepts on this study was leadership practices related to vision. Most recent leadership definitions include vision as a key concept on the definition of leadership. School leaders are expected to be visionary leaders. Nanus (1992, p.8) describe visionary leadership as the ability to create and articulate a realistic, credible, attractive vision of the future for an organization or organizational unit, which grows out of and improves upon the present. This vision, if properly selected and implemented, is so energizing that it “in effect jump- starts the future by calling forth the skills, talents, and resources to make it happen.”When the vision is communicated, the leader must ensure the vision is clear so that everyone within the organization understands it.

## **2.1.2 Theories of Leadership**

Knowledge of theories of leadership helps school leaders to apply modern leadership skills and take their school in a new direction. Leadership has evolved overtime and has taken different forms. Bryman (cited in Rickards and Clerk, 2006,p.34) takes a historian's approach and suggests distinct eras in leadership theory and research. He points out that the eras are indications of periods within which a particular sort of theory had dominance over other theories. He put into four eras. The Trait Era (1880s–1940s), where emphasis is placed on the essential characteristics of leaders, The Style Era (1940s–1960s), focused on what leaders did, rather than on their inherent traits, The Contingency Era (late 1960s to early 1980s), incorporating situational variables, The New Leadership Era (1980s to date), features are a move away from the trait, style and contingent modes through focus on leadership as a socially constructed process had dominance over other theories. Moreover Schermerhoretal.,(2000) and Hoy and Miskel 2001(cited in Mesfin,2019) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may help leaders of educational institutions to better manage their schools in different situations.

### **LEADERSHIP THEORIES**

#### ***Trait Theories:***

Emphasis is placed on the essential characteristics of leaders, which were presumed to originate in what would now be called genetically determined traits. Traits are fixed characteristics differentiating leaders from non-leaders, including physical traits (physique, height, and appearance), abilities (intelligence, communication abilities) and personality characteristics (self-confidence, extraversion, conservatism) (Rickards & Clark 2006).This was the traditional view of a leader.

#### ***Behaviorist Theories:***

It is evident that effective leaders did not seem to have any distinguished traits or characteristics peculiar to them. The researchers tried to isolate the behaviors that made leaders effective. In other words, rather than try to figure out what effective leaders were, researchers tried to determine what effective leaders did - how they delegated tasks, how they communicated with

and tried to motivate their subordinates, how they carried out their tasks, and so on.(Owen, 1973). Unlike traits, however, behaviors can be learnt; if followed, therefore, that principals trained in appropriate leadership behaviors would be able to apply leadership practices more effectively.

### ***Contingency Theory:***

The disillusionment with the ‘great man’ trait and behavioral situations and the belief that leaders are the product of given situations, leads to the contingency approach. The contingency approaches to leadership attempt to identify which of these factors is most important under a given set of circumstances and to predict the leadership style that will be most effective under those circumstances. (Vivekananda, 2001).

Bryman(cited in Rickards and Clerk, 2006,p.36) identified the model developed by Fred Fiedler and co-workers as the best known of the contingency approaches. This theory suggests that a leader’s disposition to favor task or relationships may be assessed by self-reports by the leader’s views of co-workers, and specifically of his or her views of the least preferred co-worker (LPC). A leader who sees good qualities in such co-workers is disposed to relationships. A leader who is unable to see such qualities is likely to be more preoccupied by task accomplishment.

### ***Transactional Theory:***

Transactional leadership refers to the bulk of leadership models, which focus on the exchanges that occur between leaders and their followers. Politicians who win votes by promising “no new taxes” are demonstrating transactional leadership. Similarly, managers who offer promotions to employees who surpass their goals are exhibiting transactional leadership. In the classroom, teachers are being transactional when they give students a grade for work completed. The exchange dimension of transactional leadership is very common and can be observed at many levels throughout all types of organizations. (Guy, 2013).

### ***Path-goal theory***

Path–goal theory emphasizes the relationship between the leader’s style and the characteristics of the subordinates and the work setting. The underlying assumption of path–goal theory is derived from expectancy theory, which suggests that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome,

and if they believe that the payoffs for doing their work are worthwhile. (Guy, 2013). So school leaders need to motivate teachers by showing that their work is worthwhile and has a significant effect on students' performance.

### ***Transformational Theory:***

Transformational leadership related to educational setting will be discussed more on educational models. From a general leadership concept transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest Potential (Guy, 2013).

## **2.1.3 Leadership styles**

As most scholars wrote there are different types of leadership styles. And they are categorized and presented here under three types of leadership styles, and depending on the situations school leaders can apply them.

### **2.1.3.1. Autocratic or Authoritarian Leadership Style**

Autocratic leaders were very directive and allowed no participation in decisions. They structured the complete work situation for their subordinates. Leaders took full authority and assumed full responsibility from initiation to task completion. (Shibeshi, 2014,p.108)

As explained in most texts, the leader himself makes all the decisions that relate to the group and is probably the only source of influence in the group's activities. His most effective technique in maintaining this leadership position is by not sharing information required for the task, and not providing feedback to members on their progress.

Balunywa, 2000 (cited in Equabay, 2018) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led.

Some studies show that authoritarian leadership may lead to high productivity but short lasting. Studies done at the University of Michigan for example indicate a sharp increase in productivity

initially under authoritarian leadership, but this was followed by drastic decrease in productivity over the long run for authoritarian-led groups; and these groups ultimately reached levels well below democratically led groups in productivity. (Shibeshi, 2014,p.110)

Research findings by (Mamo, 2019) Relationship between principals leadership styles and school performance of Secondary schools in Decha Woreda, kaffa Zone indicate that autocratic leaders usually emphasize, authority“ as a means of having the work done”. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

### **2.1.3.2 Laissez-Faire Leadership Style**

In Laissez fair leadership leaders gave complete freedom to the group and left it up to subordinates to make individual decisions on their own. Essentially, leaders provided no leadership (Shibeshi, 2014,p.108). As the term, ‘laissez- faire’ implies, such a leader is a figurehead and makes no contribution to the group goal attainment. No direction is given to the group members. ( Gay,2013.)

Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees, but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. (Dubrin, 1998:111).

The results of the Iowa leadership studies indicates subordinates preferred the laissez-faire leadership style over the authoritarian one.(Shibesh, 2014,p.109). Eventhough subordinates preferred it than authoritarian style it may be, as described by Dubrin above, effective in highly motivated and experienced staffs otherwise it may not be effective.

### **2.1.3.3. Democratic Leadership Style**

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. Leaders encouraged group discussion and decision

making. Subordinates were informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions (Shibesh, 2014, p.108).

As most studies revealed the democratic leader makes decisions jointly with his subordinates. And as Northouse describe it the participative process, although time-consuming, effectively encourages each member's input and familiarity with the problem. The leader gains additional information from group members as well as a greater commitment to the decision than would occur under authoritarian conditions. According to the study of Lewin and others, the democratic style of leadership is more effective than the other styles. (Northouse, 2013). This type of leadership is viewed as an important aspect of teamwork and collaboration. The results of the Iowa leadership studies also revealed of the three styles of leadership, subordinates preferred the democratic style the best, which makes intuitive sense. The general trend today is toward wider use of participatory management practices because they are consistent with the supportive and collegial models of modern organization (Shibeshi, 2014, p.109).

So from most studies it has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process.

Also the research findings by (Mamo,2019) Relationship between principals leadership styles and school performance of secondary schools in Decha Woreda, kaffa Zone indicate that democratic leadership style and school performance have a strong positive relationship.

In general school leaders need to have the knowhow of the different leadership styles so that they can apply them effectively under different situations of the school and enhance students' achievement and overcome the challenges faced ahead.

#### **2.1.4 Educational leadership**

This research is set in a school so this section deals with the research and literature from educational leadership. Much of this literature focuses on the roles of the Principal and the role of the teacher in schools. In a school, the role of the Principal has traditionally been one that has been "characterized by a centrist perspective viewed as the centre of school decision-making, authority and action" Crowther, Kaagan, Ferguson & Hann, 2002, (cited in Anderson, 2016, p.45). But recent studies on school leadership, as Miller and Rowan (cited in Day & Sammons, 2014, p.18) describe it, show a shift away from the conventional, hierarchical patterns of bureaucratic control

toward what has been referred to as a network pattern of control in which line employees are actively involved in organizational decisions and staff cooperation and collegiality supplant the hierarchy as a means of coordinating work flows and resolving technical difficulties. Elmore et al (2014)(cited in Anderson,2016,p.45) suggest that in the current climate of leadership for school improvement there is an emphasis on “performance based accountability” and therefore, much student performance data. This indicates the importance of the roles of both the principal and teacher to support improvement to student learning.

### **2.1.4.1 Educational leadership models**

The grown importance of school leadership initiates educational researchers to develop leadership models that are applicable to schools. So the purpose of this part of the study is to present some of the current leadership models so that they give school leaders the way to effectively implement different leadership practices and use for school improvement.

#### **2.1.4.1.1 Managerial Leadership**

Leithwood et al., (Cited in Bufalino, 2018,p.108-109) defines this model as the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. More over authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. In this sense, as Bufalino(2018,p.109) describe it managerial leadership requires the leadership to focus on functions, tasks and behaviors. And most leadership books points out this type of leadership does not include the concept of vision, which is central to most leadership models.

This approach is very suitable for school leaders working in centralized systems as it priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy ( Bufalino, 2018,p.109).

### **2.1.4.1.2 Transformational Leadership**

According to Bass & Riggio (2006,p.4), transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support.

Accordingly this model of leadership is most often associated with terms like: vision; setting directions; restructuring and realigning the organization; developing staff and curriculum and others. In this sense Leithwood (cited in Bufalino 2018,p.109-110) conceptualizes transformational leadership along eight dimensions: Building school vision, establishing school goals, providing intellectual stimulations, offering individualized support, modeling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions.

In this model, researchers indicate the school becomes less Bureaucratic and instead of empowering selected individuals, the school becomes empowered as a collective unit and according to Moolenaar et al., (Bufalino, 2018, p.110) transformational leadership is positively associated with schools; innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity. School leaders are strongly advised to practice transformational leadership for the success of the schools.

### **2.1.4.1.3 Participative Leadership**

For effective leadership the burden of school leaders must be reduced. So one way of reducing the burden on the principals is by increasing the participation of the staff. This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of Site based management; leadership is potentially available to any legitimate stakeholder Leithwood et al.,(cited in Bush, 2007). Sergiovanni (cited in Bush, 2007) also points to the importance of a participative approach. According to him, Participative leadership will succeed in bonding staff together and in easing the pressures on school principals. In this sense the burdens of leadership will be less if

leadership functions and roles are shared and also the effectiveness of the school will be enhanced.

#### **2.1.4.1.4 Transactional Leadership**

Mostly transaction is a business word describing exchange of things. Similarly in leadership as Bass & Riggio (2006,p.4) describe, it emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards others will receive if they full fill those requirements. Transactional leadership motivates followers by appealing to their self-interest and exchanging benefits. Transactional leadership may also involve values, but they are values relevant to the exchange process, such as honesty, fairness, responsibility, and reciprocity. (Yukl, 2008).

#### **2.1.4.1.5 Moral and ethical Leadership**

As one can predict from its name this model is related with moral and ethical issues of the leadership process. In this sense this model assumes that the critical focus of leadership ought to be about the values, beliefs, and ethics of leaders themselves. In fact, as Bufalino put it good leaders change organizations, great leaders change the people who are the heart of any organization and especially of a school community, which is a community of minds. And through the change of people leaders can develop an environment that facilitates learning. Leadership is what teachers implement in their classrooms when they transmit the passion for teaching a subject. In school settings as Bufalino describe it leadership is about leading group discussions, encouraging peer tutoring, planning and motivating the learning process, clarifying the objectives and encouraging individual effort, showing appreciations towards the students. (Bufalino, 2018, p.110).

#### **2.1.4.1.6 Pedagogical/instructional leadership**

This leadership model is the most commonly studied type of educational model. As Day & Sammons, (2016,p.20-21) explained while transformational leadership has traditionally emphasized vision and inspiration, pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and

teaching. Instructional model explained the primary focus of a leader in terms of the teaching and learning process. This has its origins in a work which itself has been criticized on the grounds that it is an unrealistic expectation that head teachers should have expert knowledge in all areas of teaching and learning, particularly at the secondary level. This was the earlier understanding of instructional leadership which was mostly principal centered. In recent literatures as Hallinger (cited in Bufalino,2018,p.108) notes that the instructional leadership has recently reincarnated as a global phenomena in the form of “leadership for learning”, which is considered as a more distributed school leadership model for 21<sup>st</sup> century school contexts.

#### **2.1.4.1.7 Distributed leadership**

Recent studies in school reforms have indicated for successful school reforms the leadership must be distributed among the members of the school community. In this sense, as Bufalino, (2018,p.104)stated “leadership is now associated with concepts such as empowerment, transformation, and community building”. Harris (cited in Bufalino, 2018) also explained the nature of distributed leadership as a “theory criticizes the hierarchical design of leadership and suggests the involvement of all personnel in the decision making process”. In addition she also mentioned “distributed leadership is now considered as the instrument to implement change and innovation”.

Research show that distributed leadership has the potential to expand the scope of leadership, leading to enhanced student outcomes while developing the formal leaders of the future. (Bush, Glover & Bufalino, 2018).So as Bufalino summarize it distributed leadership is primarily concerned with mobilizing leadership expertise at all levels in the organizations to generate more opportunities for change.

#### **2.1.4.1.8 Teacher leadership**

In a study of teacher leadership in the United Kingdom, teacher leadership is defined by Muijs and Harris, 2006 (cited in Anderson, 2016, p.50) in two ways. Firstly, and most commonly, as formal leadership that has management and pedagogical responsibilities i.e. head of department, subject coordinator, key stage coordinator and secondly, through informal leadership roles which can include: coaching, mentoring, and leading action research. The second definition opens up “the possibility of all teachers becoming leaders at various times” and suggests that teachers may

choose to lead at different times and in different ways depending on their skills, circumstances and expertise.

It is known that teachers play very important role in the teaching learning process and teachers as leaders are considered as agents of change. In this sense, Crowther, Kaager, and Hann (cited in Bufalino, 2018, p.106) define teacher leadership and its contribution as action that transforms teaching and learning in schools...teacher leadership facilitates principled actions to achieve whole school success.

Each of the leadership models discussed above are partial. They provide distinct but uni-dimensional perspectives on school leadership. So most successful leaders are likely to embody most or all of these approaches in their work. For example, school heads may aspire to develop distributed instructional leadership.

## **2.2 School improvement**

Under this theme school improvements basics, school effectiveness and school development phases will be discussed.

School improvement as most academic scholars used it to describe the efforts made to make schools a better place for students and helps them to achieve better. According to Demie & MacLean (2016, p.1) School improvement research and practice is concerned with making schools 'better places for pupils, teachers and wider community', and practices has tended to relay on the engagement of teachers through continuing professional development.

The dynamic change that the education systems face, more than ever before, demands schools to think about new methods of addressing educational challenges and new approaches in which schools can make needed and desired improvements Senge in Carlson, 1996 (cited in Anderson, 2016). To this end, schools and educationalists in collaborate, designed to strengthen the schools' ability to manage changes, to enhance the work of teachers, and ultimately to improve students' achievements. Consequently, educationalists have developed reform programs that aimed at strengthening the schools' capacity to provide quality education for its pupils during the past ten years, which Hopkins termed as a school improvement programs (2002), ( Anderson, 2016). In this sense, According to Demie, F. & MacLean (2016, p.1) most school improvement movement has argued that improvement and the capacity to improve come from within rather than beyond

organizations. Therefore, proponents of school improvement have tended to view improvement as a bottom up rather than a top down approach to change, thus putting pupil and teachers at the core of improvement efforts and teachers and school leaders as the key agents of change.

### **2.2.1 Definitions of School Improvement**

An early definition for school improvement is given by Van Velzen (cited in Demie &MacLean,2016,p.1). He described school improvement as a systematic and sustained effort focusing on the change of learning conditions and other similar conditions within school(s) having the ultimate aim of accomplishing educational goals in more effective ways. The most popular and widely accepted definition to school improvement was forwarded by Hopkins (cited in Demie &MacLean ,2016,p.1) . He defined school improvement as “a distinct approach to educational change that enhances students’ outcomes as well as strengthen the school’s capacity for managing improvement initiatives”. Hopkins further elaborated that school improvement is about raising students’ achievement through focusing on the teaching and learning process and those conditions which support it.

Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students’ outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school, Hopkins, 1994.(cited in Anderson, 2016).

### **2.2.2 Practice of School Effectiveness**

The word effectiveness can be expressed in different ways. To be familiar with the meanings of ‘effectiveness’ a number of terms and concepts is undergone frequently including “competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness, accountability, and performance”. The concept of effectiveness is very broad, like rationale, effort and accomplishment. That is why head of the school may perhaps identify the school's effectiveness as the pupils' performance in the external examinations ( Iqbal, 2012). The parents can distinguish the school's effectiveness in the way the students behave at home, and perform at national examinations. For example Society may observe the school's effectiveness in terms of

the good moral behavior of the children. As argued by Chapman (1991)(cited in Iqbal, 2012,p.792) an effective school is one that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, taking in to account socio-economic status, family background and prior learning.

The Commonwealth Secretariat (1993) ,as mentioned by Iqbal and Talah (2012), in its report mentioned the indicators of School Effectiveness as; “Purposeful leadership of the staff by the head, the involvement of the heads of department, the involvement of other teachers, structured lessons, intellectually challenging teaching, work-centered environment, maximum communication between teachers and pupils, efficient and accurate record keeping, parental and community involvement, positive climate, consistency among teachers, productive division of labor among teachers and good parental report”. All these indicators have been fashioned under the following major provisions like management, implementation, environment and achievement. These factors are used to observe an effective school and its head. (Iqbal, 2012, P.792-793).

### **2.2.3 School Development Phases**

The IMPACT research (multi perspective study of impact of head teachers in effective schools) in England schools identified three broad phases of leadership success. While the number of phases differed, they could be classified under three broad headlines – early (foundational), middle (developmental) and later (enrichment). So observing the impact research findings may help school leaders for leading school improvements.

In the early phase, head teachers prioritized: Improving the physical environment of the school to create more positive, supportive conditions for teaching and learning, and for teachers and student, setting, communicating and implementing school-wide standards for student behavior, restructuring the senior leadership team, and redefining its roles and responsibilities, implementing performance management systems for all staff; there were differences in timing and emphasis between sectors, but in general this had the effect of distributing leadership more and led to the development of a set of organizational values.

In the middle phase, head teachers prioritized: the wider distribution of leadership roles and responsibilities, a more regular and focused use of data to inform decision-making about student

progress and achievement; learning objectives and target setting were important practices in all case study schools.

In the later phase, head teachers' key strategies related to personalizing and enriching the curriculum, as well as the wider distribution of leadership.

In schools in more challenging contexts, greater attention and efforts were made in the early phase to establish, maintain and sustain school-wide policies for student behavior, improvements to the physical environment and improvements in the quality of teaching and learning than in other schools. (*Day & Sammons, 2016,p.47*).

## **2.3 Leadership for School Improvement**

The third theme is broken into five sub-themes; basics of successful school leadership, roles of leadership for school improvement, Characteristics of Effective School Leader, Factors Affecting School Leadership Effectiveness and finally leading change in schools from leading School Improvement.

The first sub theme deals with the basics of successful school leadership. Most school variables, considered separately, have only small effects on student learning. To obtain large effects, educators need to create synergy across the relevant variables. Among all the parents, teachers and policymakers who work hard to improve education, educators in leadership positions are uniquely well positioned to ensure the necessary synergy.

A review on successful school leadership found that leaders have direct and indirect effects on student learning – direct effects through the building of ‘organizational learning’ through work with staff and leadership capacity that has a clear focus on teaching and learning and subsequently indirectly affects students’ motivation, behavior, engagement, learning and achievement. In short, it appears that it is the collective leadership effects that count. ( *Day & Sammons, 2016,p.25* ).

### **2.3.1 The basics of successful school leadership**

Much of the success of district and school leaders in building high performance organizations (organizations which make significantly greater than-expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in

which they find themselves. Nevertheless, evidence from district, school and non-education organizations points to three broad categories of successful leadership practices which are largely independent of such context. Such practices are “the basics” of good leadership and are necessary but not sufficient in almost all situations. Hallinger & Heck (1999)(cited in Leithwood, Louis, Anderson, & Wahlstrom, 2004)label these categories of leader practices “purposes,” “people” and “structures and social systems.” Conger and Kanungo (1998) refer to “visioning strategies,” “efficacy-building strategies” and “context changing strategies.” Leithwood’s (1996) categories are “setting directions,” developing people” and “redesigning the organization.” Within each of these similar categories of practice are numerous, more specific competencies, orientations and considerations

These categories of leadership practices closely reflect a transformational approach to leadership which Bass (1997) claims has proven to be useful in many different cultural and organizational contexts. ( Leithwood,K., et al.2004)

## **2.3.2 Roles of Leadership for School Improvement**

### **2.3.2.1 Setting Direction**

A critical aspect of leadership is helping a group to develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision , Hallinger & Heck, 2002(Leithwood,et.al.2004,p.23). The most fundamental theoretical explanations for the importance of leaders’ direction-setting practices are goal-based theories of human motivation (e.g., Bandera, 1986; Ford, 1992; Locke, Latham and Eraz, 1988). According to such theory, people are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context. (Leithwood, et al.2004,p.23-24).

### **2.3.2.2 Developing People**

While clear and compelling organizational directions contribute significantly to members’ work related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. Such

capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, Lord and Maher, 1993,(cited in Leithwood, et al.2004,p.24). as well as the organizational context within which people work (Rowan, 1996).

Kennedy and Anderson, 2002(cited in Leithwood, et al.2004,p.24) suggests that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance .

Some of the leadership practices that significantly and positively help develop people include offering intellectual stimulation, providing individualized support and providing an appropriate model.

### **2.3.2.3 Redesigning the Organization**

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers as well as students. This category of leadership practices has emerged from recent evidence about the nature of learning organizations and professional learning communities and their contribution to staff work and student learning. Such practices assume that the purpose behind organizational cultures and structures is to facilitate the work of organizational. According to Swetal ,2009.( cited in Leithwood, et al.2004,p.24-25) the principals' new roles and responsibilities defined provide principals with a level of control over school improvement that did not exist earlier. First, principals are given the control to determine the overall goals and objectives for their school. Second, they are in control of devising and implementing monthly and annual school improvement plans. Third, principals are given authority to manage school funds and resources which was previously held solely by the division office. And fourth, principals have the authority to recommend new teachers and support and supervise teachers, which was previously done by the division Superintendent. Despite these new areas of control for the school principal, control over curriculum and standards and textbooks remains solely with the Central and Regional offices, respectively.( cited in Leithwood, et al.2004,p.24-25).

### **2.3.3. Characteristics of Effective School Leader**

Existing research has consistently identified five behaviors or skills effective principals' exhibit. The following summarized characteristics of school leader were retrieved from the Wallace Foundation, 2013.(cited in fact sheet,2019).This skills can help principals to effectively lead schools.

**1.** Shaping a vision of academic success for all students, based on high standards. Effective school leaders establish and communicate a clear vision that focuses on high expectations and success for all students.

**2.** Creating a climate of cooperation and collaboration, shared responsibility, and safety. Effective principals' focus on establishing a high performing culture and climate by ensuring that their schools allow both adults and children to put learning at the center of their daily activities. This culture must include safety, orderliness, responsiveness to students, and a sense of community and pride among staff collaborating to accomplish a greater good.

**3.** Cultivating leadership in others so that school staffs embrace their roles in realizing the leader' vision. Principals need the support of teachers and other team members to ensure their schools and students reach high standards. Effective principals recognize and use other resources, delegate responsibility to staff, enhance community and parental involvement, and develop leadership skills in others so they are ultimately surrounded by a community of leaders

**4.** Improving instruction to enable teachers to teach at their best and students to learn to their fullest.

Effective principals emphasize continuous learning and growth for both students and teachers. They are up to date on the “technical core of schooling—what is required to improve the quality of teaching and learning. They have professional development plans for their teachers. They spend time in classrooms and have frequent constructive interactions—both formal and informal—with teachers.

**5.** Managing people, data, and processes to foster school improvement. Effective principals use a thorough understanding of their schools' systems and accountability requirements to develop school wide plans. Effective principals collect and assess data to monitor progress and inform next steps. Throughout this process, effective principals build a

shared understanding and sense of involvement in school improvement. Lastly, effective principals recognize the importance of school staffing, and approach hiring and removal with care and deliberation.

### **2.3.4 Factors Affecting School Leadership Effectiveness**

Factors that influence leadership effectiveness include the leader's personality, past experience and expectation and behavior; the requirements of the task; the organizational climate and policies; and the expectations and behavior of pees. These factors also influence the leader in turn. The influence process is reciprocal involving leaders and group members.

#### ***Leader's personality, past experience and expectations:***

The leader's personality or past experience helps his or her leadership style. It does not mean that the style is unchangeable. It is important to note that managers, who attempt to adopt a style that is very inconsistent with their basic personality, are unlikely to use that style effectively.

#### ***The leader's expectations are another component of leadership.***

Evidence has shown that, for a variety of reasons, situations tend to work out the way we expect them to; this is sometimes referred to as self-fulfilling prophecy. In fact, one study found that new leaders who were told that their subordinates were low performers managed in a much more attractive manner than the new leaders who were told that their subordinates were high performers.( George & Francis,1969)

#### ***Expectations and behavior of superiors***

The leadership style that a manager's superiors approve of is very important in determining the orientation a manager will select. For example, a superior who clearly favors a task-oriented style may cause the manager to adopt that type of leadership. A superior who favors an employee-oriented style encourages the manager to adopt a more employee centered orientation. One study found that the supervisors who learned new behaviors in a human relations training program tended to give up those behaviors quickly if they were not consistent with their immediate superior's leadership style.( Fleishman, E.A.,1953).

### ***Subordinate's characteristics, expectations and behavior***

Subordinates play a crucial role in influencing the manager's leadership style. They are, after all, the people whom that the style is supposed to affect.

The characteristics of subordinates affect the manager's leadership style in a number of ways. Highly capable employees will normally require a less directive approach. Secondly the attitude of subordinates will also be an influencing factor.

***The expectations of subordinates*** are another factor in determining how appropriate a particular style will be. Subordinates who have had employee-centered managers in the past may expect a new manager to have a similar style. Similarly, highly skilled and motivated workers may expect the manager not to 'meddle'. The reactions of subordinates to their manager's leadership style will usually signal to him how effective his style is

### ***Task requirements***

The nature of the subordinates' job responsibilities will also affect the type of leadership style a manager will adopt. Similarly, where much cooperation and teamwork are involved, as in new product development, employees generally prefer people-centered supervision, whereas those working in isolation prefer more task-oriented direction.

### ***Organizational climate and policies***

The 'personality' or climate of an organization influences the expectations and behavior of the organization members. The stated policies of the organizations also affect a manager's leadership style. In organizations where climate and policies encourage strict accountability for expenses and results, managers usually supervise and control subordinates tightly.

### ***Peer's expectations and behavior***

One's fellow managers are an important reference group. They form friendship with their colleagues in the organization, whose opinions matter to them. In addition, the attitude of the manager's peers can often affect how effectively he performs; hostile colleagues may compete aggressively for organization resources, harm the manager's reputation, and prove uncooperative in other ways. In many ways, the behavior of managers affects and influences that of their associates.

According to Hersey and Blanchard, there is a difference between a successful leader and an effective leader. A successful leader is one who merely changes the behavior of his followers (and not their attitudes) by using largely his positional power. On the other hand, an effective leader is one who not only changes the behavior of his followers but also their attitudes largely by using his personal power. The result is that in the first case the change is short-lived whereas in the second case it is enduring. Thus, all successful leaders are not effective leaders. But all effective leaders are also successful leaders; Effective leadership is a function of the leader, the followers and situations. (Scheeren, 2015).

### **2.3.5 Leading change in schools from leading School Improvement**

Change is one of the important concepts in school improvements. As Leane, 2011(cited in Lynch ,Sell & Doe, 2016), suggests that school reform leadership requires a change in mindset away from the dominate school leadership ideology towards leadership where people are encouraged to think in terms of building on the collective rather than harnessing” individual power’ within a school: ‘reform from within’.

Different models or innovations for change may be directed to changing pedagogy or curriculum or organizational structures, however, the culture of the school is a critical factor in achieving successful change.(Anderson, 2016).One of the most influential change model in education is Fullan’s model.

He developed a particular model of change that has been adopted widely in the field and which describes ‘six secrets of effective change’: love your employees; connect peers with purpose; capacity building prevails; learning is the work; transparency rules; and systems learn. The six secrets are interrelated and overlap to support the improvement process. The other well –Known change model relevant to the business sector is that developed by Kotter. Kotter (1995) defines eight stages for successful change: “establishing a sense of urgency; forming a powerful guiding coalition; creating a vision; communicating the vision; empowering others to act on the vision; planning for and creating short-term wins; consolidating improvements and producing still more change; and institutionalizing new approaches”. These change models provided a diverse range of elements that have been identified in effecting change. Research by Anderson, (2016) identified six common elements from some change models that influence school improvement:

relationships, ownership, capacity building, moral purpose, continuous improvement and support.

### ***Relationship***

Fullan (2001)(cited in Anderson, 2016) believes that developing relationships among the people in an organization helps to establish the foundation for communication and achievement of the common goal. The importance of building relationships in organizations is found in many leadership approaches. These are presented in the first theme of this thesis. McGregor (1960) described through his Theory Y the natural desire workers have to exhibit self-direction, take responsibility and use their creativity and imagination to solve problems in their workplace. This satisfaction develops relationships between leaders and workers when managed successfully. Such relationships result in job satisfaction where workers feel a sense of value and connectedness to the organization.(Anderson, 2016). Similarly, Kotter (1995) indicates that the success of change and improvement depends upon the ‘guiding coalition of people’, the team leading the change and their relationship with the other participants in the organization.

### ***Ownership***

Inherent in any change process is the ability of those in leadership to communicate a clear vision for the future and generate “both understanding and interest” (Kotter, 1995, p. 63). This understanding builds trust in the process and leads participants to take responsibility and ownership as a member of the organization. The increasing ownership of teachers in whole school matters represents a different focus for teachers, and an expectation that teachers work together as ‘teacher leaders’ for the good of the schools.(Anderson, 2016)

### ***Capacity Building***

According to Fullan (2009), school reform and improvement is only complete when it incorporates, within the change process, a process of capacity building and sustainment of the improvement. As described in Anderson, A. (2016), Crowther (2011) defines this capacity building as “the intentional process of mobilizing a school’s resources in order to enhance priority outcomes – and sustain those improved outcomes” By investing in the development of teachers and giving them a clear understanding of the school goals, the teachers felt more aligned

with the school and took greater ownership and responsibility to build their capacity for the betterment of the schools.

### ***Moral purpose***

Degenhardt and Duignan (2010) believe that at the heart and core of a school's moral purpose is its commitment to the school's values. Its moral purpose is shaped by the understandings teachers have of 'why' we prepare students to be responsible citizens of the future and the commitment to the values and ethics they have in transforming students to participate more fully as responsible members of the natural, cultural and social world ,Starratt, 2011.(cited in Anderson, 2016)

### ***Continuous Improvement***

Continuous improvement, a concept Fullan (2008) describes as requiring consistency and innovation in its approach and needs to be embedded into the culture of the organization. It requires staff to work together and explore new and better methods on a regular basis.

### ***Support***

This element suggests that change is complex, needs evaluation and needs time for participants to feel confident in working within and dealing with the change (Kotter 1995). Quality implementation of any change process takes substantial time and patience to overcome difficulties and foster the necessary resilience to continue when the process is complicated and seemingly unclear, Elmore, 2011.( cited inAnderson, 2016)

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research design**

The research design applied was descriptive survey study design. A descriptive survey study can examine current attitudes, beliefs, opinions, or practices (Creswell, 2012). Within this, both quantitative and qualitative (mixed method) approaches were employed. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Clark, 2011). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself (Creswell, 2012).

#### **3.2 Source of data**

The study used both primary and secondary sources of data.

##### **3.2.1 Primary sources of data**

The major primary data sources for the study were in the schools. Principals, teachers, students, parents and supervisors are included because they are the front line respondents and able to share their experiences on the existing problems.

##### **3.2.2 Secondary sources of data**

Secondary sources such as different documents, reports, and other relevant materials were used as the source of secondary data particularly documents from MoE, Bole Sub City education bureau and school certificates were reviewed and analyzed in order to substantiate the information gathered from primary sources.

### **3.3 Sample and Sampling Techniques**

#### **3.3.1 Sample Size**

According to the 2010 Addis Ababa education office annual abstract report there were eight governments and 26 private secondary schools in Bole Sub City. Currently there are four cluster groups in the sub city. Among these, the study was made in the Beshale cluster where there are six private schools. Since the problem also found in the private sector and previously made studies on the topic focused on the government schools this research focused on private schools. All the private schools were selected on purpose. The samples secondary schools were Deliverance secondary school, Debora secondary school, Fountain of Knowledge secondary school, Trillium academy, Ethio Harvard and Shebo Ejersa. According to the cluster center three of the private schools include secondary level high school the remaining only first cycle level.

In a research study, a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. The sample size will be derived from the total population. The sample sizes in this study were chosen as follows; 104 teachers, 38 students' representatives, six principals and eight PTA members. More over three cluster group supervisors were chosen.

#### **3.3.2 Sampling Techniques**

For this study six private schools in Bole Sub city that are found under one cluster group were selected on purpose because of easy access to information from the cluster supervisors and because the researcher spent most of his working years in some of these schools so believing he would get a reliable information from the respondents.

The sampling technique for this study was census for selecting teachers since the total number was small. In the case of students' only student representatives were chosen on purpose believing they would have the information on the study area. And also purposive sampling technique was used for the school principals. This technique was chosen because of its relative advantages to collect relevant and detailed information from respondents who can share their experiences and insight to the study due to their involvement in issuing instructions and facilitations of the teaching learning. Additionally availability sampling was used for PTA members and cluster supervisors.

**Table 1. Sample of the study**

N o	Name of school	Teachers			Student representative			Principals			Supervisors			PTA		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	School 1	2 1	2	23	3	5	8	1	0	1	-	-	-	-	-	-
2	School 2	2 4	1	25	3	7	1 0	1	0	1	-	-	-	1	2	3
3	School 3	2 2	0	22	4	4	8	1	0	1	-	-	-	1	2	3
4	School 4	1 2	1	13	1	3	4	1	0	1	-	-	-	1	1	2
5	School 5	1 0	1	11	1	3	4	1	0	1	-	-	-	-	-	-
6	School 6	7	3	10	2	2	4	1	0	1	-	-	-	-	-	-
	Total	9 6	8	104	14	24	3 8	6	0	6	1	2	3	3	5	8

### **3.4 Instruments for Data collection**

#### **3.4.1 Questionnaire**

Questionnaire was the main instrument to collect information from selected teachers, and students of the sample schools. Questionnaire was used commonly to collect data for descriptive survey. There were 9 sets of questionnaires for teachers and 8sets of questionnaires for student representatives. The researcher prepared the questionnaires from related literatures and school

leader questionnaires prepared by university of Michigan. It had three parts .The first part was about the general information of the respondents. The second part contained 44 items for teachers' respondents and 35 items for student representatives. These questionnaires were structured with closed ended and they intend to measure the engagement of the principals in different leadership practices. The items in the questionnaires were developed with a five point likert scale to measure the feelings of the respondents. In addition to this, it helped the respondents to choose one option from the given scales that best aligns with their views. The third part contained two open ended items. These open-ended items were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to leadership challenges in the schools.

The questionnaire was prepared for teachers and students. The questionnaires were partially different for different respondents i.e. the same questions for different respondents were also included.

### **3.4.2 Interview**

The interview allows greater depth of response which is not possible through any other means. Interview was designed for principals and cluster supervisors. To this effect, interview was planned to conduct with six principals and three supervisors, but it was able to be conducted with five principals and two supervisors. These subjects were selected for interview because, they are small in number and their participation is important in describing leadership practices and problems for school improvement.

The researcher prepared the interview questions by considering the research questions and used structured and unstructured items. The interview questions for the school principals and cluster supervisors contained; 5 items and 4 items respectively. The interview was conducted one on one and face to face .There were 7 interview sessions each session took around 7 to 10 minutes a total of around 56 minutes. The interviewees of the six school principals were labeled by numbers given to their schools, 1 to 6 and the data gathered was presented and analyzed by integrating with other data collected through other instruments. The purpose of the interview was to collect more supplementary suggestions, so as to stabilize the questionnaire responses obtain additional information. The researcher facilitated the interview by contacting the principals through phone and went to their office.

### **3.4.3 Focus group discussion**

Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher (Morgan1988: 9), yielding a collective rather than an individual view. Hence the participants interact with each other rather than with the interviewer, such that the views of the participants can emerge – the participants’ rather than the researcher’s agenda can predominate. It is from the interaction of the group that the data emerge. Focus groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes. Morgan 1988: 19(cited in Cohen, Manion and Morrison, 2007). The focus group discussion held among PTA members. The FGD guide contains 5 items prepared by the researcher considering the research questions and revising the ministry of education PTA guide line. Total 8 participants participated in the FGD under 3 sessions and the three school principals were facilitated the FGD sessions, PTA members from school 2,3 and 4 undergo FGD. Around 45 minutes were spending on FGD.

### **3.5 Data Collection Procedures**

First questionnaires, interview questions and questions for focus group discussion were developed by the researcher after a thorough review of the related literature and other documents in order to include the entire necessary question that could address the research objective. Then the researcher visited the woreda education Bureau to get a letter then contacted school principals of selected sample schools and discussed the purpose of the research with principals. Then teachers and class representative students (monitors) were informed most of them through phone about the objective of the research and its ethical considerations to respond to the questionnaires. The questionnaires were distributed by hard copy as well as through Google form and filled. Afterward, the interviews with the principals, cluster supervisors were administered and finally with the great help of some principals’ focus group discussion was administered with the PTA. Finally, analysis and interpretation have been made on the data gathered.

### **3.6 Method of Data Analysis**

The quantitative data obtained from respondents were organized using tables. Then the data were analyzed and interpreted using frequency, percentage, means, standard deviation and independent t-test. The qualitative data collected through interview and focus group discussion were discussed and interpreted in descriptive manner. For qualitative data analysis the six target schools were coded by number starting from 1 to 6 and the raw data was presented in a summarized way. The responses of respondents through questionnaires were analyzed from raw data presented by likert scale (ranging from 1-5) and the average of each item was calculated for different respondents. Then the group means of these different respondents were analyzed on the bases of likert scale of measurement for the final result. The qualitative parts of the responses were analyzed by taking the direct words of the respondents.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this chapter is to present, analyze and interpret the data collected through the multiple instruments. As outlined in Chapter three the research design applied was to be descriptive survey study design. Within this there was a mixed method approach that allowed the researcher to explore the practices and challenges of leadership on school improvement processes in selected private secondary schools. Data was collected from six secondary schools in the Bole sub city Beshale cluster. It was collected from each of the schools by questionnaires, interviews, focus group discussion and from documents.

The survey was designed to gather data for 44 questions from teachers and 35 questions from student representatives which addressed respectively nine and eight leadership practices. The responses were selected along a 5-point Likert scale: Strongly Disagree =1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5

SPSS 25 was used to analyze the quantitative data. Frequency, mean, standard deviation were used to analyze the quantitative data. Independent t-test was used to compare the responses of the respondents. The mean values were categorized as: 4.21 to 5 (strongly agree, meaning highly satisfied), 3.41-4.20 (agree, satisfied with the case presented), 2.61-3.40 (average, true to some extent), 1.81-2.60 (disagree, meaning not satisfied with the case described) and 1 to 1.80 (strongly disagree, very much dissatisfied). If the sig value is greater than 0.05 it refers that the difference between the two groups of respondents' responses is statistically insignificant. If the sig value less than 0.05 refer that the difference between the two groups of respondents' responses is statistically significant.

The questionnaires were distributed by hard copy and respondents were asked to respond to the questions through Google form. The return rate was 24(63.2%) from student representatives and from teachers 78(75 %).

The interview participants that the researcher was able to conduct the interview were the Principal from five schools as well as two supervisors from the Beshale cluster and focus group discussion participants were eight members of PTA from three schools totaling 15 participants.

**Table 2 Demographic characteristics of respondents.**

No	Item	Respondents									
		Students		Teachers		Principals		Supervisors		PTA	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Sex M	8	33.3	70	89.7	5	100	1	50	3	37.5
	F	16	66.7	8	10.3	0	0	1	50	5	62.5
2	Age 13-15	4	16.7	-	-	-	-	-	-	-	-
	16-20	20	83.3	-	-	-	-	-	-	-	-
	21-25	-	-	3	3.8	-	-	-	-	-	-
	26-30	-	-	27	34.6	-	-	-	-	1	12.5
	31-40	-	-	43	55.1	2	40	1	50	7	87.5
	41 and above	-	-	5	6.4	3	60	1	50	-	-
3	Qualification10	6	4.2	-	-	-	-	-	-	-	-
	11	7	25.0	-	-	-	-	-	-	-	-
	12	11	70.8	-	-	-	-	-	-	1	12.5
	Diploma	-	-	-	-	-	-	-	-	1	12.5
	BA/BSC	-	-	73	93.6	3	60	2	100	6	75
	MA/MSC	-	-	5	6.4	2	40	-	-	-	-
4.	WorkExperience 1-5yrs	-	-	3	3.8	-	-	-	-	-	-
	6-10	-	-	27	34.6	-	-	-	-	-	-
	11-15	-	-	44	56.4	-	-	-	-	-	-
	16-20	-	-	4	5.1	2	40	1	50	-	-
	21 and above	-	-	-	-	3	60	1	50	-	-
5.	EDPM graduates	-	-	-	-	4	80	1	50	-	-
		-	-	-	-	1	20	1	50	-	-

## 4.1 Demographics Descriptive of Survey Respondents

The demographic characteristics of the respondents in this study were shown in Table 3. They were mostly teachers (66.7%) and students (20.5%). Approximately 74.4% of the participants were male and 25.6% of the participants were female and 93.6% of teachers held a bachelor's degree and the remaining 6.4% held master's degree. Among the principals 4(80%) have degree and master in EDPM. From the total teachers' respondents, the majority 44(56.4%) had educational experience of 11 to 15 years whereas majority of the principals and supervisors had above 16 years of total educational experience. This is considered as good for effectively leading schools.

## 4.2 Respondents view of principals' leadership practices and challenges

This part of the analysis addresses the first and second research questions. What the leadership practices look like in Bole Sub city and to what extent leaders are applying technology in education and bring changes in the schools to enhance school improvement in terms of increasing student overall performance.

### 4.2.1 Respondents view of leadership practices on vision and goal setting.

**Table 3. Items on vision and goal setting**

N	Items	Category of items	N	Mean	SD	T-v	P-v
1	Establish clear and concrete strategic goals of the school with participation of the staff	Teachers	78	3.59	1.074		
		Students	24	-	-		
2	Clearly articulate the vision and create a sense of mission.	Teachers	78	3.79	1.049	.586	.559
		Students	24	3.65	.935		
3	Discuss the school goals with teachers, students and other stakeholders	Teachers	78	3.70	1.140	2.59 5	.011
		Students	24	3.00	1.206		
4	Encourage teachers to relate their lesson with student expectation and set concrete goals	Teachers	78	3.86	.989	.883	.379
		Students	24	3.65	1.112		
5	Formulate and demonstrate vision and long range planning of the schools	Teachers	78	3.59	1.121	0.57 6	.566
		Students	24	3.74	1.096		

As shown in item 1 of table 3 respondents were asked to rate their level of agreement whether the principals establish clear and concrete strategic goals of the school with participation of the staff. The response rate of teachers (78) had a mean value 3.59 and SD 1.074; indicated teachers agreed that the principals establish clear and concrete strategic goals of the school with participation of the staff. It was assumed student representatives might not have the information on the issue so the item was neglected for student representatives. The agreement level on item 1 seems to support the first interview response of the principals of schools 1,2,3 and 4 indicated that while preparing the annual academic plan they include the collected feedbacks and comments at different times of the academic year from the school community.

On item 2 respondents were asked to rate whether the principal clearly articulate the vision and create a sense of mission. The response rate of teachers had a mean value 3.79 and SD value of 1.049 and students' response had a mean value of 3.65 and SD value 0.935. Comparing the two mean deviations both respondent groups agreed the principals clearly articulate the vision and create a sense of mission. Besides to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value  $.559 > 0.05$ . The agreement of respondents is supported by the definition mentioned in the literature review part "Leadership is the process of making sense of what people are doing together so that people will understand and be committed." (Drath & Palus, 1994, p. 4) and also Rickard and Clark, (2006) support the issue, Leaders are seen as shaping imagery in the minds of the followers, through the articulation of their vision and through the actions they take to initiate their views of desired future states.

In item 3 respondents were requested to rate whether the principals discuss the school goals with teachers, students and other stakeholders. The response rate of teachers had a mean value of 3.70 and SD value of 1.140 and students had a mean value of 3.00 and SD value of 1.206. Comparing the two means, the mean of both groups fall in different range. The teachers' agreement level rated high and students' agreement level rated to a moderate level. The independent sample t test was employed to check the significant level of the two respondents and there was significant differences with significant value  $.011 < .05$ . This implies the two respondents agreed at different level, the student representatives are more dissatisfied than teachers on item 3.

Item 4 asked the respondents to rate their level of agreement on whether the principals encourage teachers to relate their lesson with student expectation and set concrete goals. Upon the issue teachers' response had a mean value of 3.86 and SD value of .989 and student respondents had a mean value of 3.65 and SD of 1.112. On item 5 the respondents agreed on the practice of principals formulate and demonstrate vision and long range planning of the schools at higher level. Besides to this, the calculated t-test, indicates that, there is no significant difference between the response of teachers and students' with  $.566 > .05$ . This practice is supported by Cheng, Cheng (2005) stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values; something to be committed and in relation to this, school leaders are responsible to create vision to which reflect their own school situations.

#### 4.2.2 Respondents view on the principals' practice of risk taking and decision making.

**Table 4. Items on risk taking and decision making**

N	Items	Category of items	N	Mean	SD	T-value	P-value
1	Secure to take risk to accomplish right things which are not stated in their duties and responsibilities	Teachers	78	3.40	1.049	.419	.676
		Students	24	3.30	.926		
2	Encourage teachers/students to feel secure in taking risks so as to innovate ideas that contribute to the schools development	Teachers	78	3.50	1.041	-.077	.939
		Students	24	3.52	1.344		
3	Solve most of the problems according to the policies of the schools so as to achieve the goals	Teachers	78	3.92	1.003	1.302	.196
		Students	24	3.61	1.076		
4	Encourage individuals or groups to make decision within their scope of authority	Teachers	78	3.60	1.108		
		Students	24	-	-		
5	Provide staff with opportunities to actively participate in school decision	Teachers	78	3.47	1.287	1.244	.216

The above table shows the respondents' agreement level on the practice of risk taking and decision making of their principals. For item 1 the overall response rate shows the practice of risk taking and decision making of principals were not satisfactory with teachers' response rate mean value of 3.40 and SD value of 1.049 and students response rate of mean value of 3.30 and SD value of .926.

Item 2 asked the respondents to rate their level of agreement whether the principals encourage teachers/students to feel secure in taking risks so as to innovate ideas that contribute to the schools development and the majority of respondents agreement level was high with teachers response had a mean value of 3.50(SD = 1.041) and also the students response had a mean value of 3.52(SD = 1.34). The computed value of independent sample t-test indicates there is statistically no significant difference between the response of teachers and students at 0.05 confidence level. It implies both parties agreed at a higher level.

The next domain that respondents required to rate their level of agreement is on the principals' degree of solving most of the problems according to the policies of the schools so as to achieve the goals. The level of agreement was high with both teachers response mean score of 3.92 and SD of 1.003 and student response mean score of 3.61 and SD value of 1.076. Moreover, the calculated t-test  $t=1.302$   $p=.196$ , indicates that, there is no significant difference between the response of teachers and principals' at 0.05 confidence level. This implies both groups agreed at the same level.

The response rate of the respondents on item 4 as was found on table 4 consists only teachers' response with a mean score of 3.60 and SD of 1.108, the finding shows that the principals' encouragement of individuals or groups to make decision within their scope of authority is high.

Item 5 asked both respondent groups to rate their level of agreement whether the principals provide staff and students with opportunities to actively participate in school decision. Accordingly teachers had a mean value of 3.47 and SD value of 1.287 and students had a mean value of 3.09 and SD value of 1.379. The student representatives were less satisfied than teachers. There was no significant difference between the two groups' responses.

### 4.2.3 Respondents view on the practice of instructional leadership

Table 5.Items on instructional leadership

	Items	Category of items	N	Mean	SD	T-value	P-value
1	Involve in the design of the school curriculum, instruction and assignment practice	Teacher	78	3.91	1.095	4.214	.000
		Students	24	2.78	1.313		
2	Takes more of his/her time in improving instruction	Teachers	78	3.65	1.267	.464	.644
		Students	24	3.52	.947		
3	Encourages teachers to use data analysis of student academic progress to improve their instructions	Teachers	78	3.71	1.196	-.254	.800
		Students	24	3.78	1.126		
4	Monitor and evaluate progress and revise plans	Teachers	78	3.83	.915	.421	.674
		Students	24	3.74	.915		

Table 5 contains responses of teachers and students on issues related with the principals' leadership practices on instructional leadership.

Item 1 asked the respondents to rate their level of agreement on whether the principals involve in the design of the school curriculum, instruction and assignment practice. The teachers' response had a mean score of 3.91 (SD= 1.095) and students response rated to a mean value of 2.78(SD

1.313). Comparing the two means, the mean of both groups fall in different range with teachers' response rated high and students' response rated moderate, this shows student representatives' are more dissatisfied than teachers on the domain .Moreover, the computed value of independent sample T-test  $t = 4.214$   $p=.000$  indicates there is statistically significant difference between the response of teachers and students at 0.05 confidence level, which implies the two groups of respondents agreed at a different level.

For item 2 teachers rated with a mean value of 3.65 and SD value of 1.267 and students rated with a mean value of 3.52 and SD value of .947 this confirms that the respondents agreement level on the position of the principal taking of more of his/her time in improving instruction was high. There was no significant difference between the two groups' responses. It implies both agreed at an equivalent level on the item.

Item 3 asked respondents whether the principal encourages teachers to use data analysis of student academic progress to improve their instructions or not. The teachers' response score had a mean value of 3.71 and SD value of 1.196 and students' response had a mean score of 3.78 and SD value of 1.126 confirmed that the principals' practice in encouraging teachers to use data analysis of student academic progress to improve their instruction was high. In addition the calculated t-test  $t=.254$ ,  $p=.800$ , indicates that, there is no significant difference between the response of teachers and principals' at 0.05 confidence level.

For item 4 respondents were requested to rate their level of agreement on the principals' degree of monitoring and evaluating progress and revise plans. The respondents were agreed with rating high, teachers response rated with mean value of 3.83, (SD value of .915) and students response rated with mean value of 3.74, (SD value of .915).

Moreover, independent t-test indicates that, there is no significant difference between the response of teachers and students' responses at 0.05 confidence level with significant level  $.674 > .05$ .

The agreement level on the items of instructional leadership seems to support the interview responses of the five schools principals. The principals described they arrange times to discuss with teachers on students result and revise their instructions.

#### 4.2.4 Respondents view on the leaders' performance

Table 6 Items on leaders' performance

No.	Items	Category of items	N	Mean	SD	T-value	P-value
<b>1</b>	Works for change and school improvement	Teachers	78	3.95	.992	1.617	.098
		Students	24	3.52	1.410		
<b>2</b>	Creates and sustains a competitive school.	Teachers	78	3.58	1.087	.725	.470
		Students	24	3.39	1.233		
<b>3</b>	Provides various non-academic program for students	Teachers	78	3.55	1.089	-.079	.937
		Students	24	3.57	1.080		
<b>4</b>	Works with great attention to improve students disciplinary affairs	Teachers	78	3.78	1.251	.137	.891
		Students	24	3.74	1.251		
<b>5</b>	Invites the community to the school activities, to improve students' academic achievements	Teachers	78	3.76	1.164	-.544	.588
		Students	24	3.91	1.240		
<b>6</b>	Effectively handles problems that occurs within the students	Teachers	78	3.86	.922	.356	.722
		Students	24	3.78	1.085		

Table 6 contains six domains that the researcher believed they were used to assess the leaders performance. On item 1 of table 7 the respondents were asked to rate their level of agreement on the principals' work for change and school improvement. The mean and SD values of teachers'

response and students' response respectively were 3.95 (.992) and 3.52 (1.410) which indicated that both group of respondents rated the principals' work for change and school improvement as high. Moreover, the calculated t-test  $t=1.617$ ,  $p=.098$ , indicates that, there is no significant difference between the response of teachers and students at 0.05 confidence level.

Item 2 asked respondents to rate the leaders' performance in creating and sustaining a competitive school. The teachers response had a mean and SD values of 3.58, 1.087 respectively and the students response was rated with mean and SD values of 3.39, 1.233 respectively. The teachers' response put the leaders' performance in creating and sustaining a competitive school at a higher level where as the students agreed at a moderate level.

On item 3 the respondents were asked to rate their agreement whether the leaders provides various non-academic program for students or not. The response rate was 3.55 mean value and 1.089 SD value for teachers response and 3.57 mean values and 1.080 SD value for students response. The response rate confirmed the respondents' agreements on the leaders' support of various non academic programs for student was high. Moreover, the calculated t-test  $t=.079$ ,  $p=.937$ , indicates that, there is no significant difference between the response of teachers and principals' at 0.05 confidence level. The result seems to disagree with the findings of the research on leadership for school improvement (Jemal, 2014).The finding describes arrangement of the leaders for students to participate in different non academic programs was moderate. This may be because of the difference of the research area .The research was made on west Arsi zone government schools.

With regard to Item 4 the mean and standard deviation of teachers and students response rate were 3.78,( 1.251) and 3.74,( 1.251).The statistical results confirmed that most of the respondents agreed to higher level on the principals work to improve students disciplinary affairs. There is no significant difference between the responses with significant value  $.891 > .05$ .

On item 5 the respondents were asked to rate their level of agreement upon whether the principal invites the community to the school activities, to improve students' academic achievements or not. Both group of respondents agreed to a high level upon the issue with teachers' response rate mean value of 3.76, (SD = 1.164) and students' response rate of mean value 3.91 and (SD= 1.240). There was no significant difference between the two groups' responses. This agreement aliens with the documents the researcher observed. There is an agreement document in four of

the schools between the teachers, students and parents on how to improve weakly performing students at each quarter.

Item 6 requested respondents to provide their agreement level on the leaders' effectiveness in handling problems within students. The teachers' response had a mean value of 3.86 and SD value of .922 and the students' response had a mean value of 3.78 and SD value of 1.085. The leaders' effectiveness in handling problems that occurs within the students was rated high. There was no significant difference between the two groups' responses with significant value  $.722 > .05$ .

Additionally ideas emerged from schools 2 and 3 PTA focus group discussion on the effective schools work to increase the success of students in the national exams and conferences with the parents on how to work together and enhance their Childs academic and behavioral conditions agreed with the questionnaires respondent agreement level on item 2 and item 5.

The findings of the research on practices and challenges of principals leadership in government and private secondary schools of Kolfe Keranyo (Equbay, 2018) seems to disagree with the research result on leaders' general performance. According to the finding (Equbay, 2018) because of the training and other influencing factors the secondary principals performance in participating in leadership activity is unsatisfactory. These findings disagree with the agreement level of respondents on this research paper this may be due to the research site.

#### 4.2.5 Respondents view on the leaders behaviors.

Table 7.Items on leadership behaviors

N	Items	Category of items	N	Mean	SD	T-value	P-value
1	works on followers attitude toward organizational goal achievements	Teachers	78	3.42	1.233	1.466	.146
		Students	24	3.83	1.072		
2	create collaborative school culture which is characterized by mutual support	Teachers	78	3.56	1.039	-.039	.969
		Students	24	3.57	1.308		
3	proactive to works with the staffs, and has an affiliation with community of the organizations	Teachers	78	3.63	1.106	-	-
		-	-	-	-		
4	has the ability to create better way of doing things	Teachers	78	3.77	1.068	.486	.628
		Students	24	3.65	1.027		
5	Concentrates on task-oriented functions	Teachers	78	3.95	.881		
6	Used participative leadership, more on group supervision than of supervising each subordinate separately.	Teachers	78	3.81	1.082		
		Students	24	-	-		
7	ensure an orderly and supportive environment	Teachers	78	3.76	.956	.249	.804
		Students	24	3.70	1.259		

Table 7 contains the agreement level of respondents on seven domains under the item of leadership behavior. Item 1 asked respondents to rate their level of agreement on the principals' work on followers' attitude toward organizational goal achievements. The teachers' response rated with a mean value of 3.42(SD value of 1.233) whereas the students response rated to a mean value of 3.83 (SD value of 1.072). The mean results of the two group respondents were under same categories. Both agreed on the principals' work on followers' attitude toward organizational goal achievements at a higher level.

On item 2 respondents rated their agreement level on the leaders' behavior in creating collaborative school culture which is characterized by mutual support. Both group of respondents agreed with agreement level high. As presented on table 8 teachers' response had a mean value of 3.56 and SD value of 1.039 and students response rated with a mean value of 3.57 and SD value of 1.308. There was no significant difference between the two groups' responses. Item 2 is strongly supported by the statement of Segiovanni, he stated "participative leadership will succeed in bonding stuff together and easing the pressures on school principals".

On item 3 only teachers were asked to rate their level of agreement on the leaders' behavior to what extent the leaders are proactive to work with the staffs, and has an affiliation with community of the organizations. The teachers' response rated with a mean value of 3.63 and SD value of 1.106. The statistical result of respondents on the issue the leaders are proactive to works with the staffs, and has an affiliation with community of the organizations rated high.

The response level on item 4 which asked respondents on the leaders' ability to create better way of doing things rated high with teachers response mean value of 3.77and SD value of 1.068 and students response mean value of 3.65 and SD value of 1.027. Moreover, the calculated t-test  $t=4.86$ ,  $p=.628$ , indicates that, there is no significant difference between the response of teachers and students' at 0.05 confidence level. This implies both agreed the performance of the principals on the issue at equivalent level.

Item 5 requested the respondents to rate their level of agreement, whether the leader concentrated on task-oriented functions or not. The response level of teachers had a mean value of 3.95 and SD value of .881 confirmed that leaders concentrate on task oriented functions highly. The managerial model supports this activity of leaders as Leithwood et al., (Cited in Bufalino, 2007) defines this model as the focus of leaders ought to be on functions, tasks, and behaviors and that

if these functions are carried out competently the work of others in the organization will be facilitated

On item 6 like item 5 only teachers were asked to rate their level of agreement on the issue of participative leadership and the response rated to a mean value of 3.81 and SD value of 1.082 which indicated the leaders used participative leadership, more on group supervision than of supervising each subordinate separately at a higher level.

The last item (item 7) under table 7 asked the respondents to rate their level of agreement whether the leader ensure an orderly and supportive environment or not and the response rate of both groups confirmed that the leaders ensure an orderly and supportive environment at a higher level with mean value of the teachers response 3.76 and SD value of .956 and students response mean value of 3.70 and SD value of 1.259.

#### 4.2.6 Respondents view on the leaders competencies

Table 8 Items on leaders' competencies

N o.	Items	Category of items	N	Mean	SD	T-value	P-value
1	Has the strength to lead himself first before leading others	Teachers	78	4.04	.918	-.851	.397
		Students	24	4.50	4.530		
2	Has the ability to influence others by setting and inspiring example.	Teachers	78	3.72	1.037	.078	.938
		Students	24	3.70	1.063		
3	Has the ability to lead the school in a modern way	Teachers	78	3.59	1.062	-.590	.577
		Students	24	3.74	1.176		
4	Encourages creative and innovative strategic thinking	Teachers	78	3.98	4.722	.287	.774
		Students	24	3.70	1.020		
5	Fosters intellectual stimulation and encourages decisiveness and self motivation.	Teachers	78	4.05	4.709		
		Students	24	-	-		
6	Provides individualized support and consideration.	Teachers	78	3.41	1.211	-.248	.805
		Students	24	3.48	1.201		
7	Works to ensure managing change in the school	Teachers	78	3.00	1.151	.000	1.000
		Students	24	3.00	1.237		
8	Creates and sustains a culture of renewal	Teachers	78	3.08	1.171	-1.413	.161
		Students	24	3.48	1.344		

On table 8 there are 8 domains that the respondents were asked to rating their agreement level that shows the leaders competencies. The first item was on the leaders' personality. The respondents were requested to rate their view on whether the leader has the strength to lead himself first before leading others or not. And the response rate was rated with a mean value of 4.04 and SD value of .918 for teachers and mean value of 4.50 and SD value of 4.530 for students. The statistical results show that the leaders' strength to lead themselves first before leading others was highly agreed by both respondents. In addition, the calculated t-test  $t=.851$ ,  $p=.397$ , indicates that, there is no significant difference between the response of teachers and students' at 0.05 confidence level. It implies both respondent groups agreed on the domain to an same level.

For item 2 the teachers' response had a mean value of 3.72, SD value of 1.1037 and students' response had a mean value of 3.70, SD value of 1.037, confirmed that the leader ability to influence others by setting and inspiring example rated high by both respondent groups. Item 3 asked the respondents to rate their level of agreement on whether the leader has the ability to lead the school in a modern way. The mean and SD values for the teachers and students responses were 3.59, 1.062 and 3.74, 1.176 respectively. Both respondents mean values rated the ability of leaders to lead the school in a modern way high.

On item 4 the respondents were asked to rate their agreement level on the leaders encouragement level of creative and innovative strategic thinking. The teachers' response rate had a mean and SD values of 3.98(4.722) and students response had mean value and SD value of 3.70(1.020). Both mean values indicated the agreement level was high, confirms the leaders' encouragement level of creative and innovative strategic thinking was high. But the SD value of teachers indicates there was a scattered response with 17(21.8%) disagree, 16 (20.5%) neither 27, (34.6%) agree, 15(19.2%) strongly agree and 2 (2.6%) strongly disagree.

The interview responses of both cluster supervisors seem to support the general agreement levels of the teachers and students. Both the cluster supervisors positively commented the leaderships practice on encouraging students to innovate by creating different situations for students like science fairs and art exhibitions. For item 5 only teachers were asked to rate their agreement level on whether the leaders foster intellectual stimulation and encourages decisiveness and self

motivation or not. The teachers' respondents agreed to a higher level on the issue with a mean and SD values of 4.05 and 4.709.

Item 6 requested the respondents to rate their level of agreement on the leaders' individualized support and consideration. The mean of teachers' respondents was 3.41 and SD, 1.211 and students response mean was 3.48 and SD was 1.201. Both respondents response confirmed the leaders individualized support and consideration is more than moderate level. There is no significant difference between the responses of the two groups.

Item 7 asked respondents to rate their agreement level on the leaders works to ensure managing change in the school. The respondents agreed with an average level with the mean and SD values of teachers 3.00(1.151) and students 3.00 (1.237) respectively. The literature review strongly encourages leaders on this issue to bring school improvement, "schools and educationalists in collaborate, designed to strengthen the schools' ability to manage changes, to enhance the work of teachers, and ultimately to improve students' achievements. (Anderson,2016)

Item 8 deals the leaders work to create and sustain a culture of renewal. According to the response rate the domain was rated slightly more than average and moderate with the mean values of teachers' respondents 3.08 and SD value 1.171 and students' response mean value 3.48 and SD value of 1.344.

#### 4.2.7. Respondents view on the leadership styles

Table 9.Items on leadership style

N	Items	Category of items	N	Mean	SD
1	Took full authority and assumed full responsibility from initiation to task completion	Teacher	78	3.49	1.159
2	Encourage group discussion and decision making	Teachers	78	3.65	1.142
3	Gives complete freedom to the group and left it up to subordinates to make individual decisions on their own.	Teachers	78	2.90	1.473

Table 9 contains three items on leadership styles only for one group of respondents, for teachers. The first item asked the respondents whether the leader took full authority and assumed full responsibility from initiation to task completion and the response rate had a mean value of 3.49 and SD value of 1.159. The statistical result of the respondents' response was rated as high confirmed that the leaders took full authority and assumed full responsibility from initiation to task completion in a medium level.

On item 2 the teachers' agreement level on the leaders' encouragement of group discussion and decision making was high with a mean value of 3.65 and SD value of 1.142. The response aligns with the literature review, Leadership is about leading group discussions, encouraging peer tutoring, planning and motivating the learning process, clarifying the objectives and encouraging individual effort, showing appreciations towards the students. (Bufalino,2018)

The respondents' agreement level on item 3 whether the leaders give complete freedom to the group and left it up to subordinates to make individual decisions on their own was rated as average with a mean value of 2.90 and SD value of 1.473.

#### 4.2.8 Respondents view on School culture

Table 10 Items on school culture.

N	Items	Category of items	N	Mean	SD	T-value	P-value
1	promotes positive school culture	Teacher	78	3.78	1.028	1.549	.125
		Students	24	3.39	1.234		
2	builds a trust relationship between staff, students, parents and community partners	Teachers	78	3.72	1.183	2.066	.041
		Students	24	3.17	.984		
3	builds a collaborative school environment	Teachers	78	3.68	1.038	.434	.666
		Students	24	3.57	1.237		

Table 10 contains 3 domains that respondents asked to rate related with the leaders work on school culture. Item 1 asked the respondents to rate their level of agreement on the leaders work to promotes positive school culture and the respondents response was rated and had a mean value at different category. The teachers' response was rated with a mean value of 3.78 and SD value of 1.028 rated the issue at a high level where as students' response had a mean value of 3.39 and SD value of 1.234 rated the issue at average level. The statistics indicated teachers' were more satisfied with the domain than students. The calculated t-test  $t=1.549$ ,  $p=.125$ , indicated that, there is no significant difference between the response of teachers and students' at 0.05 confidence level.

On the same way for item 2 of table 10 whether the leader builds a trust relationship between staff, students, parents and community partners or not, teachers level of agreement was rated with a mean value of 3.72 and SD value of 1.183 where as the students agreement level was rated with a mean value of 3.17 and SD value of .984. The mean values of the two group of respondents was at different range indicating the teachers agreement level rated as high where as the students response was rated average. There is no significant difference between the response of teachers and students.

On item 3 respondents were asked to rate their level of agreement on the level the leader builds a collaborative school environment. Both respondents agreement level was high with the teachers' response mean value 3.68 and SD value 1.038 and students' response level had a mean value of 3.57 and SD value of 1.237.

Additionally the focus group participants of schools 1 and 3 indicated the schools were working well in building a collaborative and positive school culture by inviting parents at the beginning of the academic year to welcome students and give opportunities in some occasions to speak and advise students on the stage.

Part of the literature review on these items seems to support the advantage of leaders' ability to create a good working environment. "Leaders also entail providing an atmosphere that will encourage and stimulate people to surmount obstacles." (Kouzes and Posner, 1995)

## 4.2.9 Respondents view on leadership and Technology

Table 11 Items on leadership and Technology

N o.	Items	Category of items	N	Mean	SD	T-value	P-value
1	Ensures the instructional strategies, and learning environments integrate appropriate technologies to maximize learning	Teacher	78	3.73	1.065	-.198	.843
		Students	24	3.78	1.126		
2	Ensures the integration of technology to support productive systems for learning and administration	Teachers	78	3.63	1.046	.249	.804
		Students	24	3.57	.992		
3	Uses technology to plan and implement comprehensive systems of effective assessment and evaluation	Teachers	78	3.62	1.009	1.455	.149
		Students	24	3.26	1.214		

Three items on table 11 were related with technology and leadership. Item 1 asked the respondents to rate their level of agreement on the degree at which the leaders ensures the instructional strategies, and learning environments integrate appropriate technologies to maximize learning the agreement level was high for both group of respondents with a mean and SD values of teachers and students 3.73(SD =1.009) and 3.78(SD =1.126) respectively. An independent t-test was employed to check if there was statistically significant deference between the perceptions of the two groups of respondents but there was no significant difference.

Item 2 also asked the respondents the level at which leaders integrates technology to support productive systems for learning and administration. Both respondents had a mean value in the

same range rated the issue high, with teachers mean and SD values 3.63(SD =1.046) and students mean and SD values 3.57(SD = .992).

On the last issue where the respondents were asked to rate their agreement level on the leaders practice to use technology to plan and implement comprehensive systems of effective assessment and evaluation the response level falls at different ranges with high rated of teachers and average rated of students. The mean and SD values of teachers and students response respectively was 3.62(SD = 1.009) and 3.26 (SD = 1.214).

#### 4.1.10 Summary of Respondents view on leadership practices

Table 12 Summary of the items with their overall rating

No.	Items	Teachers (78)		Students (24)	
		Mean	SD	Mean	SD
1	Vision and goal setting	3.71	.108	3.51	.297
2	Risk taking and decision making	3.58	.183	3.38	.202
3	Leadership on instructional leadership	3.78	.101	3.46	.402
4	Leaders performance	3.75	.143	3.65	.175
5	Leaders behavior	4.22	.625	2.95	.52
6	Leaders competencies	3.61	.39	3.66	.417
7	Leadership styles	3.35	.32	-	-
8	Leadership on School culture	3.73	.041	3.38	.164
9	Leadership and Technology	3.66	.05	3.54	.21

Table 12 shows total ratings and the standard deviations for the 9 leadership practices reviewed in this study. Of all the practices instructional leadership had the highest mean at 3.78 (SD=.101) and leaders practicing different leadership styles rate the lowest means at 3.35(SD=.32) for teachers response level and of all the students rated practices leaders competencies had the highest mean at 3.66 (SD=.417) and leaders practicing different leaders behavior the lowest means at 2.95 (SD=.52).This indicated principals were highly practicing instructional leadership but to a lesser extent various leadership styles.

### **4.3. Respondents View on Qualitative Data (through Interview, Focused Group Discussion and open ended items of the questionnaires).**

This part contains the general feelings from the open ended questions, from the participants in the interview and focus group discussions and from the open ended items; it reflected ideas on the third research question.

#### **4.3.1The challenges for private school leaders in applying leadership practices.**

The challenges school leaders of the study area faced pointed out by the respondents were summarized and presented in five categories.

##### **1. School owners related challenges**

Majority of the respondents from open ended questions reflected school owners related challenges were high in the private schools. From the participants perception the leaders were challenged by interference of the school owners in the following situations:

- Interferences in decision making on the teaching learning process
- In the registration of new students
- On decisions taken in students related problems
- Interference on teachers activities

The interview participants; the two cluster supervisors and schools 1, 2, 3 and 5 principals were also revealed that the personal interest of the school owners were the biggest challenge for not applying effectively different leadership practices. In addition they also pointed out some owners are not in a position to support the leaders by providing school facilities that are proportional to

students' numbers, they do not have interest to hire enough and capable professionals. They also indicated much stress is given on building the school name through less relevant things and their revenues than academic comfort of students.

## 2. Management related challenges

As most of the respondents in the open ended and both cluster interviewees expressed school leaders related factors are also the challenges of effective leadership practices. The following were the common challenges listed by most respondents:

- Some principals are not open for accepting new ideas
- Some lack basic school leadership skills
- Do not update themselves with modern teaching learning methods
- Burden of tasks and a lot of paper works

## 3. Teacher related challenges

The following were the points indicated by respondents of the open ended questions, schools 1, 3, 4 and 5 principals as challenges of leadership practices:

- Teachers turn over especially turnover of effective teachers
- Lack of pedagogical knowledge
- Less qualified teachers for the subject that they assigned to teach
- Lack of motivation of teachers
- Lack of some teachers to cooperate because of unhappiness due to their salary
- Misunderstandings of the idea of the principals by the teachers
- Absenteeism and tardiness of teachers in their work place

So the respondents describe these teachers' related factors challenge the leadership practices highly in the school settings.

## 4. Student related challenges

Most teachers' respondents, interviewees of the 5 school principals and the FGD members of schools 3 and 4 mentioned student related challenges as mostly students' disciplinary cases. These disciplinary problems related with drug addictions, disobedience of school rules and tardiness. Disproportion of students' number and size of school compound was also indicated as a challenge for principals.

## 5. Different challenges

The following were general points indicated by respondents as challenges for leaders. Unwillingness of some parents to accept their child's disciplinary problems, some school policies is an obstacle for the principals and interference from external bodies.

### **4.3.2 Presentation of suggested solutions on the challenges school leaders faced**

The respondents of the interview, participants of the focus group discussion and respondents of the open ended questions were revealed the following as suggestions for the challenges of school leadership practices. Related to school owners the respondents of the open ended questions and the 5 schools principals commented that there should be clear distance between the work and the owners' personal interest for the improvement of the schools, school owners' interference in different decisions related to academic issues must be limited. Additionally they also suggested that school owners must give enough authority and power equivalent with the responsibility school leaders given and owners must support the leaders in hiring of professionals by providing different benefits moreover they also suggested school owners must allocate enough budget to hire professional school leaders and arrange the access to short term trainings for the school leadership team and equipped the school with enough teaching learning materials.

The open ended respondents, all the target schools principals and one of the supervisors were also suggested for improving the school and increase leadership effectiveness the management team must be open and interested to discuss the problems and find solutions together with the school community. They also suggested the school leaders must challenge school owners by their plan and target. Additionally from schools 2 and 3 PTA focus group discussion indicated school leaders must focus on quality education must be transparent in their works and must build team spirit.

The two cluster interviewees and most open ended respondents were also suggested the school must give continuous professional development trainings for teachers. They also indicated the management must reduce the work load of teachers so that the teachers will actively participate in supporting the school leaders' indifferent leadership practices.

Related to students the 5 school principals and all the 3 schools PTA members were suggested the school leadership must give trainings for the students on different life skills and work hard to

identify the problems of students and give clear directions for the students to obey the school rules and regulations. More over school 2 and 3 focus group participants commented the school must work with parents who have the potential in child development in giving trainings for students. Moreover, the impact research in English schools commented head teachers must prioritized setting, communicating and implementing school-wide standards for student behaviors.

School 2 principal and some open ended question respondents also suggested the school must be free from religious interest of the school owners, discuss with the parents and invite them to participate in different activities of the school. Additionally the respondents suggested professional owners must be encouraged to invest in education so that the challenge of the school leaders will be reduced. Both cluster supervisors were strongly suggested departments in the school must be active and support the school leadership.

These were the comments of the participants of the qualitative part of the research.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents an overview of the study, the research methods, and a summary of the study's findings. This chapter discusses and interprets the study's findings in relation to the literature and research questions. It will conclude with recommendations.

The purpose of this study was to analyze the practices and challenges of leadership for school improvements in private high schools of Bole sub city. It assessed the actual practices of leadership especial focus was given for leadership practices related with change and technology that brings school improvements. It also identified the challenges leaders faced in practicing leaderships and addressed solutions collected from respondents through interview for the challenges leaders faced.

This study aimed to answer the following research questions:

1. What is the level of engagement of school principals in different leadership practices in Bole sub city private high schools?
2. To what extent leaders are using technology in education setting and manage and bring changes in the schools to enhance school improvements
3. What are the challenges for private secondary school leaders in exercising leadership practices?

The research design applied was descriptive survey study design. Both quantitative and qualitative (mixed method) approaches were employed. Data were collected through questionnaires from student representatives and teachers. Interview was conducted with the principals and cluster supervisors and focus group discussion was held between PTA members. All the private schools under the cluster group were selected on purpose. Analysis of questionnaires data was made using descriptive statistical tools like frequency, percentage, mean, standard deviation an independent t-taste. The qualitative data that were collected through interviews and focus group discussion were discussed and interpreted in descriptive manner. The data were presented and analyzed in a summarized way

## 5.1 Summary of the Findings

The number of males and females in the study area were not proportional 74.1% to 25.9% respectively especially in the principal position of the study area there was no female. Based on the position requirement most of the principals four out of five (80%) were EDPM graduates with masters degree.

The major findings of the study have been presented below in the form of answers given to the basic question:

### 1. Level of engagement of principals in Different Leadership practices

- ✓ The ratings from table 12 suggested that majority of the respondents; teachers with average mean value of 3.71 and students with total rating mean value of 3.51 agreed at leaders' practice of vision and goal setting in the study area was high. On one of the domain under vision and goal setting of the principals that asked respondents to rate their agreement level whether the principals discuss the school goals with teachers, students and other stakeholders, the response rate of teachers had a mean value of 3.70 and SD value of 1.140 and students had a mean value of 3.00 and SD value of 1.206. Teachers were more satisfied on the issue than students.
- ✓ Respondents response when summarized(from table 12) rated the principals leadership practice on taking risk and decision making at different level of agreement teachers with average mean of 3.58(SD=.183) which rated the domain high and students agreed at an intermediate level with average mean value of 3.38(SD=.202). Moreover from table 4 the respondents agreement level on two domains under risk taking and decision making, whether principals secure to take risk to accomplish right things which are not stated in their duties and responsibilities was rated in moderate level, teachers had a mean value of 3.40 (SD=1.049) and students response had a mean value of 3.30 (SD=.926) and whether the principals provide staff and students with opportunities to actively participate in school decision or not was also rated with high and moderate level, teachers had a mean value of 3.47 (SD=1.287) and students response had a mean value of 3.09 (SD=1.379) and respectively.
- ✓ The reaction of respondents towards the principals instructional leadership falls in same categories with teachers overall rating had a mean value of 3.78 (SD=.101) considered as

leaders practice of instructional leadership was high positively and students overall rating had a mean value of 3.46 (SD=.402) rated as also high. And from table 5 the teachers agreement level on item 1 (whether the principals involve in the design of the school curriculum, instruction and assignment practice) was found high with mean value of 3.91 (SD=1.095) and students response was found moderate with mean value of 2.78(SD=1.313) Moreover, the computed value of independent sample T-test  $t = 4.214$   $p=.000$  indicates there is statistically significant difference between the response of teachers and students at 0.05 confidence level. This implies the two respondents rated the issue under different level.

- ✓ Leaders' performance was rated high with both respondents. The overall rating from table 12 was 3.75 (SD=.143) for teachers and 3.65 (SD=.175) for students. Under leaders performance from table 6 respondents agreed on the leaders' performance in creating and sustaining a competitive school at different level The teachers response had a mean and SD values of 3.58, 1.087 respectively and the students response was rated with mean and SD values of 3.39, 1.233 respectively. The teachers' response put the leaders' performance in creating and sustaining a competitive school at a higher level where as the students agreed at a moderate level.
- ✓ Teacher participant of the survey were agreed at a high level on the behavior of the leaders positively with overall mean value of 4.22 (SD=.625) where as student participants were agreed on the leaders behavior at a moderate level with overall mean value of 2.95 (SD=.52).The respondents' agreement level in the principals' work on followers' attitude toward organizational goal achievements rated with a mean value of 3.42(SD value of 1.233) for teachers and a mean value of 3.83 (SD value of 1.072) for students. Teachers agreed on the principals' work on followers' attitude toward organizational goal achievements at a lower level than students.
- ✓ The overall rating of leaders competencies had an overall rating mean values of teachers respondents 3.61(SD=.39) and students respondents 3.61 (SD=.417) respectively, confirmed leaders competencies was high. However the respondents' level of agreement on the leaders' individualized support and consideration was nearly moderate. The mean of teachers' respondents was 3.41 and SD = 1.211 and students response mean was 3.48

and SD was 1.201. The respondent teachers' reaction on the position of leaders practice different leadership styles was moderate with an overall rating of mean 3.35 and SD .32.

- ✓ On the practice of leaders creating good school culture the overall rating of teachers and students fall at different range .The overall rating of teachers had a mean value of 3.73 (SD=.041) and students had a mean value of 3.38(SD=.164). The teachers highly reacted positively whereas the students reacted intermediately. On the domain of the leaders building a trust relationship between staff, students, parents and community partners teachers level of agreement was rated with a mean value of 3.72 and SD value of 1.183 where as the students agreement level was rated with a mean value of 3.17 and SD value of .984. The mean values of the two group of respondents was at different range indicating the teachers agreement level rated as high where as the students response was rated average. There is no significant difference between the response of teachers and students.

## 2. Leadership practices of principals related to managing change and integrating of the teaching learning process with technology

- ✓ The agreement level on the leaders works to ensure managing change in the school under leaders competency rated to moderate. The respondents agreed with an average level with the mean and SD values of teachers 3.00(1.151) and students 3.00 (1.237) respectively. The leaders work to create and sustain a culture of renewal was also rated as average with the mean values of teachers' respondents 3.08 and SD value 1.171 and students' response mean value 3.48 and SD value of 1.344.
- ✓ The leaders applying of technology in the overall teaching learning process highly reacted positively by both teachers, whose agreement level had an overall mean value of 3.66(SD=.05) and also students with an average mean value of 3.54 (SD=.21). This implies principals were integrating the teaching learning process with Technology.

## 3. Challenges of leadership practices of principals.

The research participants in the open ended questions, interviews and focus group discussions reflected high intervention of private school owners in most decisions of the school leaders, lack of enough support in fulfilling different school materials and hesitate of hiring experienced professionals were one of the main challenges the leadership of schools faced. Additionally the participants mentioned failures of some leaders; to lead the schools by applying modern

leadership skills, to work on providing quality education through strong team spirit and lack of transparency of the leadership were also the challenges leaders faced.

The participants also explained high turnover of teachers was another challenges for the leadership practices. The research also finds out lack of best qualified teachers, lack of motivation of teachers' and poor punctuality of some teachers were the challenges of school leadership practices. Respondents of the interviews and focus group discussions were also discussed student related disciplinary cases were also the challenges school leaders faced. Other issues related to poor parental cooperativeness and some school rules and regulations were described by the participants of the research as a challenge for school leaders.

## 5.2 Conclusions

On the basis of research findings and research questions the following conclusions are drawn:

- ✓ The numbers of male and female participants were disproportion with almost the number of males 3 times than number of females this implies female participation in the secondary education level was low more over there is no female principal in the schools. The principals were EDPM graduates they fulfilled the requirement that the government assign for the position. The principals and supervisors were well experienced which is good for practicing effective leadership.
- ✓ The study finding showed that the leadership practices on ; vision and goal setting, risk taking and decision making, practicing instructional leadership, leaders performance, leaders behavior, leaders competencies, leadership styles, school culture and technology usage were highly positively agreed by the majority of the research respondents. There for most likely the schools were private schools so they want to stay competent in the business and hire more qualified principals.
- ✓ The research finding revealed the respondents generally positively agreed on the leadership activities related to leading school in a modern way, this implies the leaders' performance in leadership activities related to leading school in a modern way is satisfactory. But particularly on the item of leaders work to ensure managing change, respondents were not satisfactory. More over technology assisted the private high schools in different activities of the teaching learning process.
- ✓ The finding from the analysis of the open ended, interview and focus group discussion data identified interference of school owners, teachers' performance and self motivation and student disciplinary cases were the challenges for practicing leadership in high schools and bring school improvement.

### **5.3 Recommendations**

In order to increase the school leadership effectiveness to a higher level and enhance school improvement the following recommendations have been suggested based on the findings of the study.

- Participation of females in high schools as a teacher and school leader should be encouraged because having model female educational leaders encourages female students.
- Since high school students need more active learning approach schools should provide teachers with support materials that helped teachers to build their capacity and change their approach to what they are trying to achieve in the class rooms and so it creates condition for implementing more effective leadership practice.
- Even though they are doing well still school leaders should work hard in building the culture of the school in managing change since it is a critical factor in achieving successful change in high schools’.
- Globalization is influencing schools and learning. Teachers, students and parents are now more connected than before so school leadership should use these opportunities to increase more the school effectiveness.
- The government should encouraged educational professionals to invest in the education sector.
- Schools should provide the access to short term trainings for school leaders.
- Future researches should focus on how leaders can successfully meet the educational needs of diverse student population and increase school effectiveness.

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**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND**  
**MANAGEMENT**

**QUESTIONNAIRE TO BE FILLED BY TEACHERS**

Dear Teachers,

The purpose of this questionnaire is to examine the leadership practices and challenges in the private secondary schools of Bole Sub city, Addis Ababa. The questions are formulated on the current leadership practice of secondary schools principals.

This questionnaire has three parts; part one is on background information of the respondents, part two is rating items on leadership practice of the principals and part three is open-ended questions. Your willingness in providing frank response to every item is valuable for the success of the research.

**Directions:**

- You don't have to write your name.
- **The information provided will be used only for academic purpose and will be kept confidential.**
- Put (✓) mark in the box to indicate your response
- Please address all the items thoughtfully and frankly.

Thank you in advance for your kind cooperation,

## Part I

### General information

1. Name of the school \_\_\_\_\_
2. Sex    Male     Female
3. Age    a) 21-25  b) 26-30  c) 31-40  d) 41-50   
          e) 51-55  f) 56 and above
4. Field of specialization \_\_\_\_\_
5. Years of experience in teaching
  - a) 1-5     c) 11-15     e) 21-25     g) 31 and above
  - b) 6-10     d) 16-20     f) 26-30
6. Your highest level of education
  - a. BA/BSC/BED
  - b. MA/MSC
  - c. other specifies \_\_\_\_\_

**Parts II** .Below are some statements that refer the engagements of principals of secondary school in Bole Sub city. Please rate by putting tick mark “√” in the given agreement scale, to what extent leaders of secondary schools demonstrate leadership practice.

**Note: Principal or school leader refers to the academic director of the school.**

**Likert scale: 1= Strongly disagree, 2= Disagree 3= Neutral, 4= Agree 5= strongly agree**

No	Items on leadership practice To what extent do the....	Agreement scale				
		5	4	3	2	1
<b>Items on vision and goal setting</b>						
1	principals establish clear and concrete strategic goals of the school with participation of the staff					
2	Principal clearly articulate the vision and create a sense of mission.					
3	principals discuss the school goals with teachers, students and other stakeholders					
4	principals encourage teachers to relate their lesson with student expectation and set concrete goals					
5	principals formulate and demonstrate vision and long range planning of the schools					
<b>Items on risk taking and decision making</b>						
6	principals secure to take risk to accomplish right things which are not stated in their duties and responsibilities					
7	principals encourage teachers to feel secure in taking risks so as to innovate ideas that contribute to the schools development					
8	principals solve most of the problems according to the policies of the schools so as to achieve the goals					

9	principals encourage individuals or groups to make decision within their scope of authority					
10	Principals provide staff with opportunities to actively participate in school decisions.					
<b>Items on instructional leadership</b>						
11	Principals involve in the design of the school curriculum, instruction and assignment practice					
12	Principal takes more of his/her time in improving instruction					
13	Principal encourages teachers to use data analysis of student academic progress to improve their instructions.					
14	Principals monitor and evaluate progress and revise plans					
<b>Items on Leaders performance</b>						
15	The school leader works for change and school improvement.					
16	The leader creates and sustains a competitive school.					
17	The leader provides various non-academic program for students					
18	The leader works with great attention to improve students disciplinary affairs					
19	The leader invites the community to the school activities, to improve students' academic achievements.					
20	The leader effectively handles problems that occurs within the					

	students					
<b>Items on leadership behaviors</b>						
21	The leader works on followers attitude toward organizational goal achievements					
22	The leader create collaborative school culture which is characterized by mutual support					
23	The leader is proactive to works with the staffs, and has an affiliation with community of the organizations					
24	The leader has the ability to create better way of doing things					
25	The leader concentrates on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary materials, and technical assistance.					
26	The leader used participative leadership, more on group supervision than of supervising each subordinate separately.					
27	The leader ensure an orderly and supportive environment					
<b>Items on Leaders competencies</b>						
28	The leader has the strength to lead himself first before leading others.					
29	The leader has the ability to influence others by setting and inspiring example.					
30	The leader has the ability to lead the school in a modern way.					
31	The leader encourages creative and innovative strategic thinking.					
32	The leader fosters intellectual stimulation and encourages decisiveness					

	and self motivation.					
33	The leader provides individualized support and consideration.					
34	The leader works to ensure managing change in the school.					
35	The leader creates and sustains a culture of renewal					
<b>Items on leadership styles</b>						
36	Leaders took full authority and assumed full responsibility from initiation to task completion					
37	The leaders encourage group discussion and decision making					
38	The leader gives complete freedom to the group and left it up to subordinates to make individual decisions on their own.					
<b>Items on School culture</b>						
39	The leader promotes positive school culture					
40	The leader builds a trust relationship between staff, students, parents and community partners					
41	The leader builds a collaborative school environment.					
<b>Items on leadership and Technology usage</b>						
42	The leader ensures the instructional strategies, and learning environments integrate appropriate technologies to maximize learning					
43	The leader ensures the integration of technology to support productive systems for learning and administration					
44	The leader uses technology to plan and implement comprehensive systems of effective assessment and evaluation					

Part V: Open ended Question

1. What major challenges do you think have been confronting the school principals in leading schools for improvement?

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2. What possible solutions do you suggest to overcome these challenges?

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**APPENDIX B**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND**  
**MANAGEMENT**

**QUESTIONNAIRE TO BE FILLED BY STUDENTS**

Dear Students,

The purpose of this questionnaire is to examine the leadership practices and challenges in the private secondary schools in Addis Ababa. The questions are formulated on the current leadership practice of secondary schools principals.

This questionnaire has three parts; part one is on background information of the respondents, part two is rating items on leadership practice of the principals and part three is open-ended questions. Your willingness in providing frank response to every item is valuable for the success of the research.

**Directions:**

- You don't have to write your name.
- **The information provided will be used only for academic purpose and will be kept confidential.**
- Put (✓) mark in the box to indicate your response
- Please address all the items thoughtfully and frankly.

Thank you in advance for your kind cooperation,

## Part I

### General information

1. Sex      a) Male    b) Female
2. Age      a) 13-15    b) 16-20    c) above 20
3. Your current level  
                  a) 9       b) 10       c) 11                       d) 12
4. How long did you stay in the current school\_\_\_\_\_?

**Parts II** .Below are some statements that refer the engagements of principals of secondary school in Bole Sub city. Please rate by putting tick mark “√” in the given agreement scale, to what extent leaders of secondary schools demonstrate leadership practice.

**Note:** Principal or school leader refers to the academic director of the school.

**Likert scale 1= Strongly disagree, 2=Disagree 3= Neutral, 4= Agree 5.Strongly agree**

No	Items on leadership practice To what extent do the....	Agreement scale				
		5	4	3	2	1
<b>Items on vision and goal setting</b>						
1	Principal clearly explain the vision and create a sense of mission.					
2	principals discuss the school goals with students					
3	principals encourage teachers to relate their lesson with student expectation and set concrete goals					
4	principals formulate and demonstrate vision and long range planning of the schools					

<b>Items on risk taking and decision making</b>					
5	principals secure to take risk to accomplish right things which are not stated in their duties and responsibilities				
6	principals encourage students to feel secure in taking risks so as to innovate ideas that contribute to the schools development				
7	principals solve most of the problems according to the policies of the schools so as to achieve the goals				
8	Principals provide staff with opportunities to actively participate in school decisions.				
<b>Items on instructional leadership</b>					
9	Principals involve in the design of the school curriculum, instruction and assignment practice				
10	Principal takes more of his/her time in improving instruction				
11	Principal use data analysis of student academic progress and discuss with students and teachers to improve instructions.				
12	Principals monitor and evaluate students progress and revise plans				
<b>Items on Leaders performance</b>					
13	The school leader works for change and school improvement.				
14	The leader creates and sustains a competitive school.				
15	The leader provides various non-academic program for students				

16	The leader works with great attention to improve students disciplinary affairs					
17	The leader invites the community to the school activities, to improve students' academic achievements.					
18	The leader effectively handles problems that occurs within the students					
<b>Items on leadership behaviors</b>						
19	The leader works on students attitude toward school goal achievements					
20	The leader create collaborative school culture which is characterized by mutual support					
21	The leader has the ability to create better way of doing things					
22	The leader ensure an orderly and supportive environment					
<b>Items on Leaders competencies</b>						
23	The leader has the strength to lead himself first before leading others.					
24	The leader has the ability to influence others by setting and inspiring example.					
25	The leader has the ability to lead the school in a modern way.					
26	The leader encourages creativity of students.					
27	The leader provides individualized support and consideration.					

28	The leader works to ensure managing change in the school.					
29	The leader creates and sustains a culture of renewal					
<b>Items on School culture</b>						
30	The leader promotes positive school culture					
31	The leader builds a trust relationship between teachers, administrators, students, parents and community partners					
32	The leader builds a collaborative school environment.					
<b>Items on leadership and Technology usage</b>						
33	The leader ensures the learning environments integrate appropriate technologies to maximize learning					
34	The leader ensures the integration of technology to support productive systems for learning and administration					
35	The leader uses technology for effective assessment and evaluation of students' progress.					

Part V: Open ended Question

1. What major challenges do you think have been confronting the school principals in leading schools for improvement?

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2. What possible solutions do you suggest to overcome these challenges?

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**APPENDIX C**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND**  
**MANAGEMENT**

This guided interview questions will be responded by the secondary school principals.

The main purpose of this interview is to get important information from school principals of private schools, on leadership practices and challenges. The study aims to come up with suggestion for activities that would contribute to the effort that will be done in the future to enhance the school leadership practice. In this regard, your genuine responses will play a pivotal role for the success of this study. Please, answer the questions that I am going to ask you by sharing your experience. The data (information you give) will be used for research purpose and will be kept confidential and will not affect any body in any way.

**PART 1: Demographic Information**

1. Name of the school\_\_\_\_\_
2. Sex    Male       Female
3. Age    a) 21-25  b) 26-30  c) 31-40  d) 41-50   
          e) 51-55  f) 56 and above
4. Years of experience in teaching  
      a) 1-5     c) 11-15  e) 21-25  g) 31 and above   
      b) 6-10  d) 16-20  f) 26-30
5. Years of experience in the current position  
      a) 1-5     c) 11-15  e) 21-25  g) 31 and above   
      b) 6-10  d) 16-20  f) 26-30
6. Your highest level of education a) BA/BSC/BED       b. MA/MSc     c) other  
specifies\_\_\_\_\_
7. Field of specialization\_\_\_\_\_

**PART 2: Guiding interview Questions regarding on practices and the challenges of leadership of private secondary school at Bole Sub city.**

1. Do you have annual school plan. How did you prepare the school plan?
2. Do you discuss the school vision and goals with the stake holders?
3. What kind of activities did you do to increase the effectiveness of your school?
4. What challenges do you usually face while practicing leadership?
5. What do you suggest to solve problems and pass challenges faced while practicing leadership?

**APPENDIX D**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

This guided interview questions will be responded by the Bole Sub city supervisors.

The main purpose of this interview is to get important information from Bole sub city Beshale cluster supervisors on the secondary school of private schools practices and the challenges of leadership. The study aims to come up with suggestion for activities that would contribute to the effort that will be done in the future to enhance the school leadership practice. In this regard, your genuine responses will play a pivotal role for the success of this study. Please, answer the question that I am going to ask you by sharing your experience and option. The data (information you give) will be used for research purpose and will be kept confidential and will not affect any body in any way.

**PART 1: Demographic Information**

1. Sex    Male       Female
  
2. Age    a) 21-25  b) 26-30  c) 31-40  d) 41-50   
          e) 51-55  f) 56 and above
  
3. Years of experience in teaching  
          a) 1-5     c) 11-15  e) 21-25  g) 31 and above   
          b) 6-10  d) 16-20  f) 26-30
  
4. Years of experience in the current position  
          a) 1-5     c) 11-15  e) 21-25  g) 31 and above   
          b) 6-10  d) 16-20  f) 26-30
  
5. Your highest level of education a) BA/BSC/BED       b. MA/MSc  c) other  
specifies\_\_\_\_\_

**PART 2: Guiding interview Questions regarding on practices and the challenges of leadership of private secondary school at Bole sub city.**

1. In what ways do you provide support for the schools?
2. What can you say about the schools leadership practices in private schools from your observations?
3. What do you think are the challenges leaders faced in the private schools?
4. What do you suggest to increase the effectiveness of the schools leadership practices?

**APPENDIX E**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FGD Guide for PTA**

The main purpose of this discussion is to gather information on the practice and challenges of leadership. you are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the discussion. The information that will be obtained from response to this discussion will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation.

1. Have you ever participate in the school activities starting from the beginning of the academic year
2. How many times do you meet in a year? Do you works closely with education administrators to change the school environment?
3. What can you say about your schools students' disciplinary cases? Are they beyond the schools management?
4. What major actions the school leadership has been taking to enhance the students' academic achievement?
5. What advise do you give for the school to increase its effectiveness?