

SCHOOL LEADERSHIP PRACTICES AND CHALLENGES IN
OROMIA REGIONAL STATE OF NORTH SHOA ZONE THE CASE
OF PREPARATORY SCHOOLS

BY

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SCHOOL LEADERSHIP PRACTICES AND CHALLENGES IN OROMIA REGIONAL STATE OF NORTH SHOA ZONE THE CASE OF PREPARATORY SCHOOLS

This is certify that thesis prepared by Tesfaye Tamene, entitled: school leadership practices and challenges in oromia regional state of North Shoa Zone the case of preparatory schools an summited in partial fulfillment of the requirement for the degree of Master of Arts.

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Acronyms and Abbreviations

CCSS: Common Core State Standards

Fre: Frequency

GEQIP: General Educational Quality Improvement Program

MoE: Ministry of Education

NGOs: Non Governmental Organization

OECD: Organization for Economic Cooperation and Development

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

PTAs : Parents Teachers Associations

UNESCO: United Nation Educational and Cultural Organization

TIMSS: Trends in International Mathematics and Science Study

Abstract

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The purpose of this study was to identify those challenges and practices of school leadership in preparatory schools of North Shoa Zone and to provide possible solutions for these challenges. To carry out this study descriptive survey method was employed. Participants of the study were 184 teachers, 12 principals and 6 supervisors. They involved in the study being selected using simple random sampling and purposive sampling methods. The data were collected by using a questionnaire, interview, and document analysis. Both qualitative and quantitative data analysis method were employed in order to reach to the results. Data obtained through questionnaire were analyzed and summarized using Statistical Package for the Social Science (SPSS Version 23.0) software analysis. Statistical tools such as; frequency count, Percentage, mean and standard deviation, were calculated. Thus, statistics were entered into Thus, findings of the study indicate that the school leaders need to be independent and free to make decisions with guidelines of leadership; assignment of school leader based on talent, knowledge qualities or the know how needed ,the school leaders should be valuable at the top level of management by successful chief executive. Thus, the concerned bodies should assign school leaders with attributes such as decisiveness, assertiveness, integrity, enthusiasm, imagination, willingness to work hard, analytical ability, understanding others , abilities to create opportunities for good governance and handling diversity and practical implementation of secularism, ability to meet unpleasant situations, ability to adopt to quickly to change and willingness to task risks, the school leaders need to be educated enough to gather, synthesize and interpret large amount of information and need to be able to create vision ,mission, solve problem and make objective or rational decision based on fact and reasoning, the school leaders should be those who have deep knowledge and be able to make well-informed decisions and able to understand the implications of the decisions and extraversions; Finally, the government and the academic institute should design policy or curriculum and criteria of selecting trainee leaders which enable the school leaders be equipped with the necessary and successful school leadership quality.

CHAPTER ONE

1. INTRODUCTION

This section consists of the background of the study, statement of the problem, theoretical or conceptual framework of the study, objectives of the study, significance of the study, delimitation of the study, definition of basic terms and organization of the study.

1.1. Background of the Study

Education is described by Kirk and Gallagher (1983:34) as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture. Thus, education has a definite role to play in the development of people and countries. Education plays a significant role in the development of people because people are the wealth of any nation. Therefore, people are viewed as a focus for development. It plays a vital role in the development of the country because education is the source of growth of any country. This may be one of the reasons why United Nations Educational Scientific and Cultural Organization declared education as a vehicle for and indicator of development (UNESCO) (2001:9). Effective school leadership has become a dominant theme in contemporary educational reforms. The reforms initiated by the Federal Ministry of Education (MoE) have placed leaders of educational institutions at all levels in a highly visible leadership role. Despite this national charge given to institutional leaders their leadership and management capacities at institutional level still remain weak (MoE, 2010). The application of science, technology and innovation as the major instruments to create wealth has now taken its place as the foundation for achieving the long-term vision of transforming Ethiopia into a middle-income country. Progressively, greater shares of economic production will come from industry and manufacturing with consequent demands for middle- and higher-level skilled manpower. Achieving this vision will also require further expansion of access to high-quality basic education and special efforts to improve the overall literacy and numeracy level of the population. It demands that human resource development be strengthened by training competent and innovative people and demands that regular adjustments to education and training are made so that human development investments focus on equipping a workforce that can meet the various productive sectors' needs (ESDP V. 2015/16 - 2019/20). Schools are basically consisted of people: community, students, teachers and support staff and administrators. Although all these people have their own objectives to attain by being in school, the core task of school is teaching and learning. Thus, the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effects on students' academic and overall achievement (Phillips, 2011).

In their study of “How leaders influence students learning”, the authors (Leithwood, Louis, Anderson, & Wahlstrom, 2004), asserted that leadership is the second most important school-based factor in children's academic achievement. There is increasing evidence that within each individual school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. School principals in any country including Ethiopia are required to maintain a healthy school environment which is critical to the success of students’ learning in schools. A healthy school environment includes: safeguarding the rights of students, faculty and staff, and maintaining a safe working environment and a healthy atmosphere. They are also expected to include methods conducive to creating a setting and atmosphere that is physically, mentally and psychologically supportive (MoE, 2013). Principals are required to provide direction for the school and ensure that teachers’ appraisals give teachers the tools with which they can be effective teachers. Principals can fulfill these responsibilities in part by using student performance and evaluation results to develop education goals and programmes’ and by working on a professional development plan for the school. The former is about establishing the school’s focus and aligning its programme with those goals; the latter is concerned with ensuring that the school’s staff has the capacity to reach the goals by implementing the school’s programmes’(OECD, 2014). School principals are confronted with a variety of issues as they provide leadership and organization to their schools. Evidence is growing that successful school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational practice (James Tobin, 2014).

In relation to the Zone in which this study was conducted, the practices showed that there were some attempts to involve the various practitioners in leadership activity and practicing school leadership at preparatory levels. At regional level, as the information obtained from the regional education bureau, many principals were sent to higher education to attend their leadership trainings at in-service program. Special training was also provided to leaders and other stakeholders in relation to instructional leadership in combination with (MOE, 2013) experts while introducing GEQIP and its implementation. However, the changes observed and the results obtained in schools were very low. Since it is one component of the region, the trained in North Shoa Zone is quite similar with the other Zones in the region. The problem of effectively implementing school leadership is still one of the several challenges in the zone. The purpose of this study, therefore, is to identify those school practices and challenges of school leadership in preparatory schools of North Shoa Zone.

1.2. Statement of the Problem

School leadership is one of the most complex processes that help influence people to achieve common goals. To be an effective leader, school principals need to have a better knowledge and the required skills of more than one leadership theory to serve their customers effectively and efficiently (Tadesse , 2013). School principals are facing tremendous pressures from both inside and outside the school building to increase teacher accountability while maintaining a positive school climate. Principal's characteristics and their professional leadership practices may positively impact a school's climate; however, the balance between personal characteristics and professional leadership practices has yet to be determined (Hansen, 2016).

Effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing working the classroom and to raising the standards achieved by students(Nottingham, 2001). It is, therefore, necessary to look seriously into the challenges faced by preparatory school head teachers in leadership and management of human resources. Human resources are the major key players in the achievements of the educational goals in the school. This study tries to establish school leadership challenges and practices that head teachers face in recruitment, induction, development, motivating teachers and support staff and also to determine the coping strategies employed in dealing with the challenges the head teachers face in North Shoa Zone of Oromia regional state.

In North Shoa Zone of Oromia regional state, management challenges for directors of preparatory schools have been difficult and challenging issues. Having this in mind, there have been few investigations into the changing nature of the role of head teachers, which focus on the management and leadership of Preparatory schools. The appointment of school leaders is conducted depending on experience of the teacher that is the more the number of years one has taught the higher the chance of promotion to become school director at each level of Preparatory schools. However, the newly appointed heads usually assume their roles in the office without having undergone formal

training to prepare them for their new roles. Normally, school directors are expected to oversee the organization of departments and the allocation of resources within the units in the school, facilitate professional development and in-service training of human resource, as well as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. Lack of confidence in their work especially in recruitment, induction, development and motivation of human resource in their schools are some of the common challenges experienced by school directors. These challenges clearly indicate that on appointment, head teachers need formal training to ensure effective administration and management of human resource of preparatory schools of North Shoa Zone. Thus, this study attempted to examine how principals of North Shoa preparatory schools perform their leadership practices, and the challenges they face in discharging their responsibilities as principals, and how do their accounts relate to common leadership dimensions and conceptualizing effective school leadership.

1.3. Research Questions

School leadership is second only to teaching among school-related factors in its impact on student learning, according to research. Moreover, principals strongly shape the conditions for high-quality teaching and are the prime factor in determining whether teachers stay in high-needs schools. High-quality principals, therefore, are vital to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life (www.wallacefoundation.org). To the best of my knowledge, skill and experience, it is essential to examine the degree of the problems and the challenges prevalent in the schools. This by itself initiates the researcher to undertake this study in order to identify the major challenges in the implementation of school leadership and recommend some remedies that could better address the problems. In the process of the study the researcher had attempt to answer the following basic research questions:

1. What are the leadership practices in the preparatory schools of North Shoa Zone of Oromia regional state?
2. What are the major challenges that faced the school leadership practices in North Shoa Zone of Oromia regional state?
3. What strategies do the school leaders use in various school leadership models wisely in their respective school?

1.4. Objectives of the Study

This research work has the following general and specific objectives. These are mentioned here below:

1.4.1. General objective of the study

The main objective of this study is to identify the current practices and challenges of school leadership and its implementation in the preparatory schools of North Shoa Zone of Oromia regional state.

1.4.2. Specific objectives of the study

The research seeks:

1. to identify the major school leadership practices in the North Shoa Zone Preparatory schools,
2. to examine the major school leadership challenges in the North Shoa preparatory schools,
3. to identify the major school leadership models those are practice and apply in the schools.

1.5. Significance of the Study

The final results of the study was help to create awareness among Preparatory schools leaders by indicating what sort of school leadership competences they lack while they manage their schools and how they should fill these gaps in order to bring changes in their respective Preparatory schools. Thus, the writer hopefully believes that the findings of this study report and recommendations were held and the following major significances:

1. It would help to create awareness and new thinking on the part of the school leaders about the various roles of school leaders and the challenges they will face in the areas of schooling.
2. It would also serve as information source for educational officials at different levels of the education hierarchy to identify the gaps existed in relation to the school leadership and addresses the problems in the future.
3. It also give essential information to the schools about how do they practice school leadership roles and enable them to take corrective actions for the major challenges they faced.
4. It serve as fertile ground for those who want to carry out in-depth research on the topic in the study area.

1.6. Scope of the Study

Even if school leadership challenges and practices a problem that requires studying, situations like material, financial, time and geographical area constraints forced the researcher to delimit the scope of the study in terms of time and geographical area. As the result, the study was conducted on North Shoa Zone Preparatory schools. There are 14 woredas and 14 Preparatory schools in the Zone. To make the study manageable the study was confined to 6 Woredas from exist 14 Woredas by simple random sampling and the researcher select 6 Preparatory schools from the sample Woredas of the zone through availability sampling techniques. The population of the study according to North Shoa Zone Educational Buru data source will be 342 teachers, 14 principals and 14 supervisors. The researcher cannot take all Preparatory schools of the zone as sample because of the time, resource and finance constraints, 184 teachers, 12 principals and 6 supervisors will be taken as sample of the study. Thus, subjects of study school leadership challenges and practices were school teachers, principals and supervisors.

1.7. Definitions of basic terms

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims (<https://en.wikipedia.org/wiki/>).

Transformational leadership: is concerned with the commitment of colleagues, leading change, improving performance.

Transactional Leadership: is a form of leadership that promotes the idea that employees are in subjection to their superiors. It also operates under the rule of reward and punishment (Lahti, 2013).

Moral leadership: emphasizes the importance of values, vision and ethical leadership and social capital.

Contingency leadership: highlights how leaders respond to the particular organizational circumstances and challenges they face and encounter over time.

1.8. Organization of the Study

The study were presented in five chapters: Chapter one is the introduction of the problem which covers; the background of the study, statement of the problem, the objectives of the study, significance of the study, scope of the study and organization of the study. Chapter two highlights the relevant literatures on the subject matter, while research design and methodology are presented in chapter three. In chapter four, the data collected are presented with in- depth analysis, as well as discussion of findings was presented. Chapter five highlights the main findings, formulates conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This literature review forms the starting point by reviewing relevant literature to guide the scope of my study within the context of what has been found about school leadership. It starts with: the concepts of leadership, the importance of school leadership for education quality, models of leadership that promote successful schooling, roles and responsibilities of school leaders, effective school leadership for school change and the major school leadership challenges faced by school principals.

2.1 The Concept of Leadership

Leadership may be viewed as a process whereby an individual (or group of individuals) influences a group of individuals to achieve a common goal. Thus, school leadership may be viewed as a process whereby school leaders influence teachers, other professionals, and students to achieve the goals of the schools (Brussels, 2012).

Excellent leadership is key to creating excellent schools. Research has proved that in excellent schools we are likely to find an excellent principal. These principals lead by influencing others to achieve set goals and visions. As leaders, principals support teachers and help students succeed (Leithwood and Riehl, 2003) advance five major claims about successful leadership: Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction. Currently, administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist. A core set of leadership practices form the basis of successful leadership and are valued almost in all educational contexts. Successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work.

Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students. Research on the subject of leadership has increased and has focused on analysis of the leader as a person and on leadership functions and tasks. Furthermore, it has been

stressed in studies that school leadership can be the solution to many problems arising in schools (Bolívar *et al.*, 2013).

It is a complex concept, which cannot be understood or applied in a single way and which is defined in terms of a demanding set of functions that include financial administration, human resources management and leadership for learning (Pont *et al.* 2008). School leadership is basically underpinned by two conceptual features (Spillane *et al.*, 2010). The first concerns the individual's personality, style and ability; the second links leadership to forms of organization and, to a smaller extent, to individual practices. School leadership has historically been connected with the role and functions of school-management teams (Schleicher, 2012). During the last decade, however, it has been stressed both in reports by international organizations and in academic works that leadership involves a common culture of expectations, in which everyone is accountable for individual contributions to the collective outcome (Leithwood and Louis, 2011). Principals are usually overburdened administratively, have no time for more educational tasks and take little part in decision-making. The main difficulty encountered in consolidating effective school leadership is related to the increase in and concomitant higher complexity of, principals' tasks and activities in the 2000s. Owing to external demands, moreover, the function has become fragmented in many cases (Mulford, 2003). In regard to that growth in complexity, Elmore (2008) has pointed out that principals' main function should be to drive organizational learning in schools. Day *et al* (2009) drew the same conclusion when they wrote that organizational learning is the means of ensuring effective leadership and quality learning in schools.

Effective leadership has been a major area of concern in many educational reforms in the 2000s as can be seen from reports by (Mourshed *et al.*, 2010), Barber and Mourshed (2007) and others. In those studies, countries' education systems were considered in terms of their academic performance in PISA1 and TIMSS tests. One major finding in those reports was that educational institutions had improved their pupil's educational achievement owing to strong school leadership by their principals. To cope with the ever growing number of tasks, support mechanisms such as mentoring and coaching by management teams were promoted in some educational reforms in the 2000s (Davidson and Jensen, 2009). Such policies have been implemented in South Africa, France, United Kingdom and Singapore, where retired principals take part in providing such support to their colleagues (Bush, 2008).

Other challenges arising from the diversity of education systems in the 2000s are the levels of independence and decentralization and their relation to school leadership. Many countries promoted

greater school independence in the last few years, and that has affected school leaders' functions and responsibilities. Greater independence and accountability requirements have transformed leadership within schools. Accordingly, many OECD countries have placed emphasis on decentralization, school independence, parental and community control, shared decision-making, results-based assessment and school selection. Apparently, independence and accountability are means of meeting local needs more effectively, but such changes affect school leaders' functions and responsibilities (Pont *et al.*, 2008).

Today's school administrators are confronted, on a daily basis, with a variety of issues from how to implement the new Common Core State Standards (CCSS), to handling irate parents, to supporting overwhelmed teachers. How they react to these issues, to a great extent, determines their success or failure as school administrators. Building principals are charged with being the instructional and visionary leaders that every community wants and with successfully managing the day-to-day happenings that occur in every school (JamesTobin, 2014).

Successful education leaders serve their schools by building a culture that supports change. They cultivate a broad-based vision of what "student success" looks like: typically that all graduates will complete an academically rigorous and life-relevant instructional program (Bill Daggett, Ed.D.2014) . Making change in schools is essential, but is also fraught with challenges. Any ambitious new initiative is bound to have supporters, detractors, and obstacles to seamless rollout (Ibid.2014).

2.2 The importance of school Leadership for education quality

School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement (w [www.education development trust.com](http://www.educationdevelopmenttrust.com) successful school leadership).

There is consensus among scholars that the importance of effective leadership cannot be over emphasized. Sashkin and Sashkin (2003:8) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Schermerhorn et al. (2000:287) maintain that

leadership is the heart of any organization because it determines the success or failure of the organization. Thus the study of leadership in organizations is closely tied to the analysis of organizations' efficiency and effectiveness and pupils. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school. Thus, it may be argued that an. In an organization such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings as reported by (Soukamneuth, 2004:15-17) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance. The head teachers in the schools studied were able to prevent disruptive behavior by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the head teacher as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behavior and attitude. The findings of Quinn's (2002:460-461) study on the relationship between head teachers' leadership behavior and instructional practices supports the notion that leadership impacts instruction. His findings indicate that head teachers' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils. Similarly, Waters, Marzona and McNulty's (2004:50) research findings indicate that head teachers' effective leadership can significantly boost pupil's achievement.

Apart from the fact that the head teacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on pupils' achievement and the implication for staff and pupils. In effect, the head teacher is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head teacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals. It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001:70-72), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school. Likewise, Finn (2002:1) maintains that the most important thing to an organization is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:2) upholds that the head teacher is the answer to a

school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

Accordingly, it implies that the main job of the head teacher is to create an atmosphere that fosters productivity, effective teaching and learning. Therefore, the type of climate that exists in a school could be used as a yardstick to measure the head teacher's effectiveness. (Cunningham and Cordeiro 2000:137) and Tirozzi, 2001: 438) assert that the head teacher is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize the resources for continuous improvement in organizational performance. By implication, if the head teacher is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the head teachers in North Shoa Zone of Preparatory schools carry out their duties such that a positive climate is promoted to improve productivity. In view of the afore-stated views, in the context of this project, leadership will be perceived as the ability of the head teacher to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organizational performance and enhance individual development school leadership is an integral part of this study therefore various perspectives on leadership will be discussed.

2.3 Models of Leadership that Promote Successful Schools

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 (Louis et al. 2010). The above statement i. e statement by Louis a large-scale research which focused upon 'Learning from Leadership: Investigating the Links to Improved Student Learning', provides further confirmation of the research findings reported throughout this review that leadership particularly that of the head teacher, counts. Indeed, (Louis et al. 2010) of their study claim that they did not find one case of a school which was improving its student achievement 'in the absence of talented leadership'. The above study cites a review of leadership theory which identified 21 leadership approaches each preceded by a different adjective: for example, 'constructivist leadership' (Lambert et al. (eds.) (1995) 'change leadership' (Wagner et al., 2006)) , 'learning leadership' (Reeves, 2006)) ; 'democratic leadership' (Møller et al., 2007) and even 'teacher leadership' (York-Barr & Duke , 2004).

2.3.1 Transformational Leadership

This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organization; developing staff and curriculum; and involvement with the external community much of what has been discovered about such leadership in this body of research reinforces the validity of four core sets of leadership practices (Burns, 1978; Bass, 1985). Its major feature includes the following:

A. Building vision and setting directions

This category of practices carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals and demonstrating high performance expectations (Hallinger & Heck, 2002). These specific practices reflect, but also add to, three functions of managerial taxonomy (Yukl, 1989) derived from non-educational organizations: motivating and inspiring, clarifying roles and objectives, and planning and organizing. Direction-setting practices of principals significantly influence teachers' stress, individual sense of efficacy and organizational commitment. One of these practices, helping the staff develop and inspiring a shared sense of purpose, enhances teachers' work, whereas holding (and expressing) unreasonable expectations has quite negative effects.

B. Understanding and developing people

While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organizational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors (Bass & Avolio, 1994).

C. Redesigning the organization

The specific practices included in this category are concerned with establishing work conditions which, for example, allow teachers to make the most of their motivations, commitments and capacities. School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions (Leithwood, 2006). Specific practices are building collaborative cultures, restructuring and reculturing the organization, building productive relations with parents and the community, and connecting the school with its wider environment (Louis & Kruse, 1998).

D. Managing the teaching and learning programme

The specific practices included in this category aim to create productive working conditions for teachers, in this case by fostering organizational stability and strengthening the school's infrastructure. Specific practices are staffing the teaching programmes, providing teaching support, school activity, and buffering staff against distractions from their work (Duke, 2004).

2.3.2 Pedagogical/ Instructional Leadership

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. It sees the leader's prime focus as responsible for promoting better outcomes for students, emphasizing the importance of teaching and learning and enhancing their quality (Robinson, Hohepa & Lloyd, 2009). The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes (Ibid, 2009). Without an understanding of the knowledge necessary for teachers to teach well – content knowledge, general pedagogical knowledge, content specific pedagogical knowledge, curricular knowledge and knowledge of learners – school leaders will be unable to perform essential school improvement functions such as monitoring instruction and supporting teacher development (Spillane & Louis, 2002).

2.3.3 Distributed Leadership

Scholars such as (Spillane, 2005) argue that leadership involves multiple people rather than individual attributes. (Ibid, 2005) defines distributed leadership as the interaction between a leader, people and their situation. Spillane further states that the model involves multiple of people in the organization, some in formal leadership positions while others are not. In the author's view, leadership is not something done to followers, but the interaction between them that is critical to leadership practice. Spillane's view is supported by (Fullan, 2010 p. 156,) when he says that effective leaders share and develop leadership among teachers.

2.3.4 Transactional Leadership

Leadership style is adopted as a means of achieving organizational goals (Blasé and Anderson, 1995). Transformational leaders advocate moving the organization towards changing the status quo. They are relationship-oriented towards change, and concerned with the end product. On the other hand, transactional leaders advocate maintaining the status quo. Transactional leaders view themselves as public servants who are supposed to maintain and improve selected aspects that may need urgent improvement. They are largely oriented towards exchange relationships between

leaders and followers, and their major concern is loyalty and productivity to the organization (Harris et al, 2003) view transformational leaders as culture builders.

2.3.5 Sustainable Leadership

Sustainable educational leaders promote and practice sustained learning ...sustain others as they pursue this cause together ... sustain themselves, attending to their own renewal and not sacrificing themselves too much as they serve their community [and] stay the course, stay together, stay around, and stay alive. (Hargreaves & Fink, 2006, p. 272)

2.3.6 Moral leadership

Leithwood et al.'s (1999) seminal study is 'moral leadership, which is described as the critical focus on values and ethics. Moral leadership assumes that the critical focus of leadership ought to be on the values and ethics of leaders themselves and their authority and influence are derived from conceptions of what is 'right' or 'good' (Leithwood et al., 1999:11). (Sergiovanni 2001:10) says that 'excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics' and argues for both moral and managerial leadership.

2.3.7 Contingent leadership

Leithwood et al. (1999, 15) contingent leadership, which pays attention to how leaders respond to their unique organizational circumstances or problems they encounter. The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a 'one size fits all' stance.

2.4 LEADERSHIP IN PRACTICE

Schools are complex environments where a number of planned and unanticipated situations occur every day. The complexity of these situations emanate mainly from moral issues, interpersonal relations, instructional and managerial demands and conformity to social and political pressures dictated by the local communities served by the schools (Lucas & Valentine, 2002:2). School leaders take on their roles because they want to make a difference to children's and young person's lives and learning. Leadership is not an end in itself, rather, it is a means to enabling children and young people to learn achieve and develop (Bill Mulford, 2008). Some of the practices of school leadership are discussed here below:

2.4.1 School Leaders sets goals and targets that accelerate the learning of students those are at risk of underachievement

Successful schools are keenly aware of the need to achieve both equity and excellence. Effective educational leaders pursue equitable outcomes. Effective school change leaders establish and develop specific and measurable goals so that progress towards equity and excellence can be shown, monitored and acted on. Goal setting works by acknowledging the discrepancy between what is currently happening and some desired future state. Goals focus attention and lead to persistent and unrelenting effort. (TeTari Arotake Mataurango, 2016).

2.4.2 Involves in designing, evaluating and coordinating the curriculum and Teaching

Leaders in high-performing schools are involved in planning, coordinating and evaluating the curriculum and teaching. The varying degrees of leadership involvement in the curriculum, the importance of a coherent and responsive curriculum, and taking the time to review and adapt it (Ibid, 2016).

2.4.3 School Leaders help improve employees' performance

As cited by (UmiatiJawas, 2014), the main task for school leaders is to help improve employees' performance. Since the performance is influenced by employees' beliefs, values, motivations, skills and knowledge and their working conditions, school leaders will embrace practices helpful in dealing with factors influencing performance (Leithwood, et al., 2008). Examining research evidence on leadership qualities and practices in schools, Leithwood and others categories four basic practices of school leadership. The first practice is building vision and setting directions. It is basically about creating shared purpose to stimulate work performance. The basic practices that successful leaders commonly do are building a shared vision, fostering the acceptance of group

goals and demonstrating high-performance expectations. The second practice is understanding and developing people. The objective of this practice is not only to improve teachers' knowledge and skills required for accomplishing organizational goals, but also to build their characters in terms of commitment, capacity and flexibility to actualize the improved knowledge and skills. The basic practices that successful leaders generally do are providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors. The third practice is redesigning the organization. This is particularly concerned with providing working conditions that allow teachers to make the most of their motivations, commitments and capacities. Teachers' beliefs about and responses to their working conditions have shown significant variations in school leadership practices. The basic practices that successful leaders usually do are building collaborative cultures, restructuring and re-culturing the organization, building productive relations with parents and the community, and connecting the school to its wider environment. The fourth practice is managing teaching and learning programs. This aims at creating productive working conditions for teachers, fostering organizational stability and strengthening school infrastructure. The basic practices that successful leaders do are staffing the teaching program, providing teaching support, monitoring school activity and protecting staff against distractions from their work.

2.4.4 Principals are create a culture of learning in the school compounds

The significance of the leadership role of principals at schools has attracted the attention of a number of writers in the field of educational leadership and management (Motlalepula Azeal Mokoqo, 2013). Stressing on this, (Ibid, 2013) put the following practices that principals can adopt in their endeavor to create a culture conducive to effective learning by citing the work of (Karakose, 2008:571;Southworth,2002:77):articulating and advocating for a shared vision, motivating students, staff and parents; and Utilizing human and material resources.

The successful implementation of the leadership aspects mentioned above requires the principal to win the support of teachers. Principals must be prepared to devote a lot of their time to assist and demonstrate desirable values and norms, which ultimately have an impact on the culture of the school. According to (Bush, 2003:16), the strategies adopted for instructional leadership comprise the following: the process of articulating the school mission, supervising the teaching and learning process, monitoring the academic progress of learners and creating an inviting environment for learning.

2.4. 5. Developing People

Evidence collected in both school and non school organizations about the contribution of this set of practices to leaders' effects is substantial. 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, as well as the organizational context within which people work (Kenneth Leithwood, and etal ,2004).

2.4. 6 Developing and implementing strategic and school-improvement plans

When schools are required to have school-improvement plans, as in most school districts now, school leaders need to master skills associated with productive planning and the implementation of such plans. Virtually all district leaders need to be proficient in large-scale strategic-planning processes(Ibid 2004).

The principal is responsible for the quality of the education provided in the school and must ensure effective school improvement processes are in place.

The role of the principal is to, establish a school improvement committee ,oversee the school improvement process, establish school targets, oversee the development and annual review of the school plan, liaise with central office staff to ensure school and system alignment, report regularly to, and consult with, the school board, report regularly to the school director on development and progress of the school plan and levels of student performance, approve all forms of school reporting, ensure that appropriate evidence is retained and made available for the external validation process (Andrew Barr MLA , 2009).

2.4. 7 Creating Safe and Structured School Environment

Research shows that school can be a stabilizing force for young people, both emotionally and academically, particularly when they are experiencing transition or crisis. Effective school leader have a duty to create good school environment. Supporting this idea: School environment refers to the social, academic and emotional contexts of a school the "personality" of the learning context and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies to instructional quality to student and teacher morale. A positive school environment creates an optimal setting for teaching and learning (2005, and available at www.jhsph.edu/mc) .

2.5 .Effective School Leadership for School Change

The role of manager is essential for the school principal and is probably the most important aspect of school leadership. (Katz and Kahn ,1966) in their classic text on organizational behavior, divide management skills into three major categories: technical - derived from sound management techniques; human - derived from harnessing available social and interpersonal resources; conceptual - derived from expert knowledge about matters of education and schooling. (Sergiovanni ,1991) added two other areas of management for school administrators: symbolic - derived from focusing the attention of others on matters of importance to the school, cultural - derived from building a unique school culture. (Fullan and Stieglebauer ,1991) add a sixth dimension of school management—the principal as a change agent and facilitator. In all six areas of leadership, the principal attempts to organize the school's mission or goals by (1) building collegiality among teachers, (2) forging partnerships with the parents, community residents, and community institutions, and (3) manipulating symbols, resources, and rewards toward common goals (Blake & Pfeiffer, 1993). Principals worked together with a supportive base of parents, teachers and community members to mobilize initiative. Their efforts broadly focused along two major dimensions: first, reaching out to parents and community to strengthen the ties between local school professionals and the clientele they are to serve; and second, working to expand the professional capacities of individual teachers, to promote the formation of a coherent professional community, and to direct resources toward enhancing the quality of instruction. (Fullan, 2001, p. 142) Collaboration is a key characteristic of school change and school success. Successful principals empower staff through collaboration and shared leadership.

In addition to restating the value of strong school leadership, they emphasized that effective site leadership is an integral part of how schools conducted business.(Bolman and Deal,1984) assert that leaders view their world through a framework of preconditioned lenses and filters. This framework shapes how situations are defined and determines what actions are taken. However, correct diagnosis of a given situation is the critical step in determining the appropriate response from the leader. "A faulty diagnosis will rarely produce an effective response, and misreading a situation can undermine even a leader of exceptional stature and skill (Bolman & Deal, 1991, p.1). (Bolman and Deal,1984) developed four frames that portray the way leaders think and act in response to everyday issues ;the human resource frame focuses attention on human needs, the structural frame focuses on organizational goals and efficiency, the political frame emphasizes competition for scarce resources and the symbolic frame focuses on imagery, symbols and culture.

Bolman and Deal's research indicates that leaders rarely use more than two frames. They determined that leaders most often used the human resource frame while the least used frame was the symbolic. Research found a relatively consistent view of leaders' self-perception of orientation and subordinates' views of that orientation (Bolman & Deal, 1977).

2.6 The Major School Leadership Challenges Face by Principals

As a number of studies indicate a multiplicity of obstacles in the process of school leadership and schooling are exists. Supporting this idea (Snipes, Doolittle and Herlihy,2002), for example, identified seven challenges facing school Principals that had significantly improved the learning of their students: unsatisfactory academic achievement, especially for minority and low income students, district histories of internal political conflict, factionalism, and a lack of focus on student achievement, schools staffed with a high proportion of inexperienced teachers compounded by frequent turnover and difficult working conditions, leading to disparity in the capacities of teaching staffs in schools serving different student populations, low expectations and a lack of demanding curricula for lower income and minority students on the part of school personnel lack of program and instructional coherence within and across schools, contributing to fragmentation of district support and weak alignment with state standards, high student mobility with consequent challenges for continuity in student learning, unsatisfactory business operations, including difficulty for teachers and administrators getting the basic necessities to operate schools and classrooms, and traditions of promotion based more on seniority and politics than on evidence of skill and commitment to system efforts to improving education quality. Many of the basic challenges described by Snipes and company are reported in other case study investigations of district-wide improvement initiatives (Massell and Goertz, 2002). (Togneri and Anderson, 2003) identified several other major systemic challenges that had to be overcome through the process of change over time, including: the capacity of many principals appointed under pre-reform regimes to carry out new expectations for instructional leadership in high accountability contexts; how to finance the reform efforts (e.g., reconfiguring existing organizational structures and budgets, granting policy waivers, doing away with programs peripheral to the district reform priorities, raising funds through local bond elections and community contributions, competing for government and foundation grants);traditional organizational structures, policies and professional norms that created obstacles to restructuring of working conditions and support systems.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This section of the study describes research design, description of the study area, research methodology, sources of data, instruments of data collection, population, samples and sampling techniques, method of data collection, method of data analysis and ethical considerations.

3.1. Description of the Study Area

This study was conducted in Oromia Regional State North Shoa Zone. According to the Cultural and Tourism Office of the Zone, there are 14 woredas, Geographical area of the zone is divided into highland, Sub lowland and lowland. The climatic condition of North Shoa zone is sub tropical and tropical. According to the statistical data in 2007, the population of the zone is 1,431,305, of whom 717,552 are men and 713,753 are women. The socio-economic background of the zone is mostly based on agriculture. The major types of crops produced are cereals. The languages used in the zone are mostly 'Afaan Oromo' and also 'Amharic' in few towns and rural areas'. According to the evidence from North Shoa Zone education office, one college and one University, fourteen preparatory and thirty eight secondary schools are found in the zone.

3.2. The Research Design

That researcher used descriptive survey design. Descriptive survey design was employed in this study on the ground that it is found to be helpful to obtain reliable and relevant information (Leedy and Ormord, 2005). Descriptive survey design was focus on organizing, recording, analyzing and interpreting data gathered from respondents. The study employs both quantitative and qualitative data collection and analysis. The Qualitative data was used for the necessity of the topic that need detail investigation of facts and opinion. It helps to collect and analyze data for the generalization of the results and to put solution for the problem.

3.3. Reliability statistics

Table 1: Reliability statistics

Cronbach's alpha	No of items
0.927	32

Table 1 Deals with reliability statistics. To test the reliability cronbach's alpha coefficient was employed. Cronbach alpha coefficient ranges between 0 and 1. If the coefficient is above 0.70 it implies that the data has strong reliability.

3.4. Sources of Data

For this study, both primary and secondary sources of data were employed to get necessary information needed for the research.

3.4.1. Primary sources of data

Primary data sources were gathered through questionnaires from preparatory school supervisors and teachers and, interview was held with the school principals.

3.4.2. Secondary Sources of data

Secondary data sources were relevant school documents like the school different annual plans and guidelines.

3.5. Population, Sample size and Sampling Technique

The study had been designed to assess those practices and challenges of school leadership of Preparatory schools in the North Shoa zone. According to North Shoa Zone education office statistical data, currently there are 14 woredas in the zone with 14 preparatory schools. Since it is difficult to cover all areas of the study and manage it properly 6 Woredas were selected from 14 woredas by simple random sampling technique. There are six preparatory schools in 6 woredas that were selected by simple random sampling technique. The population of the study were 12 principals, 6 supervisors and 342 teachers, in North Shoa preparatory schools. The researcher cannot take all preparatory schools of the zone as sample because of the time, resource and finance constraints. So, 12 principals, 6 supervisors and 184 teachers were taken as sample of the study. Sample size determination were calculated using the formula $n = \frac{N}{1 + N(e^2)}$, (Yemane, 1967) where N = population, e = error by taking 95% confidential level. Teachers population 342, e = 0.05, sample size n = 184 which is 69% of teachers population. 12 principals, 6 supervisors and 184 teachers had been taken (100%) by availability sampling and by stratified simple random techniques by dividing the population in to strata namely, gender and service.

Table 2: Population, Sample and Sampling Techniques

Preparatory schools	Respondents								
	Principals			Supervisor			Teachers		
	P	S	%	P	S	%	P	S	%
Gohatsion	2	2	100	1	1	100	40	28	69
Gerbagurach	3	3	100	1	1	100	47	27	69
Degam	2	2	100	1	1	100	31	6	69
Fitche	2	2	100	1	1	100	37	19	69
DebraTsige	1	1	100	1	1	100	37	17	69
Muketuri	2	2	100	1	1	100	27	19	69
Total	12	12	100	6	6	100	342	184	69
Sampling technique	Purposive Sampling			Purposive Sampling			Simple Random Sampling		

Note that: P = Population, S = Sample and % = percent of sample selected in table 1

3.6. Instruments for Data Collection

In order to get first hand information for this study, three basic instruments were used. These were questionnaire, interview question and document review.

3.6.1. Questionnaire

The questionnaire was prepared in English language for principals, supervisors and teachers. And were both closed and open-ended items and it contains Likert scale types. The questions in the questionnaire had been divided into three sections. The first section requires the participants to give biographical information, the second section of questions based on the five point Likert scale responses and the third section consists of open-ended type of items to collect data. The questionnaires were prepared for 6 supervisors having 23 close-ended questions and for 184 teachers 30 close-ended questions and 3 open-ended questions were prepared, in North Shoa preparatory schools of sampling areas.

The researcher had prepared a set of questionnaire similar but different in form for the aforementioned respondents. The questionnaire first prepared and then approved by the advisor before it had been administered. Next to this, pilot test were conducted to check validity and reliability of the questionnaires. For this purpose, Yayaagulale Preparatory school which is not included in the sample schools were purposively selected as it is nearest to the researchers' work place. The questionnaires were distributed to 1 Supervisors and 10 teachers' member for pilot test. Based upon (Cohen *et al.*, 2005) criteria for accepting the given instrument as reliable, the reliability coefficient should be greater or equal to 0.7. Once the questionnaires returned, based on the pilot test the questionnaires had been modified and restructured for final study. Then, the questionnaires were distributed for 1 Supervisor and 10 teachers members. The questionnaires were administered by the researcher, a principal and assistants that were assigned by the researcher at each school under study. The questionnaires focused on the Practices and Challenges of School Leadership in North Shoa Zone preparatory schools of Oromia Regional State.

3.6.2. Interviews

The purpose of interviewing is to find out what is in or on someone else's mind (Patton, 1990). Accordingly, the researcher himself prepared structured types of interview for the school principals using English language since they can easily understand. Therefore, 5 (five) items were designed in the interview and interviewees provide responses for 3 minutes for each individual questions. Because of time constraints assistance were assigned in the areas where the research was conducted. Thus, while the response is given that assistance take that information manually. Then finally, data collected systematically by giving attention on the topic that studied.

3.6.3. Document review

In order to find facts in the study area, the researcher reviewed different documents of the sample Preparatory schools, minutes and reports (monthly, quarterly and annual). The document review were focused on school vision and mission, different annual plans measurable tasks give for the school communities and those internal and external challenges in the preparation of school annual plans. The documents were reviewed manually. This helped the researcher to make a crosscheck against the collected data.

3.7. Procedures of Data Collection

Data gathering tool were designed on the basis of related literature. The questionnaires and document were developed in line with the basic question of the study. The researcher conducted preliminary test of data collecting tools and eliminates problems to make corrective adjustment before data collection. Before administering the questionnaire, pilot test were made at Yayagulale preparatory School. To test the reliability cronbach's alpha coefficient index result was employed and the result is validity and reliability. The samples of the study were 12 principals, 6 supervisors and 184 teachers, in North Shoa Preparatory school. The data were collected from the respondents through questionnaires and interview one after the other. Generally, the times for collecting data were decided through mutual discussions between the researcher and the respondents. Reliability statistics result is given as follow.

3.8. Techniques of Data Analysis

Both qualitative and quantitative data analysis methods were used in the study. To assess the existing Practices and Challenges of School leadership in the North Shoa Zone preparatory, descriptive statistics were used. Percentage and frequency counts were used to determine those challenges and practices Leadership of the aforementioned schools. On the other hand, qualitative data, which has been collected through interview and document review, had been analyzed qualitatively by the use of narrative analysis. (Myers, 2008) states that narrative analysis is an in-depth approach to analyze qualitative data. For more advanced statistical operations and decision making, data were inserted into modern Statistical Package for Social science Software or SPSS (version 23) program and further analysis were done.

3.9. Ethical Considerations

To conduct this research support letter from the Department of Educational Planning and Management has been written from the university. After receiving this letter from the department, the researcher moved to the study area and contacted preparatory principals, supervisors and teachers to get their consent and to arrange their convenient time to fill in the questionnaire. In general, the respondents were informed about the purpose of the research to obtain expected data used for purpose of research.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this study was assessment of practice and challenges of school leadership. In order to undertake this study 184 questionnaire were distributed to teachers respondents and 6 questionnaire also distributed to supervisors and the result presented as follow:

4.1. Socio demographic characteristics of teacher respondents

The socio demographic characteristics of respondents which were included sex, age, level of education/qualification, area of specialization or field of study, total work experience or service year and service year in current position. Thus, the result given as follows.

Table 1: Socio demographic characteristics of the respondents

No.	Items	Responses	Fre.	%	Mean	SD
1	Sex	Male	170	92.4	1.08	0.27
		Female	14	7.6		
		Total	184	100		
2	Age	20-25	11	60	2.89	0.80
		26-30	37	20.1		
		31-35	98	53.3		
		36-40	38	20.7		
		Total	184	100		
3	Level of educational or qualification.	Diploma	9	4.9	1.08	0.26
		BA/BED/BSC	150	85.9		
		MA/MSc	17	9.2		
		Total	184	100		
4	Area of specialization or field of study.	Subject matter	171	92.9	2.64	0.70
		BA/BED/Bsc degree	13	7.1		
		Total	184	100		
5	Total work experience or service year.	Under 5 years	9	4.9	2.64	0.67
		6-10	52	28.3		
		11-15	94	51.1		
		16-20	9	4.9		
		21 and above	1	0.5		
		Total	134	100		

Table 3 shows that respondents socio demographic characteristics accordingly, the first socio demographic characteristics was sex. Regarding, to this item, 170(92.4%) of the respondents were male, while 14(7.6%) of the respondents were female. From the above information it is possible to conclude that the majority of respondents were male sex category. The second socio demographic characteristic of the respondents was age. Concerning to age, 98(53.3%) of the respondents were in the age category of 31-35 years while 38(20.7%) of the respondents were in the age category of 36-40. Thus, from the above information it is possible to infer that the majority of the respondents were in the age category of 31-35 years.

The third socio demographic characteristics of respondents were level of education qualification. Regarding to educational qualification, 158(85.9%) of the respondents were in the educational level of BA/BED/BSc, while 17(9.2%) of the respondents were in the qualification of MA/MSc degree holders. The fourth socio economic demographic characteristics of the respondents were area of specialization or field of study. Concerning to this socio demographic feature of the respondents, 171(92.9%) of the respondents were specialized in subject matter area, where as the remaining 13(7.1%) of the respondents were specialized BA/BED/BSc degree. The fifth socio demographic characteristics of respondents were total work experience. Focusing to this, 94(51.12%) of the respondents were in the work experience between 11-15 years, while 52(23.3%) of the respondents were have work experience of 6-10 years. From the above information it is possible to conclude that the majority of the respondents have 11-15 years work experience.

4.2. The Response of Teachers on Challenges of School Leadership Effectiveness

To assess the challenges of school leadership effectiveness the hypothetical statements or questions which were assumed to be the challenges of schools that hinder the practices of school leadership and the result are given as follows.

Table 2: Respondents report on the challenges of school Leadership Effectiveness

No.	Items	Respondents	Fre.	%	Mean	SD
1	The intrinsic or internal forces towards taking risks, during the teaching learning processes of leadership.	SD	159	86.46	1.14	0.34
		D	25	13.6		
		UD				
		A				
		SA				
		Total	184	100		
2	Leader gives proper attention toward the accomplishment of teaching-learning program.	SD	159	86.46	1.14	0.034
		D	25	13.6		
		UD				
		A				
		SA				
		Total	184	100		
3	Community participation and involvement in the process of enhancing the school stakeholders for leadership work.	SD	153	83.2	1.27	0.71
		D	20	10.2		
		UD	7	3.8		
		A	1	0.5		
		SA	3	1.6		
		Total	184	100		
4	The responsiveness and accountability for responsibility that is assigned for school leadership.	SD	138	75.0	1.43	1.00
		D	22	12.0		
		UD	13	7.1		
		A	3	1.6		
		SA	8	4.3		
		Total	184	100		

Table 4 deals with respondents report on the challenges of the school leadership effectiveness.

The first item that describe the challenges of school leadership effectiveness. Regarding this item, 159(86.4%) of the respondents strongly disagreed while 25(13.6%) of the respondents said disagreed. Moreover, the calculated mean was 1.14 which was likert scale mean and the standard deviation was concentrated far from the mean. This implies that a challenge of school leadership is the intrinsic or internal force towards taking risks during the teaching learning process of leadership. The second item was on leader attention towards the accomplishment of teaching learning program. To this 154(86.4%) of the respondents strongly disagreed, while 25(13.6%) of the respondents disagreed. The calculated mean was less than the likert scale mean. The standard deviation was concentrated far from the mean. This implies that the challenge of school leadership effectiveness is a leader has no attention toward the accomplishment of teaching learning program.

The third item was community participation and involvement in the process of enhancing the school stakeholders for leadership work. To this regard, 153(83.2%) of the respondents strongly disagreed. While 20(10.2%) of the respondents disagreed. The calculated mean was 1.27 which was less than the likert scale of mean of 3. The standard deviation was 0.71 which was concentrated far from the mean. This implies that no community participation and involvement in the process of enhancing the school stakeholders for leadership work.

The fourth item was the responsiveness and accountability for responsibility that is assigned for school leadership. To this regards, 160(87%) of the respondents disagreed while 11(59%) of the respondents agreed. From the above information it is possible to inform that the responsiveness and accountability for the responsibility not assigned for school leadership.

4.3. Responses of Teachers on Challenges of School Leadership in the School Environment

Under this section, the researcher tried to deal with challenges of school environment to lead the school community and the result presented as follows.

Table 3: Respondents Report on Challenges of School Leadership in the School Environment

No	Items	Respondents	Freq.	%	Mean	SD
1	The qualification of school leader affects the instructional leadership.	SD	169	91.8	1.08	0.27
		D	15	8.2		
		U D				
		A				
		SA				
		Total	184	100		
2	Absence of training and experience sharing on instructional leadership challenges the school operation.	SD	169	91.8	1.08	0.27
		D	15	8.2		
		U D				
		A				
		SA				
		Total	184	100		
3	The unreliability of in service training and teachers development program.	SD	161	87.5	1.13	0.33
		D	23	12.5		
		U D				
		A				
		SA				
		Total	184	100		
4	In adequacy of adequate capacity, potential and knowledge of the school leadership and management.	SD	161	87.5	1.13	0.33
		D	23	12.5		
		U D				
		A				
		SA				
		Total	184	100		

Table 5 deals with respondent's reports on challenges of school leadership in the school environment. In this regards, 169(91.8%) of the respondents strongly disagreed. The calculated mean was 1.08 which was less than the likert scale mean. The standard deviation was concentrated far from the mean. From this, it is possible to conclude that qualification of school leaders does not affect the instructional leadership.

The absence of training and experience sharing is the second item in the above table. According to this table, 169(91.8%) disagreed. The calculated mean was 1.08 which was less than the likert scale mean of 3. The standard deviation concentrated far from the calculated mean. This implies that absence of training and experience sharing on the instructional leadership is not the challenges of school operation.

The third item was the in availability of in-service training and teacher's development program. To this regards, 161(87.5%) of the respondents said strongly disagreed. While 23(12.5%) of the respondents said disagreed. The calculated mean was 3. This implies that in-service training and teachers' development program is availabilities.

4.4. Response of Teacher on Leaders Interaction and Integration with the Stakeholders of School

Under this section, effort was made to deal with the overall leaders' interaction and integration with the stakeholders of the school and the result presented as follow.

Table 4: Leaders interaction and integration with the stakeholders of the School.

No.	Items	Respondents	Fre.	%	Mean	SD
1	Leaders interaction with school teachers.	SD	161	87.5	1.36	0.99
		D	23	12.5		
		U D				
		A				
		SA				
		Total	184	100		
2	Leaders interaction with school students.	SD	161	87.5	1.36	0.99
		D	23	12.5		
		U D				
		A				
		SA				
		Total	184	100		
3	Leaders interaction with the woredas educational officials and experts.	SD	23	12.5	4.87	0.33
		D	161	87.5		
		U D				
		A				
		SA				
		Total	184	100		
4	Leaders interaction with NGOs.	SD	161	87.5	1.13	0.33
		D	23	12.5		
		U D				
		A				
		SA				
		Total	184	100		

Table 6 deals with leaders' interaction and integration with the stakeholders of the school. To this regards, the first statement was leaders' interaction with school teachers. Focusing to this, 161(87.5%) of the respondents agreed to the statement. The calculated mean 1.36 which was less

than the likert scale mean. The standard deviation was 0.99 which was calculated for from the calculated mean of 3. This implies that leaders have no interaction with school teachers.

The second item was leaders' interaction with school students. Concerning to this, 161(87.5%0 of the respondents strongly disagreed to the statement while 23(12.5%) of the respondents are agreed to the statement. The calculated mean was 1.36 which was less than likert scale mean of 3. The standard deviation was concentrated far from the calculated mean. This implies that leaders have no interaction with school students.

The third item was leaders' interaction with the woreda education officials and experts. To this regards, 161(87.5%) respondents agreed. The calculated mean was 4.87 which were greater than the likert scale mean of 3. The standard deviation was 0.33 which concentrated far from the calculated mean. This implies that leaders have interaction with the woreda education officials and experts.

4.5. Responses of Teachers on the Availability of resources in the school

Under this section effort was made over the evaluation of availability of resources in the school. The result obtained from the data presented as follows.

Table 5: Respondents Report on Availability of Resources in the School

No	Item	Response	Fre.	%	Mean	SD
1	There is lack of instructional materials or pedagogical instruments for teaching learning processes.	SD	19	10.3	4.45	1.22
		D				
		UD				
		A	25	13.6		
		SA	140	76.1		
		Total	184	100		
2	There is lack of library service and reference book or materials.	SD	19	10.3	4.45	1.22
		D				
		UD				
		A	25	13.6		
		SA	140	76.1		
		Total	184	100		
3	There is lack of school furniture like students' desk, chair, table and other resources.	SD	18	9.8	4.36	1.22
		D	3	1.6		
		UD				
		A	37	20.1		
		SA	126	68.5		
		Total	184	100		
4	There is scarcity of recurrent financial support.	SD	8	4.3	4.64	0.99
		D	7	3.8		
		UD				
		A	13	7.1		
		SA	156	84.8		
		Total	184	100		

Table 7 deals with respondents report on availability of resources in the school. Regarding to this statement was designed. The first item was there is lack of instructional materials or pedagogical instruments for teaching learning process. To this statement, 165(89.7%) of the respondents agreed to the statement while 19(10.5%) of the respondents disagreed. The calculated mean was 4.45 which were greater than the likert scale mean of 3. The standard deviation was concentrated far from the mean. This implies that in the school, there is lack of instructional materials or pedagogical instruments for teaching and learning process. The second item was there is lack of library service and reference book or materials. To this regards, 165(89.7%) of the respondents agreed while 19(10.3%) of the respondents strongly disagreed. The calculated mean was 4.45 which

were greater than likert scale mean of 3. The standard deviation was 1.22 which was concentrated far from the mean. This implies that in the school there is lack of library service and reference book or materials.

The third item was there is lack of school furniture like students' desk, chair, table and other resources. To this regards, 169(91.92) of the respondents agreed to the statement while 21(11.4%) of the respondents disagreed to the statement. The calculated mean was 4.36 which were greater than likert scale mean of 3. The standard deviation was 1.22 which was concentrated far from the mean. Thus, from the above information it is possible to infer that the school lack school furniture like students' desk, chair, table and other resources.

The fourth item was "there is the scarcity of recurrent financial support. To this regards, 169(91.9%) of the respondents agreed while 15(9.1%) of the respondents disagreed to the statement. The calculated mean was 4.64 which were greater than the likert scale mean of 3. The standard deviation was 0.99 which concentrated far from the mean. This implies that the school has the scarcity of recurrent financial support.

4.6. Response on School Leadership Practices Related to the Vision and Mission of the School

In this section school leadership practices is assessed in the context of school leadership practices related to the vision and mission of the school.

School principals over the issues of managing follow up and controlling curriculum, teaching and learning process in the school, the extent of school principals create suitable and good environment for the teaching and learning in the school the result about the above issue presented as follows. In this section the researcher tried to assess to what extent do the respondents agree or disagree with the school leadership practices related to the vision and mission of the school. The result is presented as follows.

Table 6: Respondents Report on the School Leadership Practices Related to Vision and Mission

No.	Item	Response	Freq.	%	Mean	SD
1	The school vision and mission is written on a board.	SD	150	81.5	1.72	1.52
		D				
		UD				
		A	4	2.2		
		SA	30	16.3		
	Total	184	100			
2	The school vision and mission is easily and clearly understandable to all school community and other responsibility bodies.	SD	150	81.5	1.72	1.52
		D				
		UD				
		A	4	2.2		
		SA	30	16.3		
	Total	184	100			
3	The school properly assigns necessary resources for the effective implementation of a school vision and mission.	SD	150	81.5	1.72	1.52
		D				
		UD				
		A	4	2.2		
		SA	30	16.3		
	Total	184	100			
4	There is effective follow-up and supervision for the effectiveness of school vision and mission.	S D	150	81.5	1.72	1.52
		D				
		UD				
		A	4	2.2		
		SA	30	16.3		
	Total	184	100			
5	The school teaching and learning process matched with the developed vision and mission.	SD	40	21.7	1.83	1.52
		D	140	76.1		
		A	4	2.2		
		SA				
		Total	184	100		
6	The school principals deserve their time and responsibility for the effectiveness of those vision and missions.	SD	18	9.8	3.53	.95
		D	4	2.2		
		UD	27	14.7		
		A	133	72.3		
		SA	2	1.1		
	Total	184	100			

Table 8 showed that respondents report on the school leadership practice's related to vision and mission of the school. To assess the school leadership practice's related to vision and mission of the school is described as follows.

The first item was where or not the school vision and mission is written on a board. To this regards, 150(81.5%) of the respondents disagreed while 34(18.5%) of the respondents agreed to the statement. The calculated mean was 1.72 which is less than the likert scale mean of 3. The standard deviation was 1.52 which is concentrated near to the calculated mean. This implies that the school vision and mission is not written on a board.

The second item was the school vision and mission is easily and clearly understandable to all school community and other responsibility bodies. To this regards, 150(81.5%) of the respondents strongly disagreed while 30(16.5%) of the respondents strongly agreed to the statement. Whereas 4(2.2) of the respondents replied agree. The calculated mean was 1.72 which is less than the likert scale mean of 3. The standard deviation was 1.52 which is concentrated near to the calculated mean. This implies that the school vision and mission is not written on a board.

The third item was the school properly assigns necessary resources for the effective implementation of a school vision and mission. To this regards, 150(81.5%) of the respondents strongly disagreed while 34(18.5%) of the respondents were strongly agreed. The calculated mean was 1.72 which was less than the likert scale mean of 3. The standard deviation was concentrated far from the menu. This implies that the school does not properly assign necessary resources for the effective implementation of a school vision and mission.

The fourth item was there is effective follow up and supervision for the effectiveness of school vision and mission 150(81.5%) of the respondents were strongly disagreed while 34(18.5%) of the respondents were strongly disagreed while 34(18.5%) of the respondents agreed to the statement. The calculated mean was 1.72 which was less than the likert state mean of 3. The standard deviation was 1.52 which was concentrated far from the calculated mean. From the above information it is possible to conclude that the school has no effective follow up and supervision for the effectiveness of school vision and mission.

The fifth item was the school teaching and learning process matched with the developed vision and mission. To this regards, 180(97.8%) of the respondents disagreed while 4(2.2%) of the respondents agreed to the statement. The calculated mean was 1.83 which was less than the likert scale mean of 3. The standard deviation was 0.52 which was concentrated far from the mean. This implies that the school teaching and learning process does not match with the developed vision and mission.

The sixth item was the school principals deserve their time and responsibility for the effectiveness of those vision and mission. Response shows that, 135(73.4%) of the respondents reported that agreed to the statement while 27(14.7%) of the respondents reported that undecided. The calculated mean was 3.53 which was greater than likert scale mean of 3. From the above information it is possible to conclude that the school principals deserve their time and responsibilities for the effectiveness of those vision and mission.

4.7. Responses of Teachers on Activities of school principals in managing, follow up and controlling teaching and learning process.

Under this section effort has been made to assess the activities of school principals in managing, follow up and controlling curriculum and teaching and learning process and the results are presented as follows:

Table 7: Respondents Report on Activities' of School Principals in Managing, Follow up and Controlling

No.	Item	Response	Freq.	%	Mean	SD
1	Arrange suitable conditions for practical implementation of those students evaluation and continues assessments techniques wisely.	SD	139	75.5	1.37	.74
		D	40	21.7		
		UD				
		A				
		SA	5	2.7		
		Total	184	100		
2	Providing checklists for those contains points the managing ,following and controlling curriculum and teaching and learning process in the school.	SD	141	76.6	1.33	.79
		D	37	20.1		
		U D				
		A				
		SA	6	3.3		
		Total	184	100		
3	Continuously conduct discussion and dialogue over those challenges that students and teachers encounter in the instructional system in the school.	SD	131	71.2	1.55	1.14
		D	37	20.1		
		U D				
		A				
		SA	16	8.7		
		Total	184	100		
4	Principals have the ability to restructure and redesign when things so wrong.	SD	123	66.8	1.54	1.03
		D	47	25.5		
		UD				
		A	3	1.6		
		SA	11	6.0		
		Total	184	100		

Table 9 deals with respondents report on activities of school principals in managing, following and controlling curriculum, teaching and learning process. The first item was on arranging suitable condition for practical implementations of those students' evaluation and continues assessment technique's wisely. To this regards, 139(75.5%) of the respondents strongly disagreed while 40(21.7%) of the respondents agreed. The calculated mean was 1.37 which was less than the likert scale mean of 3. The standard deviation was concentrated far from the mean. Therefore, this implies that there is no suitable arrangement conditions for practical implementations of those students' evaluation and continues assessment technique's wisely.

The second item was providing check lists those contains points for the managing, follow up and controlling curriculum and teaching and learning process in the school. To this regards, 141(76.6%) of respondents strongly disagreed while 37(20.1%) of the respondents disagreed to the statement. The calculated mean was 1.33 which was less than the likert scale mean. The standard deviation was 0.79 which concentrated far from the mean. This indicates that providing check lists those contains points for the managing follow up and controlling curriculum and teaching and learning process in the school is not practical seen according to the response obtained above.

The third item was continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school. Regarding to this, 131(71.2%) of the respondents strongly disagreed while 37(20.1%) of the respondents disagreed while 16(8.7%) of the respondents strongly agreed. The calculated mean was 1.55 which was less than the likert scale mean of 3. From the above information is possible infer that the respondents do not continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school.

The fourth item was principals have the ability to restructure and redesign when things go wrong. To this regards, 123(66.8%) of the respondents strongly disagreed while the remaining 47(25.5%) of them disagreed. The calculated mean was 1.54 which was less than the likert scale mean of 3. The standard deviation was concentrated far from the mean. This refers that principals have no the ability to restructure and redesign when the thing so wrong. On the other hand 3(1.6%) of the respondents replied that agreed. Whereas the remaining 11(6.0%) forward that strongly agreed.

5. Responses of teacher for the open-ended questions

- 3.1 The overall activities, performance and achievements of school leaders is under serious situation. In it is full of complicated challenge as far as teaching and learning is concerned. For example: no experience and power sharing, full of conflict and disagreement between principal and teacher; teacher and principal and teacher and student, no discussion with students focusing on; exam, test and assignment, cheating and copying, rules and regulations of the school, discipline of students, the ongoing situations in the school, over portion coverage, over participation of co-curriculum, over the achievements of good and excellent result and over the wise use of school properties.
- 3.2 The major challenge for effective school leadership in our school can be summarized as follow: Challenges that arises from external includes: Public criticism, flare-ups of other's interpersonal issues, crises, opposition and hostility from powerful forces, a financial or political wind fall and back beating. The specific internal challenges of school leaders includes: in security, defensiveness, lack of decisiveness, inability to be objective and rational and critical thinker and impatience- with other and with situations.
- 3.3 The major solutions or mechanism that is stated by respondents to cope with the challenges of school leadership were summarized here below: look at what is going on around the working area, keeping the everyday under control while you continue to pursue the vision, setting an example, maintaining effective over time, finding support in facing internal and external factors that affect school leadership, creating mechanisms to revisit school visions, share the burden (power decentralization), find an individual or group with whom we or you can the realities of leadership, be proactive, be creative, face conflict squarely, always look for common ground, retain objectivity, look for opportunities to collaborate, developing the habits and culture of listening, ask for 360-degree feedback....and use it, enough salary should be played for school leaders, other benefits should be given for school leaders and effective leaders should be identified and should be presented for their model works.

6. Socio - Demographic Characteristics of Supervisors' Respondents.

The socio demographic characteristics of supervisors which was included sex, age, level of education/qualification, area of specialization or field of study and service year in current position. Thus, the result given as follows.

Table 8: Socio Demographic Characteristics of Supervisors

No.	Items	Responses	Fre.	%	Mean	SD
1	Sex	Male	6	100	1.0000	0.00000
		Female				
		Total	6	100		
2	Age	20-25			2.6667	1.03280
		26-30	4	66.7		
		31-35	2	33.3		
		36-40				
		Total	6	100		
3	Level of educational or qualification.	Diploma			2.33333	0.51640
		BA/BED/BSC	4	66.7		
		MA/MSc	2	33.3		
		Total	6	100		
4	Area of specialization or field of study.	Subject matter	5	83.3	1.16667	0.40825
		BA/BED/Bsc degree	1	16.7		
		Total	6	100		
5	Service Year in current position	Under 5 years	2	33.3	1.6667	0.51640
		6-10	4	66.7		
		11-15				
		16-20				
		Total	6	100		

The above table showed that the respondent socio-demographic characteristics those encompasses sex were male category. The socio-demographic feature of the respondent was age. From this, one can conclude that 4(66.2%) of the respondents' age distinction, is exist between 26-30, whereas 2(33.3%) of their age found between 31-35. Level of education or qualification is the third personal information of the respondents. According to the data obtained above,4(66.7%) of them are BA or Bed or BSc holders. On the other hand,5(83.3%) of them are specialized by subject matter. The remaining 1(16.7%) are specialized in EDPM or pedagogical science.

The last personal information of the respondents was service year in current position i.e. supervision process 4(667%) of them have 6-10 years in the potion that currently engaged. Whereas 2(33.3%) of the respondents are under 5 year services in the current supervision.

7. School Leadership Practice and Effectiveness Related Responses of Supervisors

In order to examine practices and effectiveness of school leadership a number of experiences were prepared in the questionnaires that the respondent attempt to replied. Therefore, their responses were presented in the following table.

Table 9: Responses of supervisors for leadership principles and frame works

No.	Item	Response	Freq.	%	Mean	SD
1	Leadership is a primer factors for improving school improvement.	SA			5.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
2	Our school leadership coordinate and evaluate and the curriculum.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
3	Our school leaders create an orderly and supportive school environment.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
4	Our school leaders play a crucial role to improve classroom teaching.	SA			2.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		

According to table 11 supervisors responses on leadership principles and frameworks in relation to their school that they supervise shows that, all of supervisors recognized as effective leadership is the primary factor for enhancing school improvement. On the other hand, respondents also strongly disagreed that school leaders cannot coordinate and evaluate teaching and the curriculum. In addition to the table shown above all the responses forwarded that strongly disagreed as the school principals no create an orderly and supportive school environment. The last item of table 6.1 clearly indicate that all supervisors put their responses strongly disagreed. That mean principals cannot give attention and concern for the teaching and learning issues.

In the following study types of leadership practices which were observed by supervisors presented in the table.

Table 10: Responses of Supervisors on Leadership Practices

No.	Item	Response	Freq.	%	Mean	SD
1	There is a need to prepare , train and develop leaders.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
2	There is a mentoring and coaching for newly deployed leaders.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
3	There is the tendency and practices of identifying leadership talents and potentials.	SA	6	100	5.0000	0.00000
		A				
		UD				
		DA				
		SD				
		Total	6	100		
4	There is the practice and culture of student leadership in the school I supervise.	SA			2.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		

According to table 12 the response of supervisors as far as need to prepare , train and develop leaders indicate that 6(100%) of them strongly disagreed. The second question as far as mentoring and coaching for newly appointed leaders is concerned there is no such practices. So,6(100%) of them strongly disagreed. Responses of supervisors on the tendency and practice of identifying leadership talents and potentials shows 6(100%) of them strongly agreed as there is the tendency to identify leadership talents and potentials in the school that they supervise.

The following table deals with the practices and experiences of school principals in solving school related problems as far as decision making is concerned.

Table 11: Below shows supervisors responses on the practices and experiences of school principals

No.	Item	Response	Freq.	%	Mean	SD
1	Our school principals individually make his or her own decisions.	SA	6	100	5.0000	0.00000
		A				
		UD				
		DA				
		SD				
		Total	6	100		
2	They design and develop questionnaires that contain need and interest that stakeholders have.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
3	They develop the culture and habits of experience sharing with the neighboring schools.	SA	6	100	5.0000	0.00000
		A				
		UD				
		DA				
		SD				
		Total	6	100		
4	School directors prepare suggestion box and take various issues, problems and complains from stakeholders in order to improve existing challenges and problems.	SA			5.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		

From the table above one can recognize and understand that all respondents i.e.6 (100%) provide their responses as strongly agreed that principals make their own decisions in accomplishing school related activities without the involvement and participation of other concerning bodies.

The next response according to the above table shown appeared were 6(100%) of the respondents were strongly disagreed. That means no questionnaires that is developed and designed in order to examine the needs and interests that stakeholders have. The third question in the aforementioned table state about director's habit and culture for experience sharing with neighboring schools. Accordingly,6(100%) of them replied strongly disagreed. That means there is no sharing of

experiences, principles, ways (methods) of doing things and other means of improving the overall teaching and learning processes, challenges and experiences in the school operations.

The last point in the above table is supervisors' response on school directors' role over the preparation of suggestion box in order to understand and collect complains problems and various issues and challenges that school communities encountered. Thus, all of the respondents replied strongly disagreed.

The section here below deals with supervisors' responses with the overall principles and values of democracy in the school that they supervised. There is no table that is helps to illustrate since all the respondents forward their response were strongly disagreed. So, when the researchers analyze their responses; the overall principles and values of democracy as reported by them, principals are unable to manage, handle multiculturalism and school community diversity. The .The school principals cannot maintain culture of tolerance, respect among the school community members, there is no the habit of transparency and accountability in managing and controlling the school financial and other material resources and no good governance in the school. On the other side, supervisors were reported that there is no secularism as principles practically implemented in the school in which under supervision. Decentralization and sharing of responsibility in the school were not seen.

8. Supervisors Responses on Challenges of School Leadership Effectiveness.

The following sections depict that challenge of school leadership effectiveness. To this regards, supervisors' responses were presented in the table below.

Table 12: Supervisors Responses on challenges of school leadership effectiveness

No	Item	Response	Freq.	%	Mean	SD
1	The school vision and mission clearly indicated in the school compound.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
2	The school vision and mission can properly define what students will be for the future.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
3	The school community understand the messages what the school vision and mission says.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		
4	All school communities accomplish their responsibilities for achieving and realization of the aforementioned key principles.	SA			1.0000	0.00000
		A				
		UD				
		DA				
		SD	6	100		
		Total	6	100		

According to the above table it is depicted that challenges of school leadership effectiveness. to this regards, all the supervisors in each respective questions replied strongly disagreed. As the results of their responses one can conclude the situation as far as the school vision and mission is concerned, there is no clear indicated indicators of the above values in the school compound. Plus to this the school vision and mission cannot properly defined what the students will be in for the future. Not only these, the school communities do not understand the messages what the school vision and mission says. Finally, the supervisors reported that all school communities do not accomplish their responsibilities for achieving and realization of the aforementioned key principles.

9. Principals Interview Responses on Practices and Challenges of School Leadership

Effectiveness.

The information that is presented here below is collected from school principal through structured type of interview. Thus, their responses were concentrated particularly over the following major and concerning issues. According to the respondent, the existing performance of school leadership as it is satisfied or not to achieve school goal; those peculiar challenges for effective school leadership in the school; mean of addressing the challenges of quality leadership; and way of treating, managing and leading school stakeholder in the school and the possible alternative solution to overcome the challenge of school leadership were presented here below. Based on the discussions conducted through the interview processes almost all the respondent provide to similar responses. As the results of these, the existing performance of school leadership can't achieve the goal that is intended to the target that is designed to address. Thus, from this one can conclude that there are obstacles that hinder the achievement of the goal.

The interviewees also replied that there are various challenges that prevent the practical implementation of quality leadership in the schooling process. Some of them includes; shortage of qualified personnel interested in the administrative school leadership, lack of prior experience and training in school to undertake and appreciate the diverse need of stakeholder (teacher, students and other concerned bodies), lack of accountability, courage, initiative, willingness and motivation from few principal and teachers for the accomplishment and realization of quality education, another problem that is stated by school principals includes the lack of incentives for principals, minimum salary payment, lack of exemplary ethical leadership, failure to motivate and empower and enlisting staffs in designing and implementing common goals, lack of cooperative relationships between leaders and staff, and among the staff, lack of effective and qualified human resources where the major challenges facing effective implementation of school leadership.

As far as school leadership challenge is concerned responses were forwarded from interviewee for ways or means of overcoming the conditions. These are: developing the habits and culture of commitment for the responsibilities that leaders have, school leaders must develop exemplary and good model for other concerned bodies (for teachers, principals, students and communities), experience sharing from other school leaders, up-dating and up-grading one's own knowledge and skill, managing and handling diversity, multiculturalism in the school and promoting good governance and developing the culture and spirit of tolerance, decentralization and sharing of power to teachers and other administrative bodies, conducting regular meeting, discussions with various

stakeholders, be transparent over the wise use of school financial resources, in the process of assigning school leaders, the Woreda Education office should select and assign competent individuals from among teachers on the basis of merits and competition. The regional education Bureau should also intensively work on building the capacity of school principal, preparing checklists, work plans and evaluation lists in order to follow up the overall teaching and learning processes in the school compound an forward feedback for teachers and other responsible groups, applying different leadership models and styles according to the situation, identifying problems and conducting action researches and proving solutions for the existing challenges over the school environment. In addition to the above situations, leading, managing and treating the school stakeholders is concerned, since these are key principles in the school leadership, leaders must treat, lead and manage his or her clients in the in impartial manner. So, leaders must avoid mistreatment.

10. A Guideline For Document Analysis From Schools

Under this investigation, the researcher attempt to diagnose the information that is obtained from school teachers, supervisor and principals. This help in order to cross check the exiting school leadership challenges and practices in the schools. As the result of this study, the nature of school vision and mission, design and arrangement were seen. Not only this, the various co curriculum activities, department and subject annual plans also observed. Plus to this, the nature of checklists and their applicability also analyzed. Those internal and external factors that challenges in the preparation of school annual plans also summarized. According to the study conducted in the process of document analysis: the majority of schools vision and mission were not properly written, the schools actually have co-curriculum annual plans. But, except anti HIV and ADIS and Sport club the remaining were not practically engaged, subject annual plans also there, but as how many percent that the intended plan is not stated or presented to accomplish the designed goal, when we see the overall preparation of checklists, they are provided for teachers but no continuous feedback and comment given for teachers and other concerned bodies. This can be considered as factors affecting school leadership and quality of education. The last point in the process of document analysis is the internal and external factors in the preparation of school annual plans. These internal factors includes the in availability of experience sharing, the lack of in-service training , lack of resource and materials ,lack of feedbacks and continuous follow up and absence of commitment and accountability from the concerned school communities. Whereas, the external factors includes the absence of strong supervision and support from the Woreda educational office.

CHAPTER FIVE

5. Summery, Conclusion and Recommendation

5.1. Summery

The aim of this study was to investigate practices and challenges of school leadership. To conduct this study 184 school teacher, 6 school supervisors and 12 school principals were participated. Thus, the finding indicate that the majority of the participant of the study was Male sex category in the age group of 31-35, level of education or qualification was BA or BED or BSc degree area of specialization or field of study was subject matter.

The challenges of school leadership effectiveness were the absence of intrinsic or internal force to ward taking risks during the teaching and learning process of leadership. Leader's attention towards the accomplishment of teaching –learning program, community participation and involvement in the process of enhancing the school stakeholders for leadership work, the responsiveness and accountability for the responsibility that is assigned for school leadership, qualification school leaders effect on the instructional leadership. In addition to this, absence of training and experience sharing on instructional leadership challenges the school operation. On the other side, the respondents were reported that other challenges of school leaderships of school environment. Some of the challenges that have no effect on school environment are qualification of the school leader, absences of training and experience sharing on the instructional leadership challenges the school operation ,in availability of in service training and teachers development program, inadequacy of adequate capacity, potential and knowledge of school leadership and management.

The other part of the study deals with the overall leader's interaction and integration with the stakeholders of the school. To this regard, leaders are not interacted with school teachers, with the school students, with the NGOs. But, they have interaction with the Woreda educational officials and experts.

Concerning to the availability of school resources, respondents replied that, in the school there is the lack of instructional materials or pedagogical instruments for teaching and learning process, lack of library service and reference books and materials, lack of school furniture like student desk, chair, table and other resources and there is also scarcity of recurrent financial supports.

Another school leadership practices related to vision and mission of the school. The school has no vision and mission written on a board. And it is not easily and clearly understandable to all school community and other responsible bodies. Mover all the school does not properly assigns necessary resources for effective implementation of a school vision and mission and the school teaching and learning process not matched with the developed vision and mission.

School principals accomplish certain tasks like managing, follow up and controlling curriculum and teaching and learning process. But, the school principal according to the respondents do not arrange suitable conditions for practical implementation of students evaluation and continuous assessment techniques wisely, do not provide checklists that contain points for managing follow upping and controlling curriculum and teaching and learning processes in the school, do not conduct discussions and dialogues over the challenges that students and teachers encounter in the instruction system in the school. Finally, principals have no the ability to restructure and redesign when things go wrong according to the respondents.

5.2. Conclusion

The main purpose of the study was to investigate school leadership practices and challenges. The study reveals the different model of school leadership practice. The study has pointed out that principal's leadership practices at schools, even though the execution of those practices was perceived differently by teachers and principals. The difference in perception regarding the leadership practices and prevalence of challenge by principals and their teachers provides solution for further investigations to clarify the phenomenon precisely. Concerning leadership practices and challenges at schools where the research is conducted recommendations were made. Those findings of the study are presented with the data analysis and presentation which maintains that the leadership role aimed at influencing the schooling processes. The indirect influence of the principals' leadership practices points to the complexity involved in trying to locate the leadership practices of principals. The research findings have indicated the need to verify certain leadership practices to locate the influence of the leadership practices on school culture intended to improve academic performance properly.

It is therefore important that principals are helped to enhance their leadership practices. Based on the purpose of the study, the research findings and the recommendations made, the study has yielded valuable information that may be useful in addressing school leadership practices and challenges in the North shoa zone preparatory schools .The information may also be used to train teachers and principals to improve leadership skills. One would be inclined to suggest that an intensive study be undertaken, which could employ several research approaches on a larger population of schools to further clarify the issues concerning leadership practices and challenges at schools.

This research concludes that leadership practice are critical in making a difference to student achievement and well-being and are vital to the improvement of student achievement in the overall teaching -learning processes in the North shoa zone preparatory schools.

5.3. Recommendation

Based on the finding of the study the researcher attempted to recommend the following:

- The school leaders need to be independent and free to make decisions with guidelines of leadership;
- Assignment of school leader based on skill, knowledge qualities or the know how needed. Authorities flows to the one who knows; Because successful leaders therefore seems to depends on having the right quality at the right time;
- The school leaders should be valuable at the top level of management by successful chief executive. Thus, the concerned bodies should assign school leaders with attributes such as decisiveness, assertiveness, integrity, enthusiasm, imagination, willingness to work hard, analytical ability, understanding others , abilities to create opportunities for good governance and handling diversity and practical implementation of secularism, ability to meet unpleasant situations, ability to adopt to quickly to change and willingness to task risks;
- The school leaders need to be intelligent enough to gather, synthesize and interpret large amount of information and need to be able to create vision ,mission, solve problem and make objective or rational decision based on fact and reasoning;
- The school leaders should be those who have depth knowledge and able to make well-informed decisions and able to understand the implications of the decisions and extraversions;
- Finally, the government and the academic institute should design policy or curriculum and criteria of selecting trainee of leader which enable the school leaders equipped with the necessary and successful school leadership quality. Moreover, in leadership training there should contents of decision analysis;
- The last but not the least similar research and studies is significance in order to overcome such kinds of problem in the school relate issues.

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Annex-A: Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by School Teachers

Dear respondent;

I am Tesfaye Tamene, a student studying for M.A at the discipline of School Leadership at A.A University. I understand a research as part of my MA program. The main objective of my study is to gather information on the Practice and Challenges of School leadership. You are, therefore kindly requested to fill the questionnaires in order to give necessary information on the issue related to the study. It is known that the improvement of School leadership plays a pivotal role for the attainment of quality education, strengthening the production of fruitful citizens for sustainable development of a country. Therefore, an attempt has made in this study to look the existing challenges and prospects the school has encountered. For this study the researcher will collect data from teachers, Principals and school supervisors. Having collected all this information, the researcher will identify the peculiar challenges which policy makers have to pay more attention for. The success of this study based on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose. Important points to be considered:

1. Participants in the survey is completely volunteer;
2. The information provide by you is strictly confidential and anonymous;
3. Results of the survey will not be analyzed and published at individual level and will not able to identify personality;
4. If you are agree to participate in the study you will be asked to sign a consent form.

Please don't hesitate to contact me if you need to obtain more information about the study. Your participating in the study is greatly appreciated.

Thank you very much for your cooperation!!

Sincerely

Tesfaye Tamene, Email address, tesfaye0922@gmail.com, Phone 0921205327 or 0912772257

Part I: General information and personal data

- 1. No need of writing your name
- 2. Give response by putting (☐) in the appropriate box against each closed- ended items. Every response has to be based on your school context.

1. Name of the school Woreda

2. Sex: A. Male ☐ B. Female ☐

3. Age: A. 20-25 ☐ B. 26-30 ☐ C. 31-35☐ D.36-40 ☐ E. 41 and above ☐

4. Level of Educational or qualification:

A. Diploma ☐ B. B.A/BED/ BSc Degree ☐ C. M.A/ MSc Degree☐ D. Other

5. Area of specialization or field of study:

A. Subject Major ☐ B. EDPM/ Pedagogical Science☐ C. Other specify.....

6. Total work experience or service year:

A. under 5 years ☐ B. 6-10 ☐ C.11-15 ☐ D.16-20 ☐ E.21 years above ☐

Part II. Challenges of School Leadership Effectiveness

The following issues are close-ended questions those which are assumed to be the common challenges of schools that hinder the practices of school leadership. The five point scales indicated below reflect the degree of availability each challenge in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the challenges are availability in your school.

The numbers indicated: 5=Strongly Agree (SA) 4=Agree (A)

3=Undecided (UD) 2=Disagree (DA) 1=Strongly Disagree (SD)

2.1 Lets evaluate your school leaders in relation to the following over all teaching learning processes in your school compound.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.1.1	The intrinsic or internal force towards taking risks, during the teaching- learning processes of leadership.					
2.1.2	Leader give proper attention toward the accomplishment of teaching - learning program.					
2.1.3	Community participation and involvement in the process of enhancing the school stakeholders for leadership work.					
2.1.4	The responsiveness and accountability for the responsibility that is assigned for school leadership.					

2.2 Give your own value for the following challenges of school leadership in your school environment?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.2.1	The qualification of our school leader affects the instructional leadership.					
2.2.2	The absence of training and experience sharing on instructional leadership challenges the school operation.					
2.2.3	The in availability of in-service training and teachers' development program.					
2.2.4	Inadequacy of adequate capacity, potential and knowledge of school leadership and management.					

2.3 How do you see the overall leaders' interaction and integration with the stakeholders of the school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.3.1	Leaders' interaction with school teachers					
2.3.2	Leaders' interaction with school Students					
2.3.3	Leaders' interaction with the Woreda educational official and experts					
2.3.4	Leaders' interaction with NGOs					

2.4 How do you evaluate the availability of the following resources in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.4.1	There is the lack of Instructional materials or pedagogical instruments for teaching -learning processes.					
2.4.2	There is the lack of Library service and reference books or materials.					
2. 4.3	There is lack of School furniture like Students desk, chair, table and other resources					
2.4 .4	There is the scarcity of recurrent financial support.					

3. Give your own responses for the following open- ended questions. Every response has to be based on your school context.

3.1 How do you see the overall activity, performance and achievements of your school principal in school leadership process? Please give your own factual justification for your responses.

3.2 What are the major challenges that hinder the effectiveness of school leadership at your school?

3.3 In order to put in to practice good school leadership, what solutions do you forward for those challenges for the effectiveness of school leadership?

Part III. School Leadership Practices relate Questions of your school

Here below there are tables that consist of questions that show the School Leadership Practices of your school. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (X) in one of the boxes against each item. Every response has to be based on your school context.

The numbers shows:

5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD)

4=Agree (A) 2=Disagree (DA)

3.1 To what extent do you agree or disagree with the school leadership practices related to the vision and mission of your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
3.1. 1	The school vision and mission is written on a board.					
3.1. 2	The school vision and mission is easily and clearly understandable to all school community and other responsible bodies.					
3. 1.3	The school properly assigns necessary resources for the effective implementation of a school vision and mission.					
3.1 .4	There is effective follow up and supervision for the effectiveness of school vision and mission					
3.1. 5	The school teaching and learning process matched with the developed vision and mission.					
3.1. 6	The school principals deserve their time and responsibility for the effectiveness of those vision and missions.					

3.2 To what extent do you agree or disagree with the following activities of school principals over the issues of managing, follow upping and controlling curriculum and teaching and learning processes in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
3.2. 1	Arrange suitable conditions for practical implementations of those students' evaluation and continues assessments techniques wisely.					
3.2. 2	Providing checklists those contains points for the managing, follow upping and controlling curriculum and teaching and learning processes in your school					
3. 2.3	Continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school.					
3.2 .4	Principals have the ability to restructure and redesign when things go wrong.					

3.3 To what extent do you agree or disagree that your school principal as he or she create suitable and good environment for the teaching and learning in your school.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
3.3. 1	Our principal recognizes creating conducive school environment as the major school domain.					
3.3. 2	Know and understand those school environment challenges in the teaching and learning processes.					
3. 3.3	Our school principals encourage and support to collaborate the stakeholders with establishing attractive environment in the school.					
3.3 .4	Our principal understands those factors affecting the school environment for the academic performance of the students.					

Annex-B: Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by School supervisors

Dear respondent;

I am Tesfaye Tamene, a student studying for M.A at the discipline of School Leadership at A.A University. I understand a research as part of my MA program. The main objective of my study is to gather information on the Practice and Challenges of School leadership. You are, therefore kindly requested to fill the questionnaires in order to give necessary information on the issue related to the study. It is known that the improvement of School leadership plays a pivotal role for the attainment of quality education, strengthening the production of fruitful citizens for sustainable development of a country. Therefore, an attempt has made in this study to look the existing challenges and prospects the school has encountered. For this study the researcher will collect data from teachers, Principals and school supervisors. Having collected all this information, the researcher will identify the peculiar challenges which policy makers have to pay more attention for. The success of this study based on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose.

Important points to be considered:

1. Participants on the survey is completely volunteer;
2. The information provided by you is strictly confidential and anonymous;
3. Results of the survey will not be analyzed and published at individual level and will not be able to identify your personality;
4. If you agree to participate in the study you will be asked to sign a consent form.

Please don't hesitate to contact me if you need to obtain more information about the study. Your participation in the study is greatly appreciated.

Thank you very much for your cooperation!

Sincerely *Tesfaye Tamene*, Email address, *tesfaye0900@gmail.com*, Phone *0921205327* or *0912772257*

2.1 Give your own responses for the following conceptual questions on leadership principles and frameworks in relation to your school context that you supervise.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.1 .1	Leadership is a primary factor for improving school effectiveness.					
2.1 .2	Our school leaders coordinate and evaluate teaching and the curriculum.					
2.1 .3	Our school leaders create an orderly and supportive school environment.					
2.1 .4	Our schools Leaders play a crucial role to improve class room teaching.					

2.2. What types of School leadership practices do you observe in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.2 .1	There is a need to prepare, train and develop leaders.					
2.2 .2	There is a mentoring and coaching for newly appointed leaders.					
2.2 .3	There is the tendency and practices of identifying leadership talents and potentials.					
2.2 .4	There is the practice and culture of student leadership in the school that I supervise.					

2.3. How do you see those practices and experiences of school principals in solving school related problems as far as decision making are concerned.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.3 .1	Our school principals individually make his or her own decisions.					
2.3 .2	They design and develop questionnaires those contain needs and interests that stakeholders have.					
2.3 .3	They develop the culture and habits of experience sharing with neighboring schools.					
2.3 .4	School directors prepare suggestion box and take various issues, problems and complains from stakeholders in order to improve the existing challenges and problems.					

2.4. How do you see the overall principles and values of democracy for the following points in the school that you supervise.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.4.1	Principals manage and handle Multi-culturism and school community diversity.					
2.4 .2	There is the culture of tolerance and respect among the school community members.					
2.4 .3	There is the habit of transparency and accountability in managing and controlling the school financial and material resources.					
2.4 .4	There is good governance in the school that I supervise.					
2.4 .5	Secularism as principles practically implemented in the school that I Supervise.					
2.4 .6	There is decentralization and sharing of responsibility in the school that I supervise.					

Part III. Challenges of School Leadership Effectiveness

3.1 .Critically think and provide your answer for the following school leadership challenges in the school that you are assigned as supervisor as far as vision and mission is concerned.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
3.1.1	The school vision and mission Cleary indicated in the school compound.					
3.1 .2	The school vision and mission can properly define what students will be for the future.					
3.1.3	The school community understand the messages what the school vision and mission says.					
3.1 .4	All school communities accomplish their responsibilities for achieving and realization of the aforementioned key principles.					

Annex-C Interview Guide
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Interview Guide: For the School Principals

Part I: Personal Information:

1. Name of the school Woreda
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of Educational or qualification:
 A. Diploma B. B.A/BED/ BSc Degree C. M.A/ MSc Degree D. Other
5. Area of specialization or field of study:
 A. Subject Major B. EDPM/ Pedagogical Science C. Other specify.....
6. Total work experience or service year:
 A. under 5 years B. 6-10 C.11-15 D.16-20 E.21 years above
7. Service year in current position:
 A. under 5 years B.6-10 years C. 11 -15 year D. Above 16 years

Part II: Interview Guide Questions:

1. Do you think that existing performance of school leadership in your school satisfied to achieve your goal ?
2. What do you think the peculiar challenges or problem for effective leadership in your school ?
3. How can the challenges of quality leadership in your school be addressed ?
4. As you are principal of this school how do you treat, manage and lead your stakeholders in the school compound ?
5. In order to overcome those school leadership challenges what are the possible alternative solutions ?

Annex-D Interview Guide
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
A guide line for document analysis:

Part I: School Information:

1. Does the school have a well designed, smart and arranged vision and missions ?

2. Does the school have various co curriculum, department and subject annual plan ?

3. Is there periodically prepared checklist which help to accomplish the measurable task and duties given for the school communities ?

4. What internal and external challenges that identified in the preparation of school annual plan ?

DECLARATION

I, the undersigned, declared that this proposal is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name _____

Sign. _____

Date _____

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

Advisor Name _____

Sign _____

Date _____

Place: Addis Ababa University

Institute of Education Planning and Management

Date of submission _____