

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF PARTICIPATORY
LEADERSHIP IN SECONDARY SCHOOLS OF NIFAS SILK LAFTO
SUB-CITY**

By:

YITAGESU KASSA

AAU JUNE, 2017

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SUB-CITY**

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EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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AAU JUNE, 2017

Declaration

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

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This is to certify that the thesis prepared by Yitagesu Kassa, entitled: Practices and Challenges of Participatory Leadership in Secondary Schools of Nifas Silk Lafto Sub City, Addis Ababa was submitted in partial fulfillment of the requirement for the Degree of Master of Arts in Educational Leadership and Management compiles with the regulation of the university and meets the accepted standards with respect to originality and quality.

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ABBREVIATION AND ACRONYMS

AAU: Addis Ababa University

ESDP: Educational Sector Development Program

ETP: Education and Training Policy

FGD: Focus Group Discussion

IT: Information Technology

MoE: Ministry of Education

PTSA: Parents Teachers and Students Association

Abstract

The purpose of this study was to assess the practices and challenge of participatory leadership in secondary schools of Nifas Silk Lafto Sub City and to identify how participatory leadership is being practices, to investigate what efforts are underway in making the school level leadership participatory, to identify how do stakeholders perceive their involvement in the school level leadership and the challenges during the process of making school level leadership participatory in the secondary schools of Nifas Silk Lafto Sub city. To carry out this study, descriptive survey design was employed. Participants of the study were 114 teachers, 5 principals, 15 vice principals and 5 sub city education officials were involved in the study and respondents were selected also by using simple random sampling and purposive sampling method. The data were collected by using questionnaire, and interview. Mixed data analysis method was employed in order to reach the results. Data obtained through questionnaire were analyzed and summarized using statistical tools (SPSS Version 20.0). Statistical measures were performed on quantitative data gathered from the respondents. Frequency, percentage, mean and standard deviation were calculated. The study deals with examining the practices and challenges participatory leadership in secondary schools. The Findings of the study revealed that the current practices in the school regarding how principals involve the stakeholders in formulating and implementing in the school level policy as well as school activates, most of the principals were medium. Their linkages between stakeholders were below medium and

school principals lack necessary leadership skill, knowledge, qualification and attitude to draw stakeholders toward participating at the school level. On the other hand, school principals gave more emphasis to low supportive and high directive behavior and transfer decision according to the situation were medium. The study also indicated that problem of budgeting time to each activity, shortage of adequate guidance support from higher official and training on educational leadership were the main challenges of the principals. Accordingly, it is concluded that the behavior of the principals was show to be low supportive and high directive these style negatively influenced academic achievement. Finally, it is recommended that school leaders should vary their approach based on the people they are leading, and the circumstances that surround the task at hand and the responsible body to fill skill gap on the area of participatory leadership style as well as how to handle the challenges at the school level.

CHAPTER ONE

INTRODUCTION

This chapter describes background of the study, statement of the problem, objective of the study, significance of the study, delimitations and limitation of the study, definition of key terms and organization of the study.

1.1. Background of The Study

Leadership is not a result of the job title you hold but of the attitudes and behaviors you possess. So get ready and embrace a new way of doing projects and get ready to lead. Stand up tall and sharpen your saw. The world needs your genius and it needs your leadership[CITATION Mad15 \p 3 \l 1033]. A leader is the kind of person, with leadership qualities, who has the appropriate knowledge and skill to lead a group to achieve its ends willingly[CITATION Joh04 \p 130 \l 1033].

Leadership on the other hand is concerned with setting goals, making improvements to existing ways of working and motivating and leading the team to reaching this new direction. It is characterized by certain behaviors such as sharing an inspiring vision, producing useful change, and leading by example, empowering others and creating the most conducive environment for team success. Leadership is not about the specific skills you possess but about how you approach an assignment and how you relate to others[CITATION Mad15 \p 12 \l 1033].

According to Haileselassie, (2013, p.8) community participation is an important component of community development and reflects a grassroots or bottom- up approach to problem solving. Effective community participation may lead to social and personal empowerment, economic development, and sociopolitical transformation. Hence, the greater the community involvement in the process, the greater the input of different groups within the community, then the more likely that what is generated will be an accurate reflection of that community. Thus, by actively involving children and adults in decisions about education about issues that concern them, and

aspects of community development, appropriate decisions could be made about problems within the community.

The Government of Ethiopia has given a high priority to quality improvement of education at all levels. The Educational and Training Policy (ETP, 1994) put special place, among other components, for the quality of education. The policy stipulates clearly, that “educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training”. To address this issue, Ministry of Education, MOE, has developed the framework for school improvement program which is now broadly implemented in all schools. School improvement is a current and important concept focusing on the review of the overall status of schools in terms of four school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results[CITATION MOE11 \l 1033]. The school domains grouped as: learning and teaching, favorable learning condition and environment, school leadership and administration, and community participation. Therefore, from the domains the school leadership and community participation are playing an important role in coordinating and managing phases due to its vitality for improvement of student result in schools.

Leadership can happen anywhere, at any time. It can happen in a huge business or a small one. It can happen in the public, private, or social sector. It can happen in any function. It can happen at home, at school, or in the community [CITATION JAM07 \p 8 \l 1033].

The Leadership Challenges about how leaders mobilize others to want to get extraordinary things done in organizations. It’s about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It’s about leadership that creates the climate in which people turn challenging opportunities into remarkable successes [CITATION JAM07 \l 1033].

In order to improve students result and to make conducive school environment the leadership style that we follow should be related to with the outcome the predefined of school goal, vision, and mission. Moreover MoE, 2005, states that, efficient school leadership and management will

be established in schools in order to enhance the quality of instruction and there by improve learning achievements. Leadership is a combination of values, skills, and observable behaviors that can be learned, improved and expanded; can be adapted to address various situations in a changing environment; and will result in mobilizing people to expand their capacity to learn together and create the vision they share[CITATION Hai13 \p 141 \l 1033].

One of the strengths of the collective leadership is that different personality types, beliefs, and behaviors can be more effectively brought together in order to make better decisions and to strengthen the organization[CITATION ADr01 \p 1 \l 1033].

According to IAAP, (2009, p.19) involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions. People are more committed to actions where they have involved in the relevant decision-making. People are less competitive and more collaborative when they are working on joint goals. When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision, several people deciding together make better decisions than one person alone.

However [CITATION MOE02 \p 17 \t \l 1033] stated as: “community participation in education, despite significant progress, remains inadequate. The goal of strengthening the school-community partnership to improve school governance through establishment of school management committees in all schools needs to be promoted. Effective functioning of the school committees shall require developing guidelines for the school committees and provision of orientation and training to its members”.

Recently there has been a tendency to increase the number of councils and committees. This trend aims at avoiding a closed, principal-centered type of management and to move towards accommodating various opinions from school committees and encouraging the participation of teachers [CITATION Mah04 \l 1033].

According to Maheswari and Lia, 2004, there are regulations that attempt to ensure community participation in the school management, which stipulate that all schools must have a school management committee. That of course does not imply that they function smoothly everywhere.

Here in Ethiopia, a few related studies conducted such as (“administrative problems and teacher grievances” (Ayalew, 1991), “Factors affecting work motivation of Ethiopian secondary school teacher in central and eastern Ethiopia” (Legesse, 1992) and “Leader role behavior of senior secondary school principals in Ethiopia” (Zenebe, 1992).) In addition to these, Zenebe, study focuses on the dimensions of organizational climate mainly on supportive, directive, engaged, frustrated and intimate principal behavior. Its major emphasis is on behavioral approach of principals and teachers in their particular activities of the teaching learning process. The others study “The effects of educational leadership on the organizational climate in private higher educational; institutions of Addis Ababa” (Maeregu, 2010). This study focuses on how the educational leadership tries to maintain the administrative functions in higher institution. It gives emphasis on how the educational leadership implement the principles, how to attain goals of the institutions, how to promote values, integrating, planning and evaluation. The third study “An assessment of organizational climate of secondary schools in Addis Ababa” (Estifanos, 2010). This study mainly focuses on the major factors of school climate. Which are communication related issues, collaboration issues, organization and management and student related issues.

Generally, the studies try to mention some points on the existence of organizational climate specially the studies of Estifanos and Zenebe focus on school organizational climate with different outlooks which is mentioned earlier but still they did not address how the participatory leadership style has an impact in teaching-learning process.

The following are studies related to this study: “Principal Instructional Leadership Performances and Influencing Factors in Secondary Schools of Addis Ababa”, “ Practices and Problems of School Leadership in the Secondary school of Addis Ababa city administration”, and “Principal’s Leadership Effectiveness in Secondary School of Addis Ababa City Administration” (Wondimu, 2014), (Dessalegn, 2014), and (Berahnu , 2014) respectively. These studies mainly focus on: communicating school goal, managing curriculum and instruction, supervising instruction, monitoring student progress, and forming strong functional relationship among community specially the studies of Wondimu and Berhanu. The study of Dessalegn mainly focuses on

examining the actual experience and problem of principals, and the position attainment and qualification of principals.

From the above statement we can conclude that participate the stakeholder at the school level was mandatory in order to attain the intended of goals of education. Therefore, the current study was also identifying extent participatory leadership practiced in secondary schools, stakeholders involve in school participatory leadership and challenges in wider perspective at school level has been the central focus of the study. Thus the aim of this study is to fill the gaps which are not addressed by the above researchers.

1.2. Statement of the Problem

Education, like other institutions, undertakes various leadership style according to the situation on different issues and educational problems within its systems. In most cases the practices and challenges of participatory leadership is related to the role of leadership and perception of the stakeholder at the school. School functioning also needs further improvement, in particular concerning school leadership[CITATION MOE09 \t \l 1033].

Principals need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 1999:10). Therefore, according to the Ministry of Education the principals who are going to be assigned as principals of the school must have the necessary understanding, ability and significant preparation for school leadership.

Education, like other institutions, undertakes various decision making processes concerning different issues and educational problems within its systems. In combination with this, Hallinger (2003) suggests that in many instances principals have less expertise in practices of participate the stakeholder at the school level. MoE (1999) stated that, principals that did not participating the stakeholder in the school activity had a negative effect on the teaching and learning process.

According to Smith (1997), school leaders increase student learning by encouraging teachers' growth. Administrators who invest time, expertise, and energy in staff members increase staff

capacity and thus improve student learning. Besides working with staff to obtain these results take skill and patience.

As believed by Cruz (1995), effective principals should communicate with parents, teachers and students and be team builders by building coalitions between these stakeholders. They should also encourage a risk taking environment by urging their employees to assume responsibility for a task. Besides, effective principals should possess certain skills in conflict management, active listening, problem solving and consensus building.

Hargreaves and Fink (2000) identify various problems that cause the failure of schools to sustain innovations. According to them, leadership succession, staff recruitment and retention, school size, district and policy context and community support, are crucial in sustaining a school's innovative character.

Hence, leading an organization involves much more than managing. Leaders need to have a vision and should possess good interpersonal and group skills, and should be able to be creative and innovative in leading organizational members towards the accomplishment of organizational goals.

The role of school leadership is very essential and hence it is non - negotiable as it is one of the major factors that identify successful schools from unsuccessful ones. According to Desalegn (2014) the school leadership faces many problems as the school is operating in affinity complex environment.

According to Musaazi (1988), inadequate leadership at the school level is the one that adversely affects the process of education because succession in any educational institution depends significantly on effective and sound leadership. School principals in Ethiopia are expected to perform well with educational leadership activities, such as management of resources, public relation, involving and working with parents and working with school communities in different School affairs

The literature suggests that school principals are responsible for fostering teachers' involvement in different areas of school decision making. Yet, as the review of the Ethiopian education and training policy and implementation reveals, "Leadership in secondary education was found to be

less satisfactory in performing technical management, ensuring participatory decision and decision making for teachers”(MoE, 2008, P.24).

On the other hand, the major cause of failures for organization including schools can be ineffective participatory leadership. Inadequate participatory leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership. Important decisions need to be made by consensus; that is every concerned body should agree to that decision and to happen it, managers/principals should create conducive environment.

Nevertheless, the school leaders are trying to make decision almost by themselves rather than involving the concerned stakeholders. Because of such reasons the researcher usually observes that school leaders of secondary schools take actions alone and these lead to unnecessary conflict among the stakeholders.

Consequently, the practices and challenges of participatory school leadership has become the great concern in secondary schools of Nifas Silk Lafto sub city.

Thus the study attempts to obtain reliable response for the following basic question;

- To what extent participatory leadership practiced in secondary schools of Nifas Silk Lafto Sub City?
- What efforts are underway in making participatory leadership in secondary schools of Nifas Silk Lafto Sub City?
- How do stakeholders involve in school participatory leadership in secondary schools of Nifas Silk Lafto Sub City?
- What challenges are encountered in promoting participatory leadership in secondary schools of Nifas Silk Lafto Sub City?

1.3. Objectives of the study

1.3.1. General objective

This study aims to investigate the practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto sub-city.

1.3.2. Specific objective

The specific objectives of the study are:

- ✓ To investigate the practices of participatory leadership in secondary schools of Nifas Silk Lafto Sub City.
- ✓ To investigate the efforts that are underway in making participatory leadership in secondary schools of Nifas Silk Lafto Sub City.
- ✓ To identify the stakeholders involvement in secondary schools of Nifas Silk Lafto Sub City.
- ✓ To identify the challenges that bring difficulties in making participatory leadership in secondary schools of Nifas Silk Lafto Sub City.

1.4. Significance of the Study

The study was concerned with the practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto sub-city. It was assumed that this research would be significant to wide range of organizations. The result of the study possibly would help the following stake holders in the educational system of the country.

1. It will help for principals and vice principals on how to participate the stakeholder in their leadership role.
2. It will help parents, teachers and students to see the importance of the participatory leadership practices in the school's performance.
3. It will help for higher officials and decision makers to have a clear insight into the practical school level leadership style.
4. It will help the education sector leaders to see the practical challenges and perceptions of stakeholders towards participating in the school level.

5. It will help researchers for further study on the area.

1.5. Delimitation of the Study

The study was delimited to Nifas Silk Lafto sub city, which is one of the ten sub cities of Addis Ababa city administration. The sub city has nine governmental secondary schools. The researcher chose the sub city because of his familiarity with the problem for over ten years while he was working as a teacher, department head and vice principal and because the study area was not conducted before in this sub city.

The study was conducted on five government secondary schools as it is difficult to cover all the schools in the study. Furthermore, it needs large amount of human, financial, materials and time resources.

Besides, the study is delimited to investigate the practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto sub-city mainly focusing on the practices of school level leadership, challenges of participatory leadership, and how stakeholder perceive their involvement in school activities. These dimensions are in harmony with leadership roles as principals.

1.6. Limitations of the Study

Some limitations were observed in this study. The some problem that faced the researcher in understanding this study was shortage of domestic reference books in Ethiopian context with the regarding of participatory leadership at school level.

Another limitation was some of the principals were busy and lack enough time to undertake the interview because of different meetings and activities. In addition to these, there were some reluctant respondents in giving due attention to the questionnaires and in returning it to the researcher in time.

Therefore, the response expected from them might contributed to the final findings negatively or positively.

1.7. Definition of key terms

Leadership: the ability to influence the actions of others and to guide an organization to a desired state of being or functioning [CITATION Glo03 \l 1033].

School leadership: a process of influence based on clear values and beliefs and leading to a vision for the school (Glover, 2003).

School Principal: the leader of the school “accountable for the academic progress for all students entrusted to their care”[CITATION Hug99 \l 1033].

Secondary/High schools: Educational institutions that includes both general education courses (9 – 10) and preparatory studies (11 –12) in Ethiopia and teachers in this case are those who teach at this level and the schools are government schools (MoE, 1994, p.14).

Participatory leadership: means that managers should give subordinates an opportunity to participate in those organizational decisions [CITATION Arg55 \l 1033].

Teachers’ Involvement: is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organizations success (Robbins, 2003, p.62).

1.8. Organization of the study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study, and definition of operational terms. The second chapter contains review of related literature. The third chapter provides research methodology used to collect and analyze data. The fourth chapter is concerned

with the analysis and interpretation of data and discussion on important issues. Whereas: chapter five presents summary of findings, conclusions and recommendations of the study.

Finally, list of reference materials used for conducting the study, questionnaire and interview questions are annexed at the end.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter provides a comprehensive review of the related literature on the practices and challenges of participatory leadership. It comprises history of leadership, concepts of leadership, theories of leadership, styles of leadership, leadership in schools and role of school principals and as well as challenges of participatory leadership.

2.1. History of Leadership

The history of leadership theories started from the "The Great Man" theory of the mid 1800s which assumed as trait theory (leaders are born not made), behavioral theory (there is one best way to lead), situational/contingency theory (leaders act differently depending on the situations), to the recently introduced theories- leader is rational, transformative, and empowering [CITATION DrS12 \l 1033].

Leadership, and the study of it, has roots in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common—leadership. There are numerous definitions and theories of leadership; however, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance (Wren, 1995). Our work, work environment, the motivation to work, leaders, leadership, leadership style, and a myriad of other work-related variables have been studied for almost two centuries [CITATION Gre05 \l 1033].

Gregory and Kathleen (2005,p.1) also stated that: “Early organizations with authoritarian leaders who believed employees were intrinsically lazy transitioned into way to make work environments more conducive to increased productivity rates. Today, organizations are transforming into places where people are empowered, encouraged, and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theory”. Research on Seitz (1974), effective leadership in school administration demonstrated that leadership is a universal phenomenon and has been the subject of research since ancient times.

2.2. Concept of Leadership

It is important to understand the concept of leadership that this study supports. There is a vast amount of literature exploring generic leadership issues. This study concentrates on school leadership, accepting that there are common elements and trends in leadership practice across sectors and lessons can be learned from non-educational environments as well.

Several political orators, educational thinkers, business executives, social workers, and scholars have used the word leadership. The word lead, leader, and leadership come from the Anglo-Saxon word “lead”, meaning “path” or “road”, and the verb leader means “to travel” [CITATION Ket06 \l 1033]. Thus, leader is one who shows follow travelers the way by walking ahead.

To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience [CITATION Bas08 \l 1033]. According to Boulding (1956) in book *The Image: Knowledge in Life and Society*, outlined the general trans-disciplinary theory of knowledge and human, social, and organizational behavior. He stated that the basis of a good leadership is strong character and selfless devotion to an organization [CITATION Jen13 \l 1033]. From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization [CITATION Abb10 \l 1033]. Trustworthiness is often key to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military, religion, government, or international organizations [CITATION Lam04 \l 1033].

A central element of most definitions and concepts of leadership is that it involves a process of influence [CITATION Bea08 \l 1033]. As Yukl, (2002) has phrased it, “most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization”.

Leadership is a major way in which people change the minds of others and move organizations forward to accomplish identified goals [CITATION IAA091 \l 1033]. It is also important to recognize, as this review does, that leadership concept is all about human behavior. Too much leadership writing is purely conceptual. Of course, there is nothing inherently wrong with conceptual thinking, it is the mainstay of analysis, but the important thing to keep in view is that when we consider school leadership we are actually concerned with leadership practice with how it is exercised and transacted[CITATION Bil08 \l 1033].

Leadership is a process by which a person influences others to accomplish an objective and directs the Organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around[CITATION Mic05 \l 1033].

According to Michelle (2005), Leadership is an attribution that people make about other individuals. People tend to characterize leaders as having the following traits: intelligence, outgoing personality, verbal skills, aggressiveness, consistency, determination. They are expected to have the capacity to motivate others to action. The manner in which leaders accomplish this varies as leaders and their styles vary greatly. Successful leadership is correlated to the compliance of followers.

Specifically, School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources[CITATION Hol93 \p 19 \l 1033]. Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. [CITATION Hol93 \p 39 \l 1033]

Generally, according to [CITATION Ton03 \l 1033]:

Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision.

Generally; the concept of leadership, according to Brush and Bell (2003, pp.60) have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts. Accordingly, one of the various overall strategies of ESDP is to improve quality of education (MoE, 2005, pp.37). But without appropriate leadership no quality program will work, Hence, [CITATION Wes97 \p 112 \l 1033] has noticed that "...before the issue of quality is raised within the school, the quality of leadership may need to be explored." Moreover, to make quality of education more attractive and sustained, leadership does not come only from one person.

Accordingly, Harris et al, (2003, pp.1) underlined that there is a grouping recognition that deep and sustained school improvement will depend up on the leadership of the many rather than the few, Riley cited in Harris et al,(2003, p.10) has also suggested that school leader ships more than the effort of a single individual. In support of this idea, Leithwood and Riechl, (2003, p.231) have also stated that although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles through a school.

Many scholars and author can define leadership in different way but they can share common idea within their explanation. According to Stogdill, (1987) defined leadership as the process of directing and influencing the task-related activities of group members. There are three implication of this definition. First, leadership can involve other people. Secondly, it involves unequal distribution of power among leaders and group members. Thirdly, leaders can also influence subordinates in a variety of ways [CITATION Kat66 \l 1033].They describe leadership as going beyond required performance. They consider organizational leadership "to be the

influential increment over and above mechanical compliance with the routine directives of the organization."

At the core of most definitions of leadership are two functions: providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals. [CITATION Lei03 \p 2 \l 1033]

According to Leithwood and Riehl (2003), the definition has several important implications:

Leaders do not merely impose goals on followers, but works with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centered on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions. Leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus, leadership effects on school goals are indirect as well as direct. Leadership is a function more than a role. Although leadership is often invested in- or expected of- personal in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles throughout a school.

Joseph Rost (1993, p.102) has defined Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. From this definition, there are four essential elements that must be present if leadership exists or is occurring: The relationship is based on influence, leaders and followers are the people in this relationship, leaders and followers intend real changes, and leaders and followers develop mutual purposes.

Others such as, Murray Hiebert and Bruce Klatt (2001, p.38) define leadership as "Leadership is an incredibly complex and varied topic, encompassing everything from interpersonal relationships to corporate strategy. This tool moves you above your day-to-day leadership activities, to take a bird's-eye view of leadership fundamentals. A leader's theory is no small matter. It has a lot to do with his or her long-term success as a leader".

Leadership is defined as influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group's goals. [CITATION Har02 \l 1033]

Generally, Leadership is an integral part of work and social life. In fact in any given situation where a group of people want to accomplish a common goal, a leader may be required. Leadership behavior occurs in almost all formal and informal social situations. Even in a non-formal situation such as a group of friends some sort of a leadership behavior occurs wherein one individual usually takes a lead in most of the group activities. You may have observed this is the group of your friends too.

Participation means many things to many people. It carries potential benefits, but only if all those involved have a common understanding and set of expectations[CITATION Tar13 \p 7 \l 1033]. Since the solution to the problems we face today cannot be found in a single view or perspective, but are most often hidden behind the collective knowledge and potential of all stakeholders, the complexity of the environment in which we both work and live require the change in how we work together.

According to Grunig, Grunig and Dozier (2002), for organizations to be excellent they must have a strong participative culture, be organic and innovative, and have leaders who inspire instead of dictate. They argued that leaders should use strategic planning, establish an environment that is socially responsible, place emphasis on quality in all processes and establish a collaborative work environment.

The power of participatory leadership is in using the intelligence that exists everywhere in the community, the company, school, or organization. Thus, Participatory leadership means dialogue and conversations that foster collective learning and wisdom for more collaborative, sustainable, and innovative solutions[CITATION Mas11 \l 1033].

The principle advantages of participation according to [CITATION Dav57 \l 1033] are that it utilizes the creative potential of all employees, encourages personnel to accept responsibility, may create better decisions, improves team work and morale, creates higher motivation, and restores human dignity and mutual interest. According to Teddlie and Reynolds (cited in Brundr et al, 2000:56) on their part have indicated that, for many, the term leadership has become

centrally synonymous with school effectiveness. School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future.

According to HaileSelassie (2013), Participation is the process through which stakeholders' influence and share control over priority setting, policy-making, resource allocations and access to public goods and services. The process of making decisions about one's own life and then acting on those decisions - of having some influence on the forces and pressures surrounding one's environment - brings benefits to individuals, communities, and society at large. He also address, Participation is valued for both intrinsic and instrumental reasons. The intrinsic value refers to the idea that the act of participation is valuable in itself, quite apart from any value it may have in helping to achieve other good things. It's a welcome bonus that in addition to being intrinsically valuable, participation can also be a powerful instrument for achieving a range of valuable outcomes. In particular, participation has the potential to achieve more efficient and equitable outcomes in many different contexts of decision-making, such as allocation of budgetary resources among alternative uses, management of common property resources, and delivery of community services.

2.3. Theories of Leadership

There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader[CITATION Avo09 \l 1033], all contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a *process* that involves *influence* with a *group* of people toward the realization of *goals* [CITATION SWo10 \l 1033].

Scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories [CITATION Cha12 \l 1033]. While the earlier

of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels. Although new theories are emerging all of the time, most can be classified as one of Charry's eight major types. These are "Great Man" Theory, Trait Theory, Contingency Theories, Situational Theory, Behavioral Theory, Participatory Theory, Transactional/Management Theory, and Relationship/Transformational Theory. The major theories contributing towards this school of thought are described below.

2.3.1. "Great Man" Theory

According to Charry's, (2012) Great man theories assume that the capacity for leadership is inheritance, that great leaders are born, not made. These theories often portray as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primary as a male quality, especially military leadership [CITATION Olo13 \l 1033]

2.3.2. Trait Theory

Similar in some ways to great man theories, the trait assume that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leadership? Inconsistencies in the relationship traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership [CITATION Cha12 \l 1033].

2.3.3. Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Charry, 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements [CITATION Nay99 \l 1033]. Contingency theory states that effective leadership depends on the degree of fit

between a leader's qualities and leadership style and that demanded by a specific situation [CITATION Lam13 \l 1033].

2.3.4. Situational Theory

According to Charry's, (2012) Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective.

2.3.5. Behavioral Theory

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states [CITATION Cha12 \l 1033]. According to the behavioral theory, people can *learn* to become leaders through training and observation. Naylor (1999), notes that interest in the behavior of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles. It has been observed that groups under these types of leadership perform differently:

☞ autocratically led groups will work well so long as the leader is present. Group members, however, tend to be unhappy with the leadership style and express hostility.

☞ democratically led groups do nearly as well as the autocratic group. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent.

2.3.6. Participatory Theory

The participative/democratic theory of management is derived from the work of Douglas McGregor, Rensis Likert, Cliff Argyris, and Warren Bennis, among others. [CITATION Hel71 \l 1033]States these writers base their assumptions on the following: That managers and workers

are motivated to share influence with decision-makers, that they are capable of contributing usefully to the decision process, that in general this willingness and capability is not used and that the three antecedent circumstances are invariant with respect to most normal working conditions. Participation will occur when individuals have an opportunity to take part in the decisions of the organization which affect them.

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business[CITATION Lam13 \l 1033].

2.4. Styles of Leadership

Now a day's schools and education sector need change in the administrative reforms. This reform has directly affected by the leadership style of the school leaders[CITATION Joh07 \p 24 \l 1033].According to Adair,(2007) Leadership style reflects the role of as a leader and is the pattern of behavior which a leader adopts in different situations.

Different pattern, philosophy, personality, experience and value system exist in leadership styles and these are adopted by a leader to influence the behavior of his subordinates in the organization. It means how the leader uses his power; and he influence the group; and how he gets the work from his subordinates. In any leadership style where in team, operational or organizational leadership, what matters is the leader-quality of personality and character, the situation (partly constant or partly varying), and the team-the followers: their needs and values. Principals as the school chief educational leader play a major role in shaping the nature of the school organization. In supporting this argument, Ministry of Education, Government of Ethiopia (2005:16) commented that:

Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional

leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.

From the above one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes. Thus, teachers' job performance and the integration of all the stakeholders in the participation of school system can positively or negatively be affected by their principals' leadership style.

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this idea, Kinard, (1988: 326) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school.

There are various leadership styles adopted by leaders, and based on researchers finding and authors information and over time, a number of leadership styles have been proposed and for the purpose of my study only five (5) leadership styles will be discussed: Autocratic leadership, Democratic leadership, Laissez-faire leadership, situational leadership, transformational leadership.

2.4.1. Autocratic Leadership

In this style, the manager retains the decision making power in hem self, the automatic leader gives order gives which he insists must be obeyed. Leader frames the complete work situation for his employees and they do what they are told. This type of style is also known as authoritarian, and directive.

According to charry’s, 2012 Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent

being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent.

2.4.2. Laissez-faire Leadership

Laissez-faire leadership style means giving complete freedom to subordinates. In this style, subordinates take decisions themselves or they are free to take decisions; they are free to solve organizational problems themselves. In this style, manager determines policy, programs and limitations for action; after that the entire process is left to subordinates.

Laissez-faire leadership may be the best or the worst of leadership styles [CITATION Goo11 \l 1033]. Laissez-faire, this French phrase for “let it be,” when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give team’s complete freedom to do their work and set their own deadlines.

Laissez-faire leaders usually allow their subordinate the power to make decisions about their work [CITATION Cha122 \l 1033]. They provide teams with resources and advice, if needed, but otherwise do not get involved. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly.

The main advantage of laissez-faire leadership is that allowing team members so much autonomy can lead to high job satisfaction and increased productivity. It can be damaging if team members do not manage their time well or do not have the knowledge, skills, or motivation to do their work effectively. This type of leadership can also occur when managers do not have sufficient control over their staff [CITATION Olo13 \l 1033].

Deluga, (1990) investigated the effects of transformational, transactional, and laissez faire leadership characteristics on subordinates’ approach to influencing their boss. Laissez faire leadership was defined as passive leaders who are reluctant to influence subordinates, give direction, and make decisions.

2.4.3. Participatory/Democratic leadership

Participatory leadership which attempts to maximize the initiative of an individual or to increase self-generated motivation is more likely to be effective in meeting objectives than leadership which imposes control of an individual in an authoritarian fashion [CITATION McG60 \l 1033] The effectiveness of an organization in meeting the needs of its members will be enhanced if the persons who will be affected by decisions are involved in the making of these decisions [CITATION Lik67 \l 1033]. Because some leaders or persons in authority fail to understand how participatory leadership can be applied, they utilize the more authoritarian approaches [CITATION Min73 \l 1033]. Other leaders permit colleagues and subordinates to participate, not so much as a favor to the participants but as a favor to the manager [CITATION Bro67 \l 1033] Miner (1973) states that "not a single major firm in the United States has applied the participative approach in its totality on a truly large scale, although a number of companies have utilized aspects of the approach or introduced it in certain locations." Miner further indicates that companies utilizing participatory approaches are those with a high proportion of professional employees.

Participatory leadership is a phrase utilized in management circles today to describe one phase of modern management theory. Participatory leadership means that managers should give subordinates an opportunity to participate in those organizational decisions which affect them. While much has been written concerning the advantages of participative leadership, many managers do not have sufficient knowledge of the approach to use it effectively [CITATION Arg55 \l 1033]

The environment for participation is created by the leader, who shares the responsibilities with those subordinates who work for him (Likert, 1961). Davis (1957) defines participation as "the mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them." Argyris (1957) states that the consequences of participation result in: Greater feelings of cohesiveness, greater productivity whether the leader is present or not, increased job satisfaction and morale, relatively broader time perspective, greater flexibility in behavior.

In other way, Participation may take place at all levels of supervision—between the president of a corporation and his staff, between a school superintendent and his central office staff, or between

a school principal and his teachers. The amount and kind of participation which occur will depend on the organization, the leader, and the type of decisions made [CITATION McG60 \l 1033]

Examination by several writers of the participation of subordinates in the planning process points out improvements in the performance of the individual (McGregor, 1960, Maier, 1958, and Likert, 1959). A study by French, Kay, and Meyer (1966) showed that higher participation was associated with greater occupational self-actualization, and psychological participation produced improvements in man-manager relations. Additionally, they found that "the formulation of criticisms of past performance into specific goals for future improvement had a very substantial effect on performance improvement"[CITATION Fre \l 1033]. An article of this type has merit. However, it is noted that increases in participation tend to produce improvements in the relation of a subordinate to his manager, but decreases in participation did not have undesirable effects.

According to Lowin (1968), has defined participative decision-making as "a mode of organizational operations in which decisions as to activities are arrived at by the very persons who are to execute those decisions." When an individual first enters a job, he is dependent upon his superiors for satisfaction of certain needs. Superiors have control over the essential things he must have. For all practical purposes they control the amount of pay, the physical conditions under which he works, the continuance of employment, the social needs of group membership and relations with others, and the need satisfaction that an individual finds on the job,i-e., recognition for accomplishment, participation in decision- making, chance for advancement, and being necessary to the organization [CITATION Mas54 \l 1033]. More of, Teachers need to participate, and they will, one way or another, until they are satisfied [CITATION Amb72 \l 1033].

Generalizations about the behavior of a school principal should be made in the context of the school and the community as a social system. There are many environmental influences within a local system which tend to mold the principal's behavior.

The principal must have certain strengths and talent in order to be a leader. Henshel, 1971 states that a leader possessing certain qualities and knowledge may show more foresight than other members in the organization. By using his knowledge he will make certain decisions that may

appear impetuous, radical, and dangerous to his subordinates. Henshel believes that if a person in authority capitulates to the less inspired consensus of his subordinates, he may be discounting his own values and betraying those persons who have entrusted him with power and responsibility.

Finally, according to IAAP (2009, p.18) while participative in the decision making the assumptions should be drawn as: “Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions, People are more committed to actions where they have involved in the relevant decision-making, People are less competitive and more collaborative when they are working on joint goals, When people make decisions together, the social commitment to one another is greater and thus increase their commitment to the decision, Several people deciding together make better decisions than one person alone”.

2.4.4. Transformational Leadership

Transformational leadership is the process of engaging the commitment of the employees in the context of the shared values and the shared vision. It is particularly relevant in the context of managing change. It involves relationship of mutual trust between the leaders and the followers. Transformational leadership has following components: idealized influence, individual consideration, intellectual stimulation, inspiration. Employees used a soft influencing approach with transformational leaders, which involves the use of flattery and friendliness and is used when the subordinate has little power, expects resistance, and is at a relative disadvantage to the leader [CITATION Del90 \l 1033].

In transformational (Visionary/ change agent) – leader examines and searches for the needs and motives of others while seeking a higher agenda of needs and Starts with the development of a vision, a view of the future that will excite and convert potential followers (IAAP, 2009, p.34) and it also explains as One of the methods the transformational leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Transformational leadership is something that many people aspire to, and the idea of being a truly inspirational leader is very appealing. The problem is that it can be difficult to implement in

a competitive and unforgiving workplace where team members are working to tight deadlines and where any mistakes would have serious consequences (Team FME, 2013, p.23).

2.4.5. Situational Leadership

There are diverse, complex situations in schools that demand diverse leadership skills[CITATION Oye06 \p 39 \l 1033]. The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. [CITATION Dun00 \p 4 \l 1033] Claim that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2006), is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works [CITATION Tan73 \p 178 \l 1033].

The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership (Bolden, 2003). This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviors) are most appropriate. For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

Telling/Directing: The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level. This style is used at length within the law enforcement and military communities as well as on manufacturing assembly lines, providing a means of managing a diverse group of people that span a wide range of experience and maturity levels. The leader demonstrates high directive and low supportive.

Selling/Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level. Within this role, leaders "sell" their message to get employees on board, persuading them to work toward the common goal. The leader demonstrate high directive and high supportive.

participatory/Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with moderate follower readiness level. With participation; leaders can focus more on relationships and less on direction. In doing so, the Situational Leadership manager works closely with the team and shares decision-making responsibilities. The leader demonstrates low directive and low supportive.

Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level. By delegating, the leader is usually less involved with decisions and is therefore able to focus on the work and achievements of subordinates, as seen commonly in the freedom given to tenured professors who are allowed to teach in the manner they believe is most effective while being monitored by a dean or department head. The leader demonstrates low directive and low supportive. It has been argued that leaders exhibit a degree of versatility and flexibility that enables them to adapt their behavior to the changing demands made on them. The focus in situational approaches is on the observed behavior, not on any acquired ability or potential for leadership.

2.4.6. Educational Leadership

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. Principals“

key functions in effective schools in establishing goal consensus among staff and developing an institutional identity [CITATION Ser01 \l 1033]. Therefore, it is a fact that a school principals' leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by: creating a vision, setting high expectations, building the capacity of leadership and demonstrating ethical and moral leadership.

2.4.6.1. Creating a Vision

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools [CITATION Cha91 \l 1033]. Conley, Dunlop and Goldman (1992) (Cited in Indris, 2014) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals.

Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it [CITATION Ind14 \l 1033].

2.4.6.2. Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the Future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

2.4.6.3. Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision-making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. The evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal[CITATION Wos06 \l 1033]. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

2.4.6.4. Demonstrating Ethical and Moral Leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

2.5. Leadership in Schools and Role of School Principals

James Kouzes and Barry Posner (2007, p.8) they explain “Leadership can happen anywhere, at any time. It can happen in a huge business or a small one. It can happen in the public, private, or social sector. It can happen in any function. It can happen at home, in the community, or at school”.

The school leadership and administration play an important role in the coordinating and managing phase due to its vitality for the improvement of student result in schools[CITATION Tes13 \p 16 \l 1033].Leadership is the process of influencing employees towards the achievement of organizational goals and organizational excellence[CITATION Nay99 \l 1033].

Outstanding leaders have a vision for their institutions. They have a picture of the preferred future, which is shared with all in the institution and which shapes the programmes of learning and teaching as well as the policies, priorities, plans and procedures pervading the day-to-day life of the institution [CITATION Bea97 \l 1033].

Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students achievement. For example, Harris and Bennett (cited in Harris, et al, 2003:9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice.

Principal as educational leader influences teachers and staffs for successful operations of teaching and learning in the school. As well as head teachers play a crucial role in creating the factors, which affect the organization health of the school [CITATION Hea94 \p 64 \l 1033]. This implies that the school principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers as well as the result of the school.

In addition to the above other scholars stated as, the school principal is considered the designated leader in his school. By virtue of his position in the school system he influences subordinates toward the goals of the school system.[CITATION Gol \l 1033]Suggest there is a need to emphasize training of administrators and their relationship to the behavioral science and the problems of educational administration. The context of the social system has to be considered in this training. The principal has to consider the needs, the demands, and the aspirations of the teachers as professionals.

These all are schools with already well-established processes and capacities in place on which to build, in contrast to those schools most often of concern to reformers which have little of this essential infrastructure. This is relevant for our thinking about the meaning of leadership because leadership is all about organizational improvement; more specifically, it is all about establishing

widely agreed upon and worthwhile directions for the organization and doing whatever it takes to prod and support people to move in those directions. Our generic definition of leadership – not just effective leadership – is very simple, then; it is about direction and influence [CITATION Ken06 \l 1033]

Furthermore, a principal's work does not consist of making one decision, after which his job is completed. Rather, it consists of a continuous series of interrelated decisions. After completing one choice and negotiating the appropriate path, another corner is reached and another selection is required. Once a task or project has been completed, it is often possible to determine which choices might have been easier [CITATION Lip74 \l 1033]. Today the principal is not a loner. He must work with many others in sharing aspects of decision-making, authority, and responsibility. He has shifted from being an administrator for his own convenience to becoming a leader [CITATION McK71 \l 1033]. He is breaking away from tradition to become an innovator. He is expected to be a human relations expert in dealing with his teachers, students, community, and the central office. The role of the principal is also changing due to the complexity and size of schools.

Finally school principals must remember that participation does not relieve him of his responsibility for making decisions. Although the opinions and suggestions of the teachers need to be taken into account, the final decision must rest with the principal. The principal must remember that he has a dual responsibility. He is responsible to the teachers employed in his school building and to the school district organization. The desires and wishes of the teachers must be measured against the goals and objectives of the school district. The principal must consider the views of his teachers, but when a conflict arises, he is obligated to support the goals of the organization [CITATION Bog69 \l 1033].

Furthermore, managers should observe employees to assess the organization's strengths and weaknesses, and then tailor goals, communication, and organizational strategies to the employees [CITATION Hat97 \l 1033]. Hatch believed that organizations generally make better decisions when they listen to and collaborate with employees instead of just making decisions independently and persuading employees to adapt.

2.6. Challenges of Participatory Leadership

Leadership in the educational context is also the ability to anticipate the future. Through words and examples, leaders in education inspire the whole system by effectively influencing the behaviors, thoughts, and feelings of those working within it, and ensure their vision by creating a strategic alignment across the whole system [CITATION VFP91 \l 1033]. However, no matter how effective leaders are, they are faced with numerous obstacles which they must manage and contain in order to succeed.

Other than in financial terms, individuals are usually motivated if they can see that they will be given: achievement, recognition, job interest, responsibility, and advancement. A good leader provides the right climate and the opportunities for these needs to be met on an individual basis and this is perhaps the most difficult of a leader's challenges[CITATION Ada04 \p 139 \t \l 1033].

On the other hand the principal's son their leadership face different challenges and they are not strategically lead the school rather their day to day activities has been spent on the routine tasks like: solving conflict between teachers and students, conflict between students and students, even most of the time teachers are not willing to solve their own problem instead they bring every issue to the office, and all the stakeholder need to communicate the principals, for instance, the educational officials, parents, different government and nongovernmental organizations. Therefore, the time spends on routine cases are more when we compare with the academic purpose. And this may affect academic purpose and finally the result of students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The major purpose of the study was to examine the practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto sub-city. This chapter includes a discussion of the research design, data sources, sample size and sample technique, data gathering tools, data collection procedures, and data analysis.

3.1. Research Design

A mixed-methods approach was used in this study, combining both qualitative and quantitative components. This design is selected because it is appropriate when the aim of the study is to get an exact practices and challenges of participatory leadership of current status (Seyum Tefera and Ayalew Shebeshi, 1989, pp. 16-17). Besides, they stated that this design is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphases what actually exists such as current conditions, practices, situations or any phenomena. Particularly, mixed method is one which is commonly used in educational research.

In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed Mixed Method [CITATION Cre07 \l 1033]. Thus the data gathered through quantitative method is considered appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. According to Mclaughlin and Mufto, (2001) they believe that for the information that cannot be

obtained through quantitative method (which relies mainly on closed ended questionnaire to collect data), qualitative method can be effective in obtaining additional information. This study therefore, employed mixed approach method of data collection and analysis.

3.2. Source of Data

In order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

3.2.1. Primary Source of Data

School principals, vice principals, teachers and sub city education officials were chosen as primary sources of data by expecting that they have better exposure, experience and first-hand information regarding the issue under the study.

3.2.2. Secondary Source of Data

In addition to primary source of data, the secondary source of data were collected from various documents like school strategic plan, school improvement plan and administration manuals.

3.3. Sample Size and Sampling Techniques

Currently, there are ten sub cities in Addis Ababa City Administration. The current study was carried out in Nifas Silk Lafto sub city because of lack of studies on the area. The determination of the population and sample of schools were based on the annual statistical report prepared by Nifas Silk Lafto sub city Education offices in 2016/17 (unpublished). According to this report there are 9 secondary schools under the administration and supervision of Nifas Silk Lafto sub city education office. Since the numbers of schools are very large in the sub city, the five schools were selected by using simple random sampling techniques. They are: Frehiwot no-2 Secondary and Preparatory School, Kefitegna 23 Preparatory School, Sidele Le Ethiopia Secondary School, FitawrareLakeadegeh Secondary School, and Ginbot 20 Secondary and Preparatory School.

To select respondents from the school, simple random sampling technique was used. Because simple random sampling, give each population equal opportunities in the sample. From each school 30% of the total populations were taken. The researcher took 114 teachers out of 373 of the study area to get necessary data. Since, simple random sampling techniques ensure that each population has an equal probability of being selected, and each item in the entire population has an equal chance of being included in the sample. Thus, 88 male teachers were selected out of 290 male teachers and 26 female teachers were selected out of 83 female teachers by simple random sampling technique. This technique is useful because it gives a chance for each male and female participant.

Concerning the school principals, vice principals and sub city educational officials, the researcher took all of them by purposive sampling technique. The principals and vice principals of the participating schools were selected through purposive sampling technique since they were automatically selected. From each school all principals, vice principals and sub city education officials were selected for semi-structured interview. The reason for selecting this technique was due to their manage ability of the number and first-hand information on participating the stakeholders at the school level. This made a total of 20 (100%) principals and vice principals and 5 (100%) sub city education officials. Moreover, according to Lisa, (2008) pointed out that the main advantage of purposive sampling is that it allows the researcher to select people or events that were critical for the research. This non probability sampling was useful to the study because principals are the leaders of their schools and it is their leadership attributes that the research seeks to establish.

Table 1: population of the study and Sample Size

No	Name of the school	Population of the study									Sample size								
		Total number of teachers			Total number of principals			Total number of sub city education officials			Sample number of teachers			Sample size of principals			Sample size of sub city education officials		
		M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1	Frehiwot no-2 secondary and preparatory school	103	17	120	4	-	4	-	-	-	31	5	36	4	-	4	-	-	-
2	Kefitegna 23 preparatory school	60	16	76	4	-	4	-	-	-	18	5	23	4	-	4	-	-	-
3	Ginbot 20 secondary and preparatory school	53	15	68	4	-	4	-	-	-	16	5	21	4	-	4	-	-	-
4	Sidele Ethiopia secondary school	38	15	53	4	-	4	-	-	-	12	5	17	4	-	4	-	-	-
5	FitawrarieLakeha degeh secondary school	36	20	56	3	1	4	-	-	-	11	6	17	3	1	4	-	-	-
6	Nifas silk lafto Sub education officials	-	-	-	-	-	-	4	1	5	-	-	-	-	-	-	4	1	5
	Total	290	83	373	19	1	20	4	1	5	88	26	114	19	1	20	4	1	5

3.4. Instruments of Data Collection

The study employed two data gathering tools. These are questionnaires for teachers and interview for the school administrations (principal and vice principal) and sub city educational officials.

3.4.1. Questionnaire

Questionnaire was developed by the researcher based on review of the literature. Questionnaires were checked first by the advisor and also other professionals in the area for completeness, clarity, exhaustiveness and consequently necessary corrections were made on the basis of their comments before the actual data collection. It assess about extent to the Practices of Stakeholders involvement, principals efforts underway in making participatory Leadership and leadership roles in your schools, the extent to which teachers are perceive their involvement in the school level leadership and the challenges of participatory leadership that affected principal's effectiveness and it has 4 items with 34 questions by relating the basic question. Questionnaire is suitable method to collect factual information, opinion and attitude from large population. Besides, it can be easily and quickly analyzed (Wilkinson and Birmingham, 2003). It was utilized as the chief instrument to collect the data. So that it may prove to be effective in collecting the relevant information (Kothari, 2004). The questionnaire comprised both open ended and close ended questions. Thus open ended question permit the respondent to give unrestricted opinion.

The questionnaire was constructed in English because secondary school teachers are expected to be at least bachelor's degree holders. The questionnaires comprise closed ended and open ended items. Close ended questions such as Likert or rating scale type were used because they are suitable for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques, and they enable comparison to be made across group. In general questionnaires were used to gather the required information about the practices and challenges of participatory leadership. And open ended questions are useful for identifying a range of possible

responses where no previous data exist and also give the people an opportunity to state their own views about the topic.

3.4.2. Interview

In addition to the questionnaire, the study employed a semi-structured interview and was developed by the researcher based on review of the literature. It assesses about the practices and challenges of participatory leadership and it has 6 questions by relating the basic question. A semi-structured interview is conducted with the school leaders (principals and vice principals) and sub city education officials. Thus, an interview guide (a written list of questions) was prepared in English language; however, the interview was conducted in Amharic language and later translated to English by the researcher. This is done to avoid miss understanding between the informants and the researcher. And open ended interview were applied for the school leaders and sub city educational officials in English language was used during interview. Open ended items allow a free response. It is also more appropriate to elicit sensitive information (Somech and Lewin, 2005). Notebook and tape recorder were be used to take down the information provided by the informants. Finally, interview notes were taken; organized, summarized and then translated into English.

Such interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a deep understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions.

The interviews were conducted in the office of each sub city educational officials and principals after school time was over (i.e., around 3 to 6 pm) in different days for each of the principals. In addition to this, the interview took in ranges of 40 to 60 minutes for each of them and the researcher used notebook as well as tape recorder to take down the information provided by the informants. Finally, interview notes were taken; organized, summarized and then translated into English.

3.5. Data Collection Procedure

To make the data collection procedure smart and free from confusions, the researcher provided orientation for all respondents concerning the objective of the study and how the items would be answered. Furthermore, nearby follow up was kept by the researcher. Then, the final questionnaire was distributed to the respondents by the researcher. In addition, semi-structured interview was conducted with school Principals, vice principals and sub city educational officials by the researcher himself. The researcher initially contacted the interviewees to explain the objective of the study. While conducting the interview, the researcher used recording material. To maximize the quality of responses of the respondents and the rate of return, convenient time gap was arranged. Interviews were conducted in person at their respective working places. All interviews were held in the afternoon time according to the respondent's willingness (from 45:60 minute). The interviewees were given sufficient time to preview the questions and consent information prior to the interviews. A professional, but relaxed atmosphere was maintained in the interviews. After that the gathered and collected data were analyzed, presented and interpreted quantitatively as well as qualitatively. Finally the study summarized and concluded; the suggested recommendations were also forwarded.

3.6. Data Analysis

The analysis of the data was undertaken bearing in mind the basic questions designed for the study. Once the quantitative data gathering were accomplished and properly scored and summarized, the statistics were entered into the Statistical Package for the Social Science (SPSS version 20.0) software for analysis. Thus the data were organized, analyzed and interpreted using descriptive statistics. The data collected through questionnaires were tabulated and analyzed by using percent, mean, standard deviation and frequency. The percentage is used to interpret the characteristics of the respondents. Mean and standard deviations were used for organizing and summarizing sets of numerical data collected by Likert type scales in the questionnaires. The five point Likert scale ranging from very low to very high for the purpose of easy analysis and interpretation was used. The mean and standard deviation were used because they are generally considered as the best measures of a sample record on a particular measure (Best and James, 2004). Besides this, the data obtained through interview, open ended questionnaire and document

observation were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the respondents based on their themes. To this end, descriptions should be made based on the results. Finally, According to Gall, Gall and Borg (2003) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings.

3.7. Pilot Testing

Pilot study was conducted in Frehiwot No.2 Secondary and Preparatory School on 20 teachers to check the reliability of items prior to the final administration of the questionnaires to all 36 respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

To ensure the validity, senior and experienced colleagues of the researcher were personally consulted to provide their remark. The participants of the pilot test was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. Supporting this, George and Mallery (2003) suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. Therefore, the test has shown that the designed questionnaire was acceptable to measure the practices and challenges of participatory leadership in secondary school. The table below indicates the computed internal reliability coefficient of the pilot test.

Table 2. Reliability Test Result

No	variables	No. of items	Cronbach's Alpha
1	Practices of Stakeholders involvement	10	0.891
2	Principals Efforts Underway in Making Participatory Leadership	11	0.872
3	Teacher's perceptions in the involvement in the school level leadership	4	0.901
4	Challenges of participatory leadership	7	0.990

3.8. Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide. The researcher also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire, and structured interview. The study includes 111 teachers, 5 principals, and 15 vice principals from five government secondary schools and 5 sub city education officials who were the part of the study.

Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage was used to analyze the general characteristics of the respondents such as sex, age, level of education and total service year they have.

In addition mean and standard deviation value were computed by SPSS (version 20). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in the tables as follows:

4.1. Respondent characteristics

The characteristics and the background information of teachers, principals, vice principals and sub city education officials were presented table 3 below.

A total of 114 questionnaires were distributed to the respondents, out of this 113 were returned. Producing of an overall 99% return rate. After the data were monitored, 2 questionnaires were removed due to incomplete or missing responses and 2 principals were not involved do to their problems.

Table 3 reflects respondents by their age and sex through Cross tabulation. As it is reflected in the table most of respondents 77.5% were male. As shown in the table, female presentation was very low, which was 22.5% that needs efforts to empower women in every aspect. And it also reflected in the table the majority of the respondents were within the age ranging from 26-30 years of 46.8% and next to this one was ranging from 41 and above of 19.8%. Moreover the table reflected 7.2% of them were minimum age ranging from 25 and below of teachers. But on the side of school principals and education officials; only two female were assigned as a leader (one as a vice principals and other one was as education officials) and this implies the female

contribution as educational leader were very low when we compare with the male. Finally as reflected as on the table above the majority of the school leaders and education official the age ranging from 31-36 year of 45% and 60% respectively.

Table 3 also reflects teacher's respondents by educational qualification and work experiences. As it is reflected in the table the majority of the respondents have qualifications of first degree of 87.4% and most of them have total year of service within the range of 6-10 year service of which 37.8%.The data indicated that masters' degree holders were very few 8.1% of the total respondents. This data may give more attention to the government officials who strive for quality of education. Table 2 finally reflects school leader and education officials respondent by educational qualification and work experiences. As it is reflected in the table the majority of the respondents have qualifications of first degree; 14 school leader of 77.7%and 4 education official of 80%. And also the school leader and education official have total year of service within the range of 6-10 and 16-20 year service respectively. The data indicated that masters' degree holders were very few 22.2% of school leaders and 20% of education official from total respondents. Table 3: Characteristics of Respondents (**Key:** *F=Frequency, %=present*)

		Total service years of the respondents of teachers										Total service years of school leaders					Total service years of education officials														
		5 and below		6-10		11-15		16-20		21 and above		5 and below		6-10		11-15		16-20		21 and above		5 and below		6-10		11-15		16-20		21 and above	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
level of education of the respondents	diploma	1	0.9	2	1.8	1	0.9	0	0	1	0.9																				
	BA/BED/BS C	20	18.0	37	33.3	15	13.5	7	6.3	18	16.2			8	44.4	6	33.3									1	20	3	60		
	MA/MSC	0	0	3	2.7	2	1.8	1	0.9	3	2.7					2	11.1			2	11.1							1	20		
Total		21	18.9	42	37.8	18	16.2	8	7.2	22	19.8			8	44.4	8	44.4			2	11.1					1	20	4	80		
		Sex of the respondents teachers										Sex of the respondents of principals and vice principals					Sex of the respondents of educational officials														
		Male					Female					Male					Female					Male					Female				
		F		%		F		%		F		%		F		%		F		%		F		%		F		%		F	
Age of the respondents	25 and below	6		5.4		2		1.8																							
	26-30	39		35.5		13		11.7		6		33																			
	31-35	12		10.8		6		5.4		9		50								3		60									
	36-40	10		9		1		0.9		1		5.6		1		5.6															
	41 and above	19		17.1		3		2.7		1		5.6								1		20		1		20					
Total		86		77.5		25		22.5		17		95		1		5.6				4		80		1		20					

4.2.

Practices of Participatory School Leadership

Table 4: Practices of Stakeholders involvement;

No.	Items	parameters	F	%	M	SD
1	involves Parents in formulating and implementing school policy and program	VL	23	20.7	2.76	1.435
		L	26	23.4		
		M	35	31.5		
		H	9	8.1		
		VH	18	16.2		
		Tot	111	100		
2	creates a strong link between parents/stakeholders and improve the teaching learning process	VL	29	26.1	2.59	1.474
		L	24	21.6		
		M	35	31.5		
		H	10	9		
		VH	13	11.7		
		Tot	111	100		
3	maintain positive and productive relationship with all the school community	VL	21	18.9	2.59	1.474
		L	31	27.9		
		M	38	34.2		
		H	15	13.5		
		VH	6	5.4		
		Tot	111	100		
4	Listen and communicate with all academic and administrative	VL	16	14.4	2.62	1.464
		L	44	39.6		
		M	25	22.5		
		H	18	16.2		
		VH	8	7.2		
		Tot	111	100		
5	demonstrate a healthy interpersonal relationship	VL	7	6.3	3.46	1.487
		L	17	15.3		
		M	28	25.2		
		H	36	32.4		
		VH	23	20.7		
		Tot	111	100		
6	transparent in school activities	VL	7	6.3	3.38	1.464
		L	16	14.4		
		M	34	30.6		
		H	36	32.4		
		VH	18	16.2		
		Tot	111	100		

7	trust and delegate tasks to other subordinates	VL	19	17.1	2.63	1.46 2
		L	33	29.7		
		M	38	34.2		
		H	12	10.8		
		VH	9	8.1		
		Tot	111	100		
8	Participate parents in decisions making	VL	22	19.8	2.51	1.49 6
		L	36	32.4		
		M	32	28.8		
		H	16	14.4		
		VH	5	4.5		
		Tot	111	100		
9	communicating with parents to obtain resources	VL	20	18	2.55	1.48 4
		L	34	30.6		
		M	35	31.5		
		H	20	18		
		VH	2	1.8		
		Tot	111	100		
10	develop a system to participate parents in day to day activities	VL	15	13.5	2.86	1.42 1
		L	27	24.3		
		M	36	32.4		
		H	24	21.6		
		VH	9	8.1		
		Tot	111	100		

Key: *F*=Frequency, *%*=percent, *M*=Mean, *SD*=Standard Deviation, *VL*=very Low, *L*=Low, *M*=Medium, *H*=High, *VH*=Very High, *Tot*= Total.

Table 4 depicted that to assess the extent to which the practices of participatory school leadership in the secondary schools and regarding how principals involve and work with parents and other stakeholders so as to improve and facilitate the environment for teaching and learning process.

According to the respondents, principals involves in formulating and implementing in school policy and program has been 23 (20.7%) very low, 26 (23.4%) low, and 35 (31.5%) medium with (mean 2.76 and standard deviation 1.435). Regarding to these, principals has been discouraging of involves in formulating and implementing in school level policy and program.

Conversely, School leaders were asked the question: How participatory is the practice of school level leadership? Concerning in the formulation and implementation school level policy, the school leaders have given the following responses:

Primarily, policy was made at the national level and forwarded to school. At the school level, some rules and regulations were derived from general policy guidelines by the school management or process council and parent teachers' students association (PTSA). After that happened, however teachers, students and parents were invited for discussion and to let them to strength those rules and regulations already that had been established by the school management.

Interview #1 (October 17, 2016, principal office)

In this research, principals creates a strong link between parents/stakeholders and improve the teaching learning process has been 29 (26.1%) very low, 24(21.6%) low, and 35 (31.5%) medium with (mean 2.95 and standard deviation 1.474). This implies, principals were medium and below medium their linkage between stakeholders and improve teaching learning process and it needs more effort of participating the stakeholders.

In addition to these, Concerning with the equation: What efforts are you exerting to make the school level leadership participatory in your school? As school leaders response that,

We were developing a system by making favorable and harmonic condition to all stakeholders to participate at the school and guiding them by orienting how to lead their followers, even sometime also gave train the department head, parents, student teacher and association and the monitor the staff as all but the stakeholders especially parents were not involved in different issues because of their reason.

Interview #2 (October 19, 2016, principal office)

In addition, responded as item 3, 38(34.2%) medium, 21(18.9%) very low, and 31(27.9%) low with (mean 2.59 and standard deviation 1.474) replied principals were not maintain positive and productive relationship with all the school community at the selected sample schools.

According to the table 4 above, items 4, 5, and 6; 44 (39.6%) low, 16 (14.4%) very low, and 25 (22.5%) medium with (mean 2.62 and standard deviation 1.464), 36 (32.4%) high, 23 (20.7%) very high, and 28 (25.2%) medium with (mean 3.46 and standard deviation 1.487), and 36

(32.4%) high, 18 (16.2%) very high, and 34 (30.6%) medium with (mean 3.38 and standard deviation 1.464) of the principals were lack of commitment on listen and communicate with all academic and administrative staff, and they were medium and above demonstrate a healthy interpersonal relationship and transparent in the school activities, respectively.

On the other hand, table 4 item 7, was 38 (34.2%) medium, 33 (29.7%) low, and 19 (17.1%) very low with (mean 2.63 and standard deviation 1.462) on principals trust and delegate task to other subordinate. This implies that, trust and delegate practiced by the principals has been medium and below medium. Likewise to this item 8, 36 (32.4%) low, 22 (19.8%) very low, and 32 (28.8%) medium with (mean 2.51 and standard deviation 1.496) were low of participate parents in the decision making.

According to this table, the responses of the teachers showed on the principals communicating with parents to obtain resources and develop a system to participate parents in day to day activities of 35 (31.5%) medium, 34 (30.6%) low, and 20 (18%) very low with (mean 2.55 and standard deviation 1.484), and 36 (32.4%) medium, 27 (24.3%) low, and 15 (13.5%) very low with (mean 1.86 and standard deviation 1.421) respectively. This implies, principals were only focus on governmental budget instead of communicating parents to obtain resource and they were not developing system to participate parents in day to day activities.

In addition to the above responses of teachers, school leaders were asked the question with the regard of what challenge do characterize in obtain resource and developing system to participate parents in day to day activities: Some of them, according to the school leaders, are:

The level of understanding in the stakeholders are different, and hence it will be difficult to get them as we want and also the background of student family, attitude of parents, internal and external commitment of teachers and parents were the reasons of not engaged in the developed system.

Interview #3 (November 2, 2016, principal office)

Therefore, under different challenging circumstances, leaders could be successful by building relationships within the community of the school and providing best opportunities for teaching

and learning. Salahuddin, (2011:14) (cited as Berhanu, 2014) this is because success in the school cannot be achieved by the heroic leadership practices of a single principal alone.

Furthermore, principals in their school should form good relationship and work with everyone in the school compound. A formal structure is established indicating division of labor among the people in the school in order to attain preset goals in the organization (Hughes, 1999). Generally, forming strong relationship with individuals and stakeholder in the school and outside the school is basic to exercise participatory leadership for the best result of intended goal of education.

4.3. The Efforts Underway in Making Participatory Leadership

Table 5: Principals Efforts Underway in Making Participatory Leadership

No	Items	parameters	F	%	M	SD
1	The extent to which the Principals give emphasis to group decision - making	VL	13	11.7	2.65	1.457
		L	38	34.2		
		M	39	35.1		
		H	17	15.3		
		VH	4	3.6		
		Tot	111	100		
2	The extent to Principals consult staff and take their ideas into consideration before taking decision	VL	7	6.3	2.93	1.416
		L	38	34.2		
		M	34	30.6		
		H	20	18		
		VH	12	10.8		
		Tot	111	100		
3	The extent to which principals have supportive behavior	VL	18	16.2	2.58	1.476
		L	38	34.2		
		M	31	27.9		
		H	21	18.9		
		VH	3	2.7		
		Tot	111	100		
4	The extent to which Principals have directive behavior	VL	3	2.7	3.50	1.499
		L	13	11.7		
		M	38	34.2		
		H	40	36		
		VH	17	15.3		
		Tot	111	100		
5	The extent to which the Principals give freedom to	VL	35	31.5	2.51	1.496

	the staff	L	18	16.2		
		M	36	32.4		
		H	10	9		
		VH	12	10.8		
		Tot	111	100		
6	The extent to which Principals try to satisfy the staff in the school	VL	31	27.9	2.84	1.423
		L	15	13.5		
		M	32	28.8		
		H	7	6.3		
		VH	26	23.4		
		Tot	111	100		
7	The extent to which principals transfer decision according to the situation	VL	9	8.1	3.02	1.414
		L	23	20.7		
		M	45	40.5		
		H	25	22.5		
		VH	9	8.1		
		Tot	111	100		
8	The extent to which the principals as a visionary leader	VL	4	3.6	2.95	1.415
		L	38	34.2		
		M	37	33.3		
		H	23	20.7		
		VH	9	8.1		
		Tot	111	100		
9	The school leader gives incentive to the school community for their best performance	VL	11	9.9	3.09	1.417
		L	28	25.2		
		M	31	27.9		
		H	22	19.8		
		VH	19	17.1		
		Tot	111	100		
10	The extent to which the principals willingness to take risks	VL	6	5.4	3.03	1.414
		L	31	27.9		
		M	43	38.7		
		H	16	14.4		
		VH	15	13.5		
		Tot	111	100		
11	The extent to which the principals related the school goals with student academic performance and staff performance in their activities	VL	1	0.9	3.52	1.508
		L	18	16.2		
		M	35	31.5		
		H	36	32.4		
		VH	21	18.9		
		Tot	111	100		

Key: *F=Frequency, %=percent, M=Mean, SD=Standard Deviation, VL=very Low, L=Low, M=Medium, H=High, VH=Very High, Tot= Total.*

Items in table 5 were intended carefully in order to identify the principals' efforts underway in making participatory leadership and their roles. Therefore, the first seven items are the principals' efforts in making participatory leadership and the remaining four items were intended to assess the extent of principals' roles.

Thus, items 1 and 2 were designed to assess the extent to which the principals gave emphasis to group decision making and consult staff to take their ideas into consideration before making decision on 39 (35.1%) medium, 38 (34.2%) low, and 13 (11.7%) very low with (mean 2.65 and standard deviation 1.457) and 38 (34.2%) low, 7 (6.3%) very low, and 34 (30.6%) medium with (mean 2.93 and standard deviation 1.416) respectively. This is the characteristic of autocratic leadership style. This implies that, principals were not given a chance on group-decision and consult staff before making decision.

Items 3 and 4 also replied that whether the principals have supportive behavior with 38 (34.2%) low, 31 (27.9%) medium, and 18 (16.2%) very low with (mean 2.58 and standard deviation 1.476) or directive behavior with 40 (36.0%) high, 38 (34.2%) medium, and 17 (15.3%) very high with (mean 3.5 and standard deviation 1.499) in their personal factors. This shows that the principals had low supportive behavior and high directive behavior.

Items 5 and 6 were intended to assess the principals' personal factor on giving freedom and trying to satisfy the staff need in the school on 36 (32.4%) medium, 35 (31.5%) very low, and 18 (16.2%) low with (mean 2.51 and standard deviation 1.496) and; 32 (28.8%) medium, 31 (27.9%) very low, and 15 (13.5%) low with (mean 2.84 and standard deviation 1.423) respectively. This might indicate that the principals were not given freedom and satisfy the staff.

Item 7 replied on the principals' transfer decision according to the situation. As a result, the respondents were 45 (40.5%) medium, 25 (22.5%) high and 23 (20.7%) low with (mean 3.02 and

standard deviation 1.414). This shows the principals were medium transfer decision according to the situation.

According to table 5 items 8 to 11 indicated that to assess the principal leadership roles. Therefore, items 8 and 10 were intended to assess whether leadership qualities have. As a result, 38 (34.2%) low, 37 (33.3%) medium, and 4 (3.6%) very low with (mean 2.95 and standard deviation 1.415) and 43 (38.7%) medium, 31 (27.9%) low, and 6 (5.4%) very low with (mean 3.03 and standard deviation 1.415): the extent to which the principals as a visionary leader and his willingness to take risks, respectively. Based on the respondent above principals were below medium as a visionary leader and also reluctant to take risks.

According to item 9, was 31 (27.9%) medium, 28 (25.2%) low, and 11 (9.9%) very low with (mean 3.09 and standard deviation 1.417). This implies, the school leader had low motivation to give incentive to the school community for their best performance.

Finally according to the respondents, to assess the extent to which the principals related the school goals with student's performance and staff performance in their activities: 36 (32.4%) high, 35 (31.5%) medium, and 1 (0.9%) very low with (mean 3.52 and standard deviation 1.508) This implies that, the school principals had qualities on relating the school goals with student academic performance and staff performance.

Therefore, according to the respondents in the table above, principals were not made group-decision, not consult staff before a decision, low supporting, high directive behavior, and transfer a decision according to the situation were medium. It also reflected as they did not give freedom and not encouraging the staff accordingly. In addition to this, they were below medium as visionary leaders and reluctant to take a risk. They had also low motivation as an incentive to the school community for their best performance. But finally, they were related the school goals with the performance of students and staff members.

According to Dessalegn, (2014) Leadership style is the pattern of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this thought, Kinard,

(1988:326) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school.

According to Gametes and Ayalew (2012) a diversified body of literature witnessed that there are various leadership styles such as: democratic, autocratic, participative, lassie – faire, and situational that leaders can exercise in different situations so as to influence their employee with the ultimate aim maximizing organizational performance.

4.4. Stakeholders perception about participatory school leadership

Table 6: Teacher’s perceptions in the involvement in the school level leadership

No.	Items	parameters	F	%	M	SD
1	The extent to which you participate in decision making process	VL	13	11.7	2.82	1.426
		L	31	27.9		
		M	39	35.1		
		H	19	17.1		
		VH	9	8.1		
		Tot	111	100		
2	The extent to which you cooperate with other in any activity at the school level	VL	4	3.6	3.50	1.499
		L	13	11.7		
		M	35	31.5		
		H	42	37.8		
		VH	17	15.3		
		Tot	111	100		
3	The extent to which you readiness and willingness to complete the task	VL	3	2.7	3.47	1.49
		L	14	12.6		
		M	41	36.9		
		H	34	30.6		
		VH	19	17.1		
		Tot	111	100		
4	The extent to which you confidence to take risk through participation in the decision making	VL	4	3.6	3.68	1.571
		L	13	11.7		
		M	29	26.1		
		H	33	29.7		
		VH	32	28.8		
		Tot	111	100		

Key: F=Frequency, %=present, M=Mean, SD=Standard Deviation, VL=very Low, L=Low, M=Medium, H=High, VH=Very High, Tot= Total.

Table 6 depicted that to assess the extent to which teacher's perceptions their involvement in the school level leadership.

Therefore, the extent to which teachers; participation in decision making process, cooperation in any activity at the school level, readiness and willingness to complete the task, and their confidence to take risk through participation in the decision making responded that: 31 (27.9%) low, and 13 (11.7%) very low with (mean 2.82 and standard deviation 1.426); 42 (37.8%) high, and 17 (15.3%) very high with (mean 3.50 and standard deviation 1.499); 34 (30.6%) high, and 19 (17.1%) very high with (mean 3.47 and standard deviation 1.49); and 33 (29.7%) high, and 32 (28.8%) very high with (mean 3.68 and standard deviation 1.571) respectively.

In this regard, teacher's participation in decision making process was discouraging and principals need to develop a mechanism to participate teachers. In other way, according to the respondents' teacher's cooperation in any activity at school level, their readiness and willingness to complete the task, and confidence to take risk was encouraging.

Conversely, one of the school principals explained in detail saying that:

Many of teachers and parents do not like to be elected as some committee member especially at discipline committee. The reason is that teachers and parents consider being part of the committee might lead them to conflicts with the school community because of its nature.

Interview #4 (November 9, 2016, principal office)

Furthermore, another school principal said that on how do stakeholders perceive their involvement in school level leadership:

As long as I know, now a day's, all stakeholders know their involvement have a great value on the success of school based achievement. But a few of them are not accepting it.

Interview #5 (October 17, 2016, principal office)

Consequently, we can conclude from the above suggestions of teachers and parents are not to be active participant at the school level and observed unwilling, not confident, lack of commitment, fearing of conflicts, and taking risks.

4.5. The challenges in encountered in promoting participatory school leadership

Table 7: Challenges of participatory leadership

No.	Items	parameters	F	%	M	SD
1	Occupied by Routine Administrative work	VL	1	0.9	3.62	1.545
		L	13	11.7		
		M	36	32.4		
		H	38	34.2		
		VH	23	20.7		
		Tot	111	100		
2	Problem of Budgeting time to each activity	VL	9	8.1	3.26	1.438
		L	19	17.1		
		M	36	32.4		
		H	28	25.2		
		VH	19	17.1		
		Tot	111	100		
3	Shortage of qualified teachers	VL	26	23.4	2.66	1.455
		L	29	26.1		
		M	28	25.2		
		H	13	11.7		
		VH	15	13.5		
		Tot	111	100		
4	Shortage Leadership Competency	VL	10	9	3.21	1.429
		L	19	17.1		
		M	39	35.1		
		H	24	21.6		
		VH	19	17.1		
		Tot	111	100		
5	Shortage of adequate guidance support from higher official	VL	6	5.4	3.26	1.438
		L	28	25.2		
		M	29	26.1		
		H	27	24.3		
		VH	21	18.9		
		Tot	111	100		
6	Shortage of training on	VL	9	8.1	3.19	1.427

	educational leadership	L	29	26.1		
		M	25	22.5		
		H	28	25.2		
		VH	20	18		
		Tot	111	100		
7	Shortage of commitment	VL	13	11.7	3.06	1.416
		L	29	26.1		
		M	21	18.9		
		H	34	30.6		
		VH	14	12.6		
		Tot	111	100		

Key: *F=Frequency, %=percent, M=Mean, SD=Standard Deviation, VL=very Low, L=Low, M=Medium, H=High, VH=Very High, Tot= Total.*

Table 7 depicted that challenge of participatory leadership that affects principal's effectiveness. The data reflected in item 1 table 6, 38 (34.2%) high, 36 (32.4%) medium, and 23 (20.7%) very high with (mean 3.62 and standard deviation 1.545). This implies principals were highly engaged on routine administrative work. In addition to this, item 2, 36 (32.4%) medium, 28 (25.2%) high and 19 (17.1%) very high with (mean 3.26 and standard deviation 1.438) indicated that high problem of budgeting time to each activity.

Furthermore, most principals responded that in the above issue, and one of the principals confirming that, said:

They spent most of their time dealing with routine activities and more of student's affairs, responding to letters and participating on long meetings from different area and issues, and also different data or information comes from woreda and sub city education office were expected to be filled and approved by the school leader.

Interview #2 (October 19, 2016, principal office)

According to items 3 and 4, responded that about shortage of qualified teachers and shortage of leadership competency. In this regard, 29 (26.1%) low, and 26 (23.4%) very low with (mean 2.66 and standard deviation 1.455) and 24 (21.6%) high, and 19 (17.1%) very high with (mean 3.21 and standard deviation 1.429) respectively. In this regard, shortages of qualified teachers were low challenges for the participatory leadership but it responded highly challenged on the shortage of leadership competency.

Items 5 and 6, Shortage of adequate guidance support from higher official and shortage of training on educational leadership responded that 27 (24.3%) high, and 21 (18.9%) very high with (mean 3.26 and standard deviation 1.438) and 28 (25.2%) high, and 20 (18%) very high with (mean 3.19 and standard deviation 1.427%) respectively. This implies that, in both perspective, support from higher official and training on educational leadership were not adequate in supporting and training. In addition to this one, reflected on item 7, 34 (30.6%) high, and 14 (12.6%) very high with (mean 3.06 and standard deviation 1.245). principals were showed commitment problem on their duty.

Supporting the above data, most of the school principals indicated that there was shortage of support from higher official and training on educational leadership. According to these, one of the school principal stated that,

In our sub city education office on the area of updating leadership styles are not encouraging instead we manly update by our self. And most of as attending summer program in the area of leadership that gave by ministry of education.

Interview #8 (October 19, 2016, principal office)

And one of the sub city education officials also confirmed,

Since the school leader (the principals and vice principals) have a qualified of first degree based on the criteria set by Ministry of education we were selected for their second degree to specialized in the school leadership.

Interview #7 (November 9, 2016, sub city education office)

In addition to the above responses of teachers, school leaders and sub city educational officials were asked the question with the regard of what challenge do characterize in promoting participatory school leadership: Some of them, stated that there was high staff turnover due to various reasons and it was one factor for participatory leadership as well as effectiveness of the principals. Beside on this, One of the sub city officials for instance responded,

Teachers do not have interest to stay in the government school for a long period of time whenever they get access to better working environment and salary they left, consequently

become high work bourdon for the school leader as well as for the sub city in order to fill the gap.

Interview #6 (November 9, 2016, sub city education office)

This according to the principals, high turnover of staff and school leaders highly engagement on the routine activities would negatively affect the quality, but the schools have various missions and goals to realize. The realization of these missions and goals requires sustainable staff and participatory leader.

To sum up these, qualified school leaders should needed for success of quality and in order to handle the challenges at the school level, and the concerned higher officials should reconsider their support at the school level professionally.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, major findings of the research were summarized. After the results of the study were reviewed, conclusions are drawn and recommendations are forwarded as follows.

5.1. Summary of the major finding

The core objective of this study was to assess the Practices and Challenges of Participatory Leadership in Secondary Schools of Nifas Silk Lafto sub-city. The research engaged secondary school principals, vice principals and teachers of the sample schools and sub city education officials. In this study attempts had been made to answer to the following basic questions:

- To what extent participatory leadership practiced in secondary schools of Nifas Silk Lafto Sub City?
- What efforts are underway in making participatory leadership in secondary schools of Nifas Silk Lafto Sub City?
- How do stakeholders involve in school participatory leadership in secondary schools of Nifas Silk Lafto Sub City?
- What challenges are encountered in promoting participatory leadership in secondary schools of Nifas Silk Lafto Sub City?

So as to deal with the basic questions; questionnaire and interviews were implemented as the means of the study. The research was analyzed by using frequency, percentage, mean and standard deviation through the Statistical Package for the Social Science (SPSS version 20.0).

Depending on the result of the analysis made, the following major findings were obtained:

- As it was understood from the analysis, concerning the characteristics of respondents, it was found that most of the participants' age is from 26-30 years.
- Concerning the qualification of school principals and sub city education officials in the study hold first degree and few with their second degree.
- Regarding the current practices of principals on the involvement of stakeholder in formulating and implementing school policy and program it has been discouraging.

- Based on the response of teachers, principals were medium in linkage between stakeholders and appreciate other idea. On the contrary, from interview of principals, they put their performance as high on linkage between stakeholders and appreciate other idea, and also the level of understanding in the stakeholders are different, and hence it will be difficult to get them as we want in order to participate.
- The school leaders concerning on human relation skill understanding, the need and concern of staff were medium.
- According to the responses from respondents, principals lack commitment to listen and communicate with all academic and administrative staff.
- Trust and delegating practiced by the principals were medium.
- Principals were only focus on governmental budget instead of communicating stakeholders to obtain resource and they were not developing mechanism to participate parents.
- Concerning decision making of the principals, emphasis to the majority group decision making and consult staff before making decision was discouraging and it is the characteristics of autocratic leadership style.
- The behavior of the principals was show to be low supportive and high directive.
- Regarding giving freedom and trying to satisfy the staff need in the school the principals were very low and this is the characteristics of autocratic leadership style.
- Among the leadership practiced, principals were medium on the transfer of decision according to the situation.
- Concerning the principals' roles, according to the respondents, principals were below medium as a visionary leader and also reluctant to take risks.
- According to respondents, high turnover of teachers is the main challenge of the school leaders and even also for sub city education officials.
- The school principals were not free from routine tasks, they were highly engaged on routine tasks and observed a high problem of budgeting time for activities.
- According to respondents, budgeting finance were not a big challenge for the principals instead their inability to allocate and use budget effectively was the greatest problem observed.

- According to responses forwarded by the respondents, shortages of qualified teachers are a low challenge for the participatory leadership but it highly challenges the shortage of leadership competency.
- According to responses from interview of principals, guidance support from higher official was not adequate especially on the leadership aspect and them only support based on the same checklist on consecutive years.
- According to respondents, the extent to which teachers' perceptions, teachers' participation in decision making process was discouraging.
- Teachers and parents are not to be active participant at the school level and observed unwilling, not confident, lack of commitment, fearing of conflicts, and taking risks.

5.2. Conclusions

Quantitative and qualitative methods of the study were combined to obtain a reasonable conclusion about the finding of the study. Therefore, the following conclusions are drawn:

- 🚩 A few of school leader and sub city education official leaders were qualified with second degree and almost all have first degree in the subject area. However, according to the MoE, school leaders need to have second degree on the school leadership.
- 🚩 There were no parents' and teachers' encouragement to participate on formulating and implementation of school level policy and program. Therefore, it is possible to conclude that according to Ethiopian minister of education blue print, without the participation of stakeholder no change should be expected to achieve educational goal.
- 🚩 Concerning time allocation principals were highly engaged on routine tasks not spends their academic time for proper work. So principals were not following their procedure to use their time in proper and wise way.
- 🚩 Principals practiced transfer of decision; delegate and trust to other and the ability to listen and communicate to academic and administrative staff were found medium. Therefore principals are not transfer decision accordingly to the situation, and they didn't develop a mechanism to delegate activities with responsibility and facilitates to communicate academic and administrative staff based on schedule.

- ✚ Concerning leadership styles of principals their autocratic principal leadership style negatively influenced academic achievement because they assume harsh leadership styles which were highly disliked by teachers. It implied the more autocratic style were used, the poorer to influence academic achievement and their readiness shown unable and unwilling. On the contrary, participatory leadership style influences academic achievement positively and demonstrate good school performance generally and teaching learning process specifically because it rely on participating the stakeholders to work with principals to achieve school objectives.
- ✚ In addition, the behavior of school leaders characterizing as telling, is the most direct form of leadership and the leader of the group tells each member what to do and how they would like them to do it. This approach is less collaborative, and more directive in nature. There is very little working together between the leader and the team members, instead the leader simply provides specific instructions for the team members to follow through with.
- ✚ From this finding, it was concluded that the school principals might lack necessary leadership skill, knowledge, qualification and attitude to draw stakeholders toward participating at the school level.

5.3. Recommendations

Depending on the results of the study, the following recommendations are put forward:

- ❖ The school leader should vary their approach based on the people they are leading, and the circumstances that surround the task at hand.
- ❖ Leadership does not belong to a single principal or administrative team. Instead, leadership must be seen as the responsibility of everyone in the community. These include school principals, teachers, staff, students, parents and community members. The relationship between a school principal and those who follow him or her should be based on mutual trust and respect. School principals must work to build and maintain a trusting environment in which teachers feel comfortable and supported.
- ❖ Most of the school principals were found to be working continuously on routines that were less value adding to the realization of the vision and mission of their schools. So

school leaders should develop a mechanism to delegate tasks, create follower and provide the necessary encouragement as well as economic incentives to teachers.

- ❖ Teachers and parents are backbones for the realization of school goals through active participatory leadership, so school leader should set consistent system to participate stakeholders in different areas at the school level.
- ❖ Parents' involvement in schools affairs has been found to be low. Thus, principals including the concerned body need to inform and influence parents demanding for their more involvement in the school affairs. Moreover, principals themselves need to work more with parents. Because schools are organizations where different school communities exist to work together for the attainment of schools goals and objectives which are not possible for principals alone.
- ❖ School leaders should have the ability to participate and supporting style of situational leadership that passes more responsibility to the employees or followers. While the leader still provides some direction, the decision ultimately lies on the follower. The leader is there to provide feedback and to increase their confidence and motivation with praise feedback for the task completed. This approach is more collaborative and less directive in nature. There is very more work together between the leader and the team members.

Therefore, school leaders should know, a successful organization not only satisfies the goals of the organization but likewise satisfies the needs of the organization members. Principals were not participative in involving and working with school communities in different school affairs directly affects the teaching and learning process as well as achieving the educational goals. Finally, principals must work together with school communities in different school affairs by involving them.

To sum up, further study and due attention should be given to school leadership by responsible bodies so as to address the challenges more adequately and to invest for the future betterment of the coming generation.

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Appendix: A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

Introduction

The information gathered through this questionnaire is to investigate practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto Sub City. Your careful and honest response determines the success of the researcher and the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Thank you in advance for your kind cooperation!

Directions:

Please

- Make a tick mark (√) in the boxes provided.
- Don't write your name.
- Read the instructions in the questionnaire carefully before you give your response.

i. Personal background of respondents

1. Name of your school _____

2. Sex: Male Femlae

3. Age: 25 & below 26-30 31-35 36-40 41 & above

4. Level of education: Diploma BA/B.Ed./B.Sc. MA/M.Sc.
Others (Please specify)

5. Total service years: 5&below 6-10 11-15 16-20 21&above

ii. Work Related Questions

PART I. The following question items are designed to assess the extent to the Practices of Stakeholders involvement, in school regarding how principals involve and work with parents and

other stakeholders so as to improve and facilitate the environment for teaching and learning process.

Direction: Put “√” mark in the box against the choice appropriate to it according to your degree of agreement based on current status? Where

Rating scale: 1-Very Low; 2- Low; 3-Medium; 4-High; 5-Very High

No.	Items	scale				
		5	4	3	2	1
1	involves Parents in formulating and implementing school policy and program					
2	creates a strong link between parents/stakeholders and improve the teaching learning process					
3	maintain positive and productive relationship with all the school community					
4	Listen and communicate with all academic and administrative					
5	demonstrate a healthy interpersonal relationship					
6	transparent in school activities					
7	trust and delegate tasks to other subordinates					
8	Participate parents in decisions making					
9	communicating with parents to obtain resources					
10	develop a system to participate parents in day to day activities					

PART II: The following questions to assess principals efforts underway in making participatory Leadership and leadership roles in your schools;

Rating scale: 1-Very Low; 2- Low; 3-Medium; 4-High; 5-Very High

No	Items	scale
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.		5	4	3	2	1
1	The extent to which the Principals give emphasis to group decision - making					
2	The extent to Principals consult staff and take their ideas into consideration before taking decision					
3	The extent to which principals have supportive behavior					
4	The extent to which Principals have directive behavior					
5	The extent to which the Principals give freedom to the staff					
6	The extent to which Principals try to satisfy the staff in the school					
7	The extent to which principals transfer decision according to the situation					
8	The extent to which the principals as a visionary leader					
9	The school leader gives incentive to the school community for their best performance					
10	The extent to which the principals willingness to take risks					
11	The extent to which the principals related the school goals with student academic performance and staff performance in their activities					

PART III: The following question items are designed to assess the extent to which teachers perceive their involvement in the school level leadership.

No.	Items	scale				
		5	4	3	2	1
1	The extent to which you participate in decision making process					
2	The extent to which you cooperate with other in any activity at the school level					
3	The extent to which you readiness and willingness to complete the task					
4	The extent to which you confidence to take risk through participation in the decision making					

PART IV: The following questions to assess the challenges of participatory leadership that affected principal's effectiveness.

Rating scale: 1-Very Low; 2- Low; 3-Medium; 4-High; 5-Very High

No.	Items	scale				
		5	4	3	2	1

1	Occupied by Routine Administrative work					
2	Problem of Budgeting time to each activity					
3	Shortage of qualified teachers					
4	Shortage Leadership Competency					
5	Shortage of adequate guidance support from higher official					
6	Shortage of training on educational leadership					
7	Shortage of commitment					

Appendix: B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

**Interview question for school principals, vice principals and sub city Education official
Heads**

Interview questions designed to **Principals, Vice Principals and sub city education official heads** to assess practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto Sub City.

PART I: Background of respondent

- 1.1. Name _____ of _____ the interviewee _____
- 1.2. Name _____ of _____ the school _____
- 1.3. Sex: Male _____ Femlae _____
- 1.4. Age : 25 & below 26-30 31-35 36-40 41 & above
- 1.5. Level of education: Diploma BA/B.Ed./B.Sc. MA/M.Sc.
Others (e specify)
- 1.6. Work experience (underline the current position)
 - 1.6.1. As a school teacher _____ year
 - 1.6.2. As a vice principal ship _____ year
 - 1.6.3. As a principal ship _____ year
 - 1.6.4. Other , if any _____
- 1.7. Total service years: 5&below _____ 6-10 _____ 11-15 _____ 16-20 _____ 21&above _____
- 1. How participatory is the practice of school level leadership? Does your school practices participatory leadership?

2. What efforts are you exerting to make the school level leadership participatory in your school?

3. How do stakeholders perceive their involvement in school level leadership?

4. Do you believe your school participates the stakeholder in the decision making process?

5. In what way and condition they participate?

6. What challenges are encountered in promoting participatory leadership? What are the indicators and their Causes?

Thank you in advance for your kind cooperation!