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**Educational Leadership Problems of
Government Secondary School Principals
in Kellem Wollega Zone**

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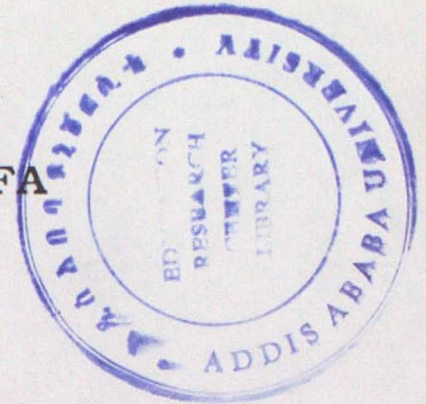
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EDUCATIONAL LEADERSHIP PROBLEMS OF GOVERNMENT SECONDARY
SCHOOL PRINCIPALS IN KELLEM
WOLLEGA ZONE

BY
DESALEGN HORDOFA



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ABBREVIATIONS

CPD:	Continuous Professional Development
EdPM:	Educational Planning and Management
ESDP:	Education Sector Development Program
FGD:	Focus Group Discussion
KWZ:	Kelem Wolegga Zone
MoE:	Ministry of Education
NGO:	Non Governmental Organization
OEB:	Oromia Education Bureau
REB:	Regional Education Bureau
SSPs:	Secondary School Principals
WEOs:	Woreda Education Officers
WM:	Weighted Mean

ABSTRACT

The purpose of this study was to examine the main problems Government secondary school principals face in educational leadership in Kellem Wollegga Zone. The research design used was descriptive survey method. The sample consists of 30 Woreda Education Officers, 30 department heads and 107 teachers. Simple random and systematic sampling methods were employed to select the respondents. The instruments of data collection were pilot tested by purposively selected teachers. Both primary and secondary data source were used. To gather the necessary data 167 questionnaires were distributed, two focused group discussions with five members each and interview with 6 principals were conducted. The collected data was analyzed using percentage, mean and weighted mean. For attaining the purpose of the study 6 Woredas with 6 Secondary Schools were selected by lottery method. The finding revealed that women participation at leadership position was very poor. In addition to this most of the principals were incompetent in providing educational leadership activities such as in building the capacity of staff, in curriculum development and in conducting supervision as expected of them since they are assigned by political commitment. The attitude of the teachers towards principal ship assignment was largely negative mainly for it has been viewed as profession. On the other hand this showed those factors that influence Secondary School Principals in leadership activity are: heavy administrative work load, lack of knowledge in research methodology, financial problem, absence of participative decision making, students' disciplinary problem, lack of constructive feedback and lack of school infrastructures. From this we conclude that there are number of problems in educational leadership that hinder the quality of education. Finally, it was recommended that the quality of education in schools is strongly determined by the quality of leadership that exists in the schools. So, in order to minimize the problem the woreda education office in collaboration with the secondary school principals prepare project and search for donor/Governmental or NGO./and mobilizing the community to alleviate the problem.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is a key instrument for the overall development of country. It is a means of change and development. In this respect Lockheed and Verspoor (1991) argued that "education is a corner stone of economic and social development ... it improves the productive capacity of societies and their political, economic and scientific institutions". In line with the attention given to education the importance of educational leadership is a major concern for it is considered a vehicle for the change and educational development (Musaazi cited in Feseha, 2005 :1).

In the Ethiopian case, an attempt has been made to make the educational management system decentralized and professional. But, still a lot remains to be done particularly in the area of training and professionalizing principalship. Owing to this fact, principals failed to play their key leadership role (MoE, 2002: 11).

With the increased value put on educational leadership, what comes to vision is the school as an environment of change the productivity of which depends mainly on the ability of its leaders to analyze existing conditions and future challenges and implement strategies for attaining the goals (Ubben and Hughes, 1997:121). Accordingly, MoE (2005:32) emphasized that through much has been done during ESDP-I and ESDP-II, still more efforts need to be exerted to strengthen managerial leadership, to meet the desired cognitive and attitudinal levels of students. Again among the various overall strategies of ESDP-III to improve quality of education, one is the need for establishment of efficient school leadership and management (MoE, 2005:37).

However in implementing educational strategies and in bringing changes in the educational systems, principals in the secondary school face many

problems due to their position (Morephet et al. ,1982:295) .Their position is vulnerable to many types of role conflicts. They are under pressure from their super ordinates to meet the goals of the organization on the one hand and from the teachers to meet their personal needs on the other. As to Musazi (1988:53) inadequate leadership at the school level is the one that adversely affect the progress of education. Because of success in any educational institutions depend significantly on effective and sound leadership. .

In other words, of the forces affecting in the school system, probably none is more important than the school leaders who have the responsibility for recommending change in education activities and facilitating learning (Adesina, 1990:186). Regardless of this role to be played by educational leader is much, and great is expected from him/her because he/she is the one in a position to facilitate condition and arrange the necessary imputes. However lack of skill and necessary training is what affect the effectiveness of school principals.

Generally, until recently, principals were not recognized as professionals. Unstable school leadership and the tendency of teachers and secondary school principals to look at principalship suspiciously were apparently prevailing in the education system in the Zone on the other hand, the demand for secondary education has increased tremendously and the quality of education has become one of the subjects of debate in the Zone in which secondary school principals would be involved significantly and face the entire situation in the schools.

Therefore, the proceeding attempts would indicate that the conditions of secondary schools invite for appropriate educational leadership which in turn calls for scientific study of the problems of government secondary school principals in educational leadership.

1.2 Statement of the Problem

The role of school leadership is very vital and hence it is non negotiable as it is one major factor that identifies successful schools from unsuccessful ones. Supporting this idea, Bush and Bell (1994) indicated that research on school effectiveness demonstrates conclusively that the quality of leadership is one of the major variables in delineating successful and less successful educational organizations so, to have successful schools we need to identify and solve leadership challenges. But the school leadership faces many problems as schools are operating in affinity complex environment.

In this respect, Mauriel (1989:216) argued that educational leaders inevitably find themselves facing many challenges, uncertainties and ambiguities in their education practice and management.

Accordingly, under the persistent challenges facing the education system, MoE (2005:28) stated that urgent improvements need to be achieved in the areas of supervision of teaching learning process, which are mainly carried out by school leaders. Moreover, as an action plan, MoE (2005:34) expresses among the over all goals of ESDP-III, one is to increase access to quality secondary education. This however, happens when secondary schools are appropriately guided by strong leadership.

Furtherer more, the review of Oromia education bureau's material on overall quality education approval package (Afan Oromo version) revealed the existence of a variety of school leadership factors that impede quality education. Additionally, it is indicated that among the major focus areas that need attention to enhance quality education in the region, one is the improvement of school leadership and management.

However, from my own experience of secondary school principal for the past two years in the respected Zone and from observation at different educational conferences, annual educational evaluations and supervision reports all

principals in the Zone are below the required educational level and all Secondary Schools are not managed by professional principals those who graduates of EdPM. But they were drawn from different fields of study.

Because of this the respected Zone principals are less successful in accomplishing educational leadership activities such as curriculum development, staff development, supervision, evaluation, research, participative decision making and in practicing leadership style. In general the above instructional leadership activities of the principals seem to be less successfully performed. So the situation of secondary schools of Kelem Wolega Zone also looks highly demanding for creative and supportive leadership. Therefore, the purpose of this study was to identify the main problems of Secondary School Principals to their role of instructional leadership at the school level in KWZ.

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

1. What is the selection criteria adopted for the principalship position?
2. In what type of functions do school principals spend much of their time?
3. What problems do principals and teachers perceive in schools?
4. What solutions do principals and teachers propose?

1.3 Objectives of the Study

1.3.1 General Objectives

The main objective of this study was to assess educational leadership problems of secondary school principals to achieve the desired objectives of secondary school.

1.3.2 Specific Objectives

- 1) To identify the major factors that may hinder school leadership activities.
- 2) To assess the extent to which principals perform well with the educational leadership roles.
- 3) To make some relevant and feasible recommendations on the prevailing problems.

1.4 Significance of the Study

The study was expected to have the following importance:

1. It increases awareness among the concerned officials (Zonal, Woreda and School) about the existing poor school leadership practices, so that concerned authorities can take time measures to avert the problems.
2. To provide necessary recommendations that might help to have improved school leadership in order to satisfy the need for quality education.
3. The study may also be used as spring board by those who are interested to conduct wider and deeper study on school leadership problems.

1.5 Delimitation of the Study

The delimitation of the study was specifically delimited to the problems related to assigning SS principals, educational leadership roles such as curriculum development, staff development, supervision, evaluation, research, participative decision making and leadership style practiced. The study was also delimited to six government secondary schools of KWZ.

This is because, to make the research manageable and to facilitate easy access to research the required respondents with the limited time available at student researchers control

1.6 Limitation of the Study

The student researcher does not believe that the study was totally free of any kind of limitations. Accordingly, the following limitations could be attributed. Firstly, failure to include large number of secondary schools in the study, due to financial and time restriction. Secondly, the study was limited to a number of factors that affect educational leadership activities, because, to make manageable the study. And thirdly, time factor on the part of the respondents to fill in and return the questionnaire within the expected period of time, due to few WEOs were sent out to field work and some times both WEOs and principals were occupied by meeting.

1.7 Definition of the Key Terms

1. **Educational leadership:** at the school level it refers to the principals' influences on school community to setting and accomplishing educational objectives focusing on learning, pedagogy, and curriculum i.e in diagnosing and solving problems in the teaching learning process (Dimnock, 2000:251).
2. **Instructional leadership:** refers to the principals' influences mainly on the behaviors of teachers as they engage in activities directly affecting the growth of students (Murphy and Louise, 1999:47).
3. **Principal:** the administrative head and professional leader in charge of secondary schools (Good, 1973:436).
4. **Secondary school:** the school division following primary school, in the educational system of Ethiopia. Comprising general secondary education i.e grade 9 and 10 and preparatory education, i.e grade 11 and 12 (MoE, 2002:74).
5. **Zone:** an intermediate administrative level between Region and Woreda.

1.8 Organization of the Study

The study was organized in to five chapters. The first chapter deals with introduction, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and the definitions of some key terms. The second chapter deals with the review of the related literature. Then, the third chapter discuss about the research design and methodology.

Next, the fourth chapter contains the presentations, analysis and interpretation of the results. Finally the fifth chapter provides summary, conclusion and useful recommendations based on the findings for the research questions.

CHAPTER TWO

2. Review of the Related Literature

This chapter attempts to review some main ideas raised by different scholars in different times in reference to the concept and meaning of leadership, leadership styles, leadership qualities, educational leadership historical background, and major functions of principals and leadership problems of secondary schools.

2.1 Concept of Leadership

According to Davis (1967:213) Leadership is the art of influencing people to direct their will, abilities and efforts to wards the accomplishment of common goals. Leadership is also defined as a process of encouraging and helping others to work enthusiastically to ward objectives. Leadership is a key organizational function that binds the activities of the work groups to wards the achievements of the organizational goals. It can be considered as the heart of organizational machinery with out which task accomplishment is difficult, if not impossible. What is important is leadership conceptualization is that the designated leader has the most influencing power, devotes more time, and is the most responsible person to his/her own group and organization at large .Leadership occurs if and when one person induces others to work to ward a goal. Thus, effective leadership has been clearly identified as key characteristics of most successful institutions.

2.1.1 Meaning of Leadership

There are many ways of looking at leadership and many interpretations of its meaning. Currently, Stogdill cited in Yukl (2006) concluded that there are almost as many definitions of leadership as there are person who have attempted to define the concept. For example, according to Kindler (2006) leadership is a personal process an charged in mutual respect in which stakeholders choose the level at which they will contribute their energy and

resources to advance shared goals and common values. Kindler suggestion is that leadership arises from a mutual respect of the stakeholder to select and willingly follow to each other. Moreover, according to Robbins (2005) leadership is the ability to influence a group toward the achievement of goals. The source of this influence may be formal such as they provided by the possession of managerial rank in an organization.

In similar manner, Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals or group of people to do what the leader wants to be done. By implication, the leaders focus is on what he/she wants from people. Therefore, follower's input is not encouraged with regard to what is to be done.

Similarly, Dubrin (2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. This has to do with inspiration change and motivation. It can be concluded that the leaders practice is to build followers' confidence in their job so as to be effective on their job.

According to Yukl (2006) leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective. This definition of Yukl includes efforts not only to influence and facilitate the current work of the group or organizational but, also to ensure that is prepared to meet future challenges.

In conclusion, the definition of leadership is much diversified and multi meaning. However, most writers have one thing in common that leadership is about influencing a group of people towards desired organizational objectives.

2.1.2 Leadership Styles

In school set up, leadership style is the way a school leader uses available power in order to lead his/her school. According to Adane et al. (2002:270) style of leadership refers to "the underlining needs structure of the leader that motivates behavior in various inter personal situations". Thus, depending up on the scholars view, style of leadership is the selection of a way to lead others and how to use available power in the school. More specifically, it is the manner and approach of providing direction, implementing plans, and motivating people. Effective school leaders use arrange of leadership styles according to the demand of the situation and context in their schools. For example, based up on the use of authority, Chandan (1994:354), has classified leadership styles in to three. These are (a) Autocratic or Dictatorial (b) Democratic or Participative (c) Laissez-fair or Delegate.

2.1.2.1 Autocratic or Dictatorial Leadership Style

This styles relies much more on power and punishment where emphasis is given to the leader, such leaders are very directive and allowed no participation in decisions. Decision making power is centralized, orders and directives utilized to exercise power. The leaders took full authority and assumed full responsibility from initiation to task completion. Additionally, leaders assign people to clearly defined tasks and down ward flow of communication is practiced. In general this style is used when the leaders tells his/her staff what he/she wants done and how he/she wants it done, without getting the advice of his/her followers.

The main characteristics of authoritarian leaders are ruthless, selfishness, wickedness, greed, have of power and desire to be flattered.

In autocratic leadership, even if the staff used to keep the leader in power and operate in accordance with the leaders wishes, from literature review, there are some appropriate conditions to use this style. For example, when the

leaders have all information to solve the problem, when leaders are short on time, and when employees (staff) are well motivated and the like.

2.1.2.2. Democratic or Participative Leadership Style

In contrary to the above, this style as the name indicates argues that the group is greater than the sum of its parts and emphasis is given to the whole staff. Every body in the system is kept actively involved in the leadership process and allowed to function and interact. In this style group decision making process has got due emphasis and decision making power is decentralized as well as delegated. Subordinates are consulted and their ideas taken in to consideration before taking decision. Leader delegates a great deal of authority while retaining ultimate responsibility, work is divided and assigned on the basis of participatory decision making, active two way flow of upward and downward communication are what characterize the style. It is some what popular style of leadership. Accordingly, Wallace cited in Brundret ,M.,Neil Burton and Robert Smith (2003:156) has argued that there is evidence that, a collegial style of school leadership has become the "official model of good practice."

Furthermore, the participative leadership creates a work environment which promotes desire in member of the staff to perform to the best of his/her ability, to cooperate with others, and to develop his/her own skills and abilities. Subordinates are considered socially equal and are respected for their knowledge and ideas. Democratic leadership involves the leader including one or more staff member in discussion and decision making process to determine what and how. This is normally used when the leaders have part of the information, and the staff has other parts. It allows leaders to become part of the staff and allows making better decisions. In general, using democratic style is considered as a sign of strength that the staff respects.

2.1.2.3 Laissez-Faire Leadership Style

Laissez-fair is a French word in which laissez means to let, allow and fair means to do, in this style of leadership, leaders give complete freedom to the staff and left it up to subordinates to make individuals decisions on their own. However, the leader is still responsible for the decisions that are made, such a leader hates crises, tries to satisfy every body in the system, and prefers to hold meetings with individual members of the staff to seek support rather than open the whole subject for discussion. It is used when employees are able to analyze the situation and determine what needs to be done and how to do it. Additionally, it issued when the leaders have the full trust and confidence in the people below them.

Most importantly, it is context and situation that determines which style to use and schools in the field have noticed the need to analyze the situation of the school variables to decide the suitability of leadership styles to their school. For example, Timm (2000:173) have stated that one should analyze situational variables of the environment to decide which leadership style is suitable in a given situation.

Moreover, under situational theory of leadership, numbers of management scholars have advocated that no one best style of leadership exists. Successful leadership occurs when the leaders styles matches the situation and stress the need for flexibility. Good leaders use all the three styles depending up on what forces are involved between the staff, the leader and the situation with one of them normally dominate. Accordingly, Peretomode (1991:176), has noticed that school manager should consider three sets of forces (manager, subordinates, and situations) before choosing a leadership style.

Thus, leadership style is the function of the leadership themselves, subordinates, and the situation confronting the leader. In choosing the style

of leadership, the leader has to be flexible and assess the forces that determine his/her leadership style and act accordingly.

2.1.3 Leadership Qualities

A firm agreement on what the qualities of the leader are does not exist. There is consensus; however, that leader should revolve around what a person is as well as what a person does. In defining the qualities of a leader, attention should be given to what he does than to what he is. According to Adesina (1990:148-159) qualities of leadership can be categorized under two major headings tangible and intangible.

The tangible qualities are more obvious and quite easy to evaluate. They generally, have to do with acquired skills, demonstrated or demonstrable techniques and other cognitive qualifications. In appointing a secondary school principal for example, it may be necessary to know whether the candidate possesses a university degree plus some professional training in teaching and or administration of secondary school. Then, it would be of interest to know also if he has experience in school administration and how he compares with other candidates in this respect. Good tangible qualities are not sufficient to make good institutional leaders.

Intangible qualities are less obvious and usually take along time to grasp. They also have to do with certain attributes some of which can not be easily acquired even though persistent reading and study. For example, an intangible quality is the leader imagination. This implies the ability to think productively in the process of which new ideas come to mind. Other intangible qualities are the leaders love, consideration for others, progressiveness, motivation techniques, respect for subordinates, good intentions, courage and so on.

If principals display the expected professional qualities, they can be highly accepted. Hoy and Miskel (1987:139) agree that schools need to be moderately controlled. They are expected to be collegial. Morphet, E.L. (1982:79) characterized a collegial school as follows shared authority, participative decision making, high professional esteem as contrasted to formal authority, moderate control, service oriented professional code of ethics, free communication, decentralization, no exaggerated elite stratification minimum sense of hierarchical authority and more of team spirit.

In sum, it appears of utmost importance to wide up the discussion with the recommendations of (Adams, 1987:157). In his view, qualities need to be seeing in terms of the principals concern for both people and tasks for which he should not give unequal attention.

With respect to concern for people Adams stipulates that "availability, sensitivity, involvement, flexibility, ability to negotiate, and inspiration" are essential in some degree for successful leadership in the secondary school. Where as with regard to 'concern for tasks' the principal will need to be "a planner and organizer, a decision maker, and a good communicator."

2.2 Educational Leadership Experience

In this part of the paper, attempt is made to define the concepts of principal, principal ship and its historical development, in brief in its global and Ethiopian context.

2.2.1 Global Experience

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

A principal is "the administrative head and professional leader of ...a high school" (Good, 1973:436). According to Monahan and Hengst (1982:239) and Murphy (1995:13) the term principal is used in the United States of America which was originally derived from the phrase "principal teacher," Headmaster or headmistress in England is similar to principal in USA.

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

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

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

Regarding the criteria for principalship, for example, Rebore in MoE (2002:39) Amharic version indicates that principalship in America is based on qualification level and on special training in educational leadership. Another example is a Kenyan experience, principalship in Kenya is obtained mainly based on the quality of work performance, advanced educational standard, at

least three years of teaching experience, training in directorial inspection and good personality and social standing.

2.2.2 Ethiopian Context

2.2.2.1 Past Experience of Principal Selection (before 1990)

Principalship in Ethiopia is strongly connected with the introduction of modern education in the country. According to MoE (2002), it is stated that prior to 1962, expatriate principals were assigned in elementary and secondary school of different province of Ethiopia. During the 1930s and 1940s predominantly, Indians were posted to principalship, although, the criteria were not at all clear, may be for their educational standards and experience in leadership. After the restoration of independence in 1941 education was given high priority which resulted in opening of schools in different parts of the country. As there were not enough educated Ethiopians to teach and run the schools, most of the teachers and headmasters in the schools were from foreign countries such as the UK, USA, Canada, Sweden, Egypt, and India (ICD cited in Feseha, 2005:11).

From the second half 1940 until 1976, documents prove that Ethiopian principals were assigned in elementary schools with out a context; only by observing their knowledge and teaching experience. In 1961/2, a one year course in supervision and administration was started at Addis Ababa University. This continued until 1967 still some periodical letters written before the year 1960 (MoE, 2002) reveal that Ethiopians who were graduated with B.A/BSC degree in any field were assigned as principals in secondary schools by senior officials of the MoE. The major selection requirements were educational standard, service years and work experience.

However, during the first few years of 1960's it was recognize that those graduated with B.A degree in management and pedagogy were directly assigned in higher secondary schools. On the other hand, scale promotion

advertisement that had been issued from 1973-1976 show that secondary school principal were those who hold their first degree, preferably, in educational management field and those who had at least worked for a limited time as a unit leader or department head, dean or teacher.

2.2.2.2 Current Experience of Principal Selection (after 1990)

It is stated in a job description of the MoE issued in 1989 that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience that shows an attention to consider principalship as a profession.

Practice over the last decade, particularly since 1993 until very recently, principals were to be assigned through direct election by teachers from among themselves. Later on Woreda education offices used to appoint teachers as principals based on the existing selection criteria. The current selection criteria of secondary school principal as MoE (2009) specified the following criteria for the selection of principals in the secondary schools. Hence, the candidate should fulfill the specified grade level (qualification) and should be trained teachers, they should at least reach the medium position in the teachers' career ladder (structure) they should serve as a unit leader, vice principal, or serve as students' dean, department head and pedagogical center head. Additionally the candidate principal is expected to have Masters degree in education and free from conviction and should not have disciplinary problems were the criteria. Points for candidates are given in the following manner according to the directive.

Written exam	25%
Experience (as unit leader, department head, etc.).....	10%
Performance evaluation point	50%
Quality of personal file	5%
Interview exam	10%
Total	100%

2.2.2.3 The Role of Principal

According to Sergiovanni (2001:4) definitions of the principals roles have changed over time. Traditional definitions focused on the administrative processes and functions that must be emphasized for schools to work well. Effective principals for example are responsible for planning, organizing, leading and controlling.

Moreover in the exercise of leadership the proficient principal: demonstrate vision, creativity, innovative thinking, moral, ethical judgment and provides leadership that appropriately involves the school community in the creation of shared beliefs and values. Furthermore proficient principal articulates beliefs persuasively, effectively explains decisions, checks for understanding, and behaves in ways that reflect these beliefs and decisions. In other way principal Works with staff and community representative to identify a curriculum framework and common core of learning that support the mission and goals of the school. They Selects, assigns, and organizes staffs in a way that assures the greatest potential for clarifying and accomplishing the schools mission and Prepares the school budget in accordance with school district budgeting procedures and Uses effective strategies to deal with the political issues and forces that affect the schools operations.

2.2.2.4 The Responsibility of Principals

According to the Mintzberg research, Morris and colleagues cited in Sergiovanni (2001:13) a principal is responsible for almost every thing that happens in the school and out. As they studied elementary and secondary school principals in Chicago conclude: the principalship is a moving, dynamic occupation in almost a literal sense; the rhythm of the job, from arrival at the parking lot to the close of the business day, it typified bay pace and movement, by frequent and abrupt shifts from one concern to another, and by the excitement pervading any institution dealing with young people ...the

principals job is different from other managerial positions because it is essentially an oral occupation, a job of talking.

Other more the principal governs the school mostly by talking with other people, usually one at a time through out the day. They noted that the principals spend about 50 percent of their time out side the main office and in face to face contact with teachers and students. In their words: A busy principal covers a great deal of ground. In making these pounds, from office to corridor to class room to gymnasium to boiler room to play ground and back, the principal is managing the school. But it is management in a form unusual for most organizations because it is, in large part, administration at the work station of other persons. This means that the principal carries the office around with him or her through at least 50 percent of the work day It is principal who gets around, who visits teachers in their office, who investigates areas of potential trouble who smooth the flow of messages from one area of building to another, who is on call and easily summoned by those needing assistance.

2.3 Major Functions of Principals

A principal long has been considered to be the curriculum leaders in the school setting. Indeed, it is common knowledge that if curriculum planning is to be successful in school or school system, then the principal or principals must have some form of involvement and exhibits some degree of commitment to the curricular effort. However, principals as curriculum leaders is more the ideal than absolute fact because many principals are still go between from the central office to parents and the school staff. Additionally, many school principals are sorely lacking in curriculum expertise, as well as instructional expertise (Ornstein, 2004:227).

Instructional leadership is actively and visibly involved in the planning and implementation change, but encourage collaboration and working in teams. It

emphasis the quality of teaching and learning with high expectation of all staffs and pupils, whilst recognizing that support and encouragement are needed for every one to give of their best (Harris, et al. 2003:59). In other words instructional leadership is the central activity of principals that is directed at promoting student learning growth and development. If focuses on creating a high performance learning communities (Gorton, 1983:266). Owens (1987:158) states that educational leadership attempts at diagnosing teachers to solve problems in the teaching learning process. The main activities of instructional leadership pay head in this material are discussed below.

2.3.1 Curriculum Development

Many writers state curriculum in different ways. To mention some, Oliva, Peter F. and Pawlas, George (1997: 317) state that "curriculum is those experiences of a child that come under the supervision of the school" thus dictionary of education defines a curriculum development as a task of supervision directed toward designing or redesigning the guidelines for instruction; includes development of specification indicating what is to be taught, by whom, when, where, and in what sequence or pattern.

Moreover as to Orinstein (2004:194) curriculum of any educational institution is the corner stone of the intellectual life of the institutions in habitants. It the curriculum provides students and teachers with lived experiences that ideally foster deep understanding, sophisticated skills, appropriate skills, appropriate attitudes and socially constrictive values. Therefore, each school must take responsibility for design and development of its own curriculum. So, it is the responsibility of principal to provide the leadership for under taking of this activity for the school effectiveness and for teaching learning process (Ubben and Hugges, 1997:163).

2.3.2 Staff Development

According to Hailelassie (2002) staff development is a program or organized activities of both teachers and supervisor nature planned and carried out to promote the personal and professional growth of the staff member. In short staff development is equated to in service education or put another way; the staff is developed through in service education.

In other words staff development is continuous professional development that promote teachers professionals expertise through involving teachers in problem solving activity (Dimmock, 1993:154).The principal is responsible for helping teachers to grow and develop in their understanding of teaching and classroom life, in improving basic teaching skills and in expanding their knowledge and use of teaching repertoire (Sergiovanni, 2001 : 257).

To do so, it is the responsibility of principal to carryout staff development through seminars, work shops, experience sharing on best practice.

2.3.3 Supervision

According to Dull, (1981: 35) it is common practice for high school principal to act as a supervisor as well as a principal under the present scheme of supervision principals are expected to exercise strong roles in supervision of instruction. Principals should carry the major role for leadership of supervision in individual schools. They work democratically with teaching staffs in the problem solving process; their work will be with group of teachers and also with individual teachers. They are expected to work closely with supervisors for the improvement of instructional guidance.

In other way supervision is a professional service and a core function of educational leaders. It plays a key role in the improvement of learning through the monitoring and improvement of instruction. Hence, caring out effective supervision at school level is necessary to improve the teaching

learning process at the spot. What ever attempt is made at the various levels, it is meaning less unless supervisory are strengthened at the school level.

2.3.4 Goal Clarification

As to Ornsten (2004:276) goals are statements of purpose with some outcome in mind. School Climate, consistency in decision making and accountability for what happen in the instructional delivery system-three very different aspects of schools that aspire to high performance-result from the nature of the goals that are established and the nature of the goal setting process. Stated simply, " The glue that holds together the myriad actions and decisions of highly effective principals ----(are) the goals that they and their staff have developed for the school and a sense of what their schools need to look like and to do in order to accomplish those goals" (Ubben ,1997: 24). Principals are expected to make goal clear to students, staff and community. Because well understood and well advertised goals for schools and classrooms are absolutely essential for the attainment of educational activities.

2.3.5 Evaluation

The word evaluation is defined by many authors. For example Bezeau (1998: 146) define it as a cooperative activity involving teachers, administrators, evaluators and even students and parents. And also Aspinwla S. (1992:2) define it as part of decision making process. It involves making judgment about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicit objectives criteria and value.

From this definition, there is common understanding in that it is the process of determining to what extent the educational objectives are actual being reached on instructional improvement. When applied to principals as instructional leadership, evaluation is used to assess whether instructional

goals have been achieved or not. Hence motivating teachers for the improvement of teaching and learning is what expected from the principal during the process of evaluation.

2.3.6 Research

As to Bezeau (1998:345) action research is concerned with a continual modification and adjustment to the educational experience. So that there is newness, freshness to every educational event so, principals should encourage teachers to recognize research on effective teaching and learning. Because of, school effectiveness and improvement are difficult with out research. Put differently, the most important foundation of authority and knowledge and such knowledge is the result of study and research (Dimmock, 2000:253).

Therefore, principals are expected to mobilize teachers to study and reflect on their practice so that action research serves the professionalization of teachers by helping them develop and validate their knowledge and they should be seen as models for their teachers as leaders of the teaching learning process (Kemmis, 1994: 42).

2.3.7 Participative Decision Making

In each and every school leadership functions, the role of decision making in particular, participative decision making is very vital. Concerning the major problems of secondary school principals in educational leadership, what are to be done? With whom to solve the problem? How to communicate and share? etc ... needs participative decision making and this also apply to the other school leadership functions. In this respect Adesina (1990:590) has stated that "decision making is not only central in the sense that it is more important than other functions, but it is central in that it contains all other functions of the administrative process".

Accordingly, one aspect of leadership that has been promoted as an important component of school reform efforts is participative decision making. For example, the research result of Fullan (2000:381) has indicated that "principals who are commuted to share decision making saw shared decision making as one part of a large package of reform. They intended to use shared decision making to help them institute major changes in the curriculum and structure of the school".

For all human beings decision making can be considered as a universal requirement. Particularly; almost every thing leaders do involves decision making and it is a central responsibility of school leaders and a fundamental process in schools. According to Gregg cited in Peretomode (1991:207) put it, "Decision making is the very heart of the administration process and leadership".

According to Pertomode (1991:207), decision making is defined to be "the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem". It usually involves choice, it is not an end by it self but a means to achieving organizational goals and objectives. Similarly, Low and Glover (2003:46) have stated that decision making may be viewed as the process by which individuals select a course of action from among alternatives to produce a desired result. Moreover, participative decision making refers to the practice of principals and staff jointly making decisions that traditionally would have been made by the principal alone.

2.4 Leadership Problems of Secondary Schools

As stated by Osborne (1990:10) it is widely accepted fact that managing secondary schools is problematic due to many factors which are inherent in it. Among some of the factors are the following: secondary schools first and foremost staffed with professionals or teachers with specialist qualification and skill, which means that they can not be managed on strictly hierarchal

basis. "The great weight of evidence is that the employment of large number of professionals in an organization poses a problem for the application of a bureaucratic management model" (Osborne, 1990).

Deal and Kent (1994: Xiii) argues that it is difficult to manage schools. They say, "the work of principal and other school administrators is extremely complex, and the way they conceive of their roles as managers or leaders shapes how they think, act and feel. Secondary schools deal with diverse interests of their clients such as students, teachers, parents, the community, the government and other stakeholders each with its own unique interest. This will highly affect the management style of the principal.

Not only these, secondary schools specially in countries like Ethiopia run their activities with scarce resources, money, materials, facilities and so on which will be a headache for many secondary school principals. Citing many research finding as examples, Deal and Kent (1994: Xiii) express their idea about problems principals face. They say, "Principals spend their time solving managerial problems, talking with teachers, dealing with student discipline, responding to the central office requests, completing a myriad of reports, federal and state forms and written request for information. Principals often move from one routine task to another and are frequently interrupted by unanticipated problem, issues and crises".

Rapid technological change or advancement, knowledge explosion, the turbulent social, economic and cultural environment some time with conflicting values and attitudes make management in educational institutions more cumbersome.

In addition to what has been mentioned above shortage of teachers, the difficult to measure difficulty to appraise their work whether or not objectives

have been achieved in education the nature of the leader him/her factors pose problem on secondary schools.

Deal and Kent (1994:61) has to add the following concerning problems in the work of principals. "The daily work of principals is chock full of problems, puzzles and paradoxes. But a principal work also has longer cycles. The mix of challenges varies across weeks, seasons, years, and decades." Hence, management and leadership become awkward in rapidly changing situations.

These require even more sophisticated understanding of the roles of the principals and call for competent enough and well qualified principals to execute challenging educational activities. It is by taking these and many other problems in the management of a school that principal must secure the assistance, cooperation and coordination from his/her subordinates (teachers). However, competent enough a senior secondary school principal is, he/she can not handle all the ups and downs in his/her school with out the willingness of others. In caring out the task of instructional leadership, principals usually face a lot of challenges. Among these the most important one are identified by (Gorton ,1983:263) as follows.

A) The Problem of Limited Acceptance

Teacher does not always recognize the principals as instructional leader of the school. This is so because; they consider him/her/ as not having the necessary expertise regarding the actual teaching learning process.

B) The Extent of the Resources

A lack of resource (human, financial or physical) can be a serious obstacle to instructional leadership. A principal may want to lead the situation and expectation of others may call for his leadership. But if the resources necessary to implement his or her leadership are inadequate, the principal will be facing a significant problem.

C) The Personal Qualities of the Principal

The principal own personality, vision, extent of commitment, human relation skills etc. can serve to hamper the exercise of effective instructional leadership.

D) Inappropriate use of Leadership Style

Instructional leadership of principals is also affected by the principal's use of wrong leadership style. According to Badaway (1982:441) since, employees differ in a variety of characteristics such as motivation, interest, ability, attitude and others, then each may require different leadership style. This also may complicate the instructional leadership problem. However, in most cases participative human relation style would be better particularly for those who are intelligent and have positive self- esteem. Therefore, principals should be able to select the style that suits the situation.

E) Work Load

Over the last few decades, extensive studies have been undertaken on the role of school principal. Most scholars, researchers and school reformers have discussed the role of school principal as the school leader, school manager, key decision maker, facilitator, problem solver, chief executive officer, chief learner, instructional leader, marketer, team leader and the agent of change Cranston et al. cited in Gamage (2006:9).

Moreover other factor can affect principals' instructional leadership roles is that when a principal sets school goal alone with out participating teachers. Such practice would a rise problem. Regarding this, Leithwood ,K. and Jantz,D.(1999:138) state that individual teachers can internalize organizational goals if goal setting processes are highly participatory. Because, if teachers participate; they can develop greater understanding and commitment to the school goals. Otherwise they may not. So, goal setting should be participatory. There are still others factors which are very crucial in

influencing instructional leadership. They are ineffective supervision and evaluation and lack of motivation or low moral of teachers. According to Rosenholtz cited in Leithwood (1999:139) teachers' beliefs about their capacity are eroded. Because of, teachers do not frequently receive feedback from principal about the quality of their practices.

The impacts such conditions create in teachers can significantly affect the principal's leadership roles. Elicker (1968:21) describes that the use of subjective methods in judging the quality of teaching performance for setting salaries or career development can have a fallacious effect on the instructional process. Such practice destroys professional relationship and moral of teachers and causes conflict between teachers and principals.

Hence, the tradition needs assessment that is the subjective evaluation (supervision) of principal alone must not determine the teachers' performance competence and efficiency. Instead, it should involve many other people concerned, attain objectivity and considers teacher's successful practices and experience. After all, the purpose of supervision and evaluation is to enhance the improvement of instruction and not for punishment or salary increment. Solving most of these factors (problems) may go beyond the capacity of school principal. But still principals together with teachers, community members, parents and concerned authority can find a means of solving or at least minimizing the problems.

Similarly, Holmes (1993:18) pointed out factors that contribute poor performance of school. These are insufficient resource, under performing staff, Failures of leadership, inadequate curriculum, out side influence.

Very occasionally, lack of vision or sense of purpose is suggested as a cause of school failure. For the school leader vision is at its simplest, the mental image of the kind of school you are trying to build for the future. That vision includes the aspirations you have for present and future students in the

school, the quality of teaching and learning which you think is attainable and the values which should influence every thing which happens in the school. It will be a picture of a better future but not of unrealistic future, vision need not be mysterious. If it is to work it will be expressed in quite simple terms.

Finally, it would be important to point out that students' lack of interest for education and the disciplinary problems they cause are among the factors that affect principals' instructional leadership roles.

Therefore, to understand and apply their roles effectively, principals should be able to identify factors that influence their roles. They must also have professional knowledge, training and interest in human being and must be able to apply the appropriate leadership style:

CHAPTER THREE

3. Research Design and Methodology

This chapter describes the way in which the study was designed and conducted in the selected sample Secondary Schools in Kelem Wollega Zone. It includes the research methods, source of data, sampling techniques, data collection instrument /tools/ and methods of data analysis.

3.1 Research Methods

The descriptive survey method was used in this research. As mentioned by Seyoum and Ayalew (1989) descriptive survey methods are useful when the purpose of the research is to picture the current situations. It also allows collection of the data using tools and documentary analysis describes and interprets what is. It is concerned with conditions or relationships that exists opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although, it often considers past events and influence as they relate to current conditions.

Basically survey methods as helps to obtain first hand information from small samples representing large size population with reduced cost and also enables the researcher to have access to multiple of collecting information. Descriptive survey methods focus on investigating the issues and problems of the target Secondary School. Hence the following procedures of data collection and analysis were made.

3.2 Data Sources

The major data sources for this study were primary and secondary data. The primary source involves Woreda Education Officers, Department heads and Secondary School teachers; because they are the fore front in educational

leadership implementation. In addition to this secondary source which involves the books, journals, research papers, published and unpublished materials and annual abstracts were examined to help to establish the review of related literature.

3.3 Sampling Technique

The population of the study was based on data obtained from Kellem Wollega Zone Educational office statistical and data processing department. Thus, according to the 2010/11 (2003 E.C) statistical data (unpublished) there were 11 Woredas, 20 Government Secondary Schools, 176 Woreda Education Officers, 129 department heads and 692 government Secondary School teachers in the Zone.

Out of 11 Woredas in the Zone 6 Woredas were selected by using simple random sampling techniques to give equal chance of being included in the sample. This Woredas were: Dale Sadi, Gawo Kebe, Sayo, Gaba Aribi, Dembi Dollo and Dale Wobera Woreda. In these selected Woredas there are 9 governmental Secondary Schools; because of some Woredas have 2 Secondary Schools. Among these, 3 Secondary Schools were selected by available sampling from each Woredas of Dale Said, Dembi Dollo and Sayo as there are no other Secondary Schools in each. The other 3 Secondary Schools were selected from each the left 3 Woredas by lottery method due to each Woredas have 2 Secondary Schools. In general, from each sampled Woreda 1 Secondary Schools were taken for the study. This makes a total of 6 Secondary Schools of government in the sample study.

In the sampled schools there are total populations of 322 teachers, 45 department heads and 96 Woreda Education Officers, while the sample size were 107 teachers, 30 Woreda Education Officers and 30 department heads. So, 31% of Woreda Education Officers and 66% of department heads were selected by lottery method sampling technique to give equal chance of

being included in the sample. 33.2% of teachers from each sampled school were also selected by systematic sampling techniques. This technique was used to select a particular teacher from each sample school. This has involved choosing starting point in the sampling frame at random and then choosing every n^{th} person. So, number 2 was taken as starting point and then every 3rd person was taken as sample regarding teachers. Moreover a principal were taken as available from each sampled school for interview because of they are small in number. Four department heads those who were not participated in the questionnaire and 1 vice principal was taken by lottery method for focus group discussion from Dereje Kaba Secondary School and Kellem Senior Secondary School that were selected by simple random technique.

Table 1. Population and Sample Size of the Study

No	Selected Woredas	Selected schools	Population size			Sample size		
			WEOs	D/heads	Teachers	WEOs	D/heads	Teachers
1	Dale sadi	Alem Tefer	16	8	44	5	6	15
2	Gawo kebe	Biftu Gawo	16	5	38	5	4	13
3	Sayo	Alaku	16	4	25	5	3	8
4	Gaba Arbi	Burayu	16	6	40	5	5	13
5	Dambi Dollo	Kelem	16	11	132	5	6	44
6	Dale Wobera	Daraje Keba	16	11	43	5	6	14
Total			96	45	322	30	30	107

3.4 Instruments of Data Collection

Both quantitative and qualitative data were gathered using different tools. Employing different methods of data collection helps the researcher to triangulate the data and amend some of the inadequacies. For the quantitative data the instrument is closed ended questionnaire, and for

qualitative data semi-structured interview, open ended questions and focused group discussion were also used.

3.4.1 Questionnaire

Questionnaire was used, because, it is suitable for collecting factual information, opinion and attitude from large population and it can be easily and quickly analyzed once completed (Willkinson and Birmingham, 2003:8). It was employed as the main instrument to gather data. The Questionnaire was composed of both close and open ended items. The closed ended items contained Likert method of summated ratings – a statement is made and the respondents indicate their degree of agreement or disagreement on a five point scale that are relevant to various issues and addressed in the research questions. Whereas, the open ended Questionnaires were provided the respondents a freedom to express his/her/ feeling about the research problem and as a result the researcher may get helpful fresh ideas.

The questionnaire was developed based on the basic questions. After construction and advisor review, the instruments of data collection were pilot tested by purposively selected teachers of two purposively selected Secondary School of Yekatit 12 and Minilik 2nd before it distributed to the respondents. The pilot test was conducted to test the validity and reliability of the instruments. That is, the pretest was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information. The participants of the pretest were first informed about the objectives of the pilot study and how to fill, evaluate and give feedback on the relevance of the contents, item length, type of questions and to avoid errors in related to languages, ideas logic etc. of the questionnaires. Thus the result of the reliability estimate was 0.795. This shows that the instruments were reliable.

3.4.2 Interview

The semi- structured interview was conducted with 6 principals of the selected sample school. Because of, they are small in number and well award about the over all activities of educational leadership. The interview were conducted by the researcher himself on face to face base to get further and reliable information, opinion and attitudes of the respondents to enrich the data gathered by questionnaire.

3.4.3 Focus Group Discussion

In addition to questionnaires and individual interviews the qualitative information were collected through focus group discussion. Two focus group discussions with five members each was conducted at the two entire study areas. Both the focus group discussion was conducted by the researcher.

3.5 Data Collection Procedures

The questionnaire, interview and focus group discussion were prepared in English language. Because as it is expected that the respondents could be at least College University graduates to understand and respond questions written in English. The questionnaire was designed for three groups (Woreda Education Officers, department heads and Secondary School teachers) and the questions were basically the same. After finalizing the instrument the writer distributed the questionnaires to the respective sample Secondary Schools by giving adequate orientation about the purpose and how to fill them. In each school a teacher was represented to facilitate the data distribution, clarification and collection to and from the teachers. One week was given to fill the questionnaires with out rushing. Meanwhile constant follow up were made by the researcher through telephone and representative teachers to minimize communications breakdown.

3.6 Data Analysis

The data gathered using questionnaire was first arranged and organized in tables to tally in to frequency and percentage then, it is classified and tabulated. Percentages were dominantly employed since it is used to measure and analyze the magnitude of the respondents' opinions and assumptions against each statement. In addition to this mean and weighted mean was used for the purpose of further analysis and comparison of respondent's opinions. The data from interview and FGD was analyzed in narration under each category in table relating in to relevant issues addressed through the questionnaires. In addition to this the data was interpreted according to the following extent of agreement. Mean > 4.5 strongly agree, mean between 4.49-3.5 agree, mean between 3.49-2.5 Undecided, mean between 2.49-1.5 Disagree, mean between 1.49-0.1 strongly disagree.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the characteristics of sample population, analysis and interpretation of data gathered through questionnaire from three groups of respondents and information obtained through interview and FGD. The necessary data for the assessment was obtained from 30 (31%) WEOs, 30 (66%) of department heads and 107 (33%) of teachers.

Depending on the types 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, area of specialization and work experience and to analyze some of the items in the questionnaires. This method is a method by which we count the frequency and report the result in percentage in tables.

Mean and weighted mean value which is computed by dividing the sum of all the scores by the number of scores, was used to analyze items in the strong agree to strong disagree. This method simply compares the mean values of each item with the expected mean. Thus, the presentation and interpretation of the characteristics are shown in tables as follows.

4.1 Background of the Respondents

The background information's of WEOs, Department heads and secondary school teachers are presented below.

Table 2. Characteristics of Respondents

No	Items		Respondents					
			WEOs		Dep/ heads		Teachers	
			F	%	F	%	F	%
1	Sex	Male	27	90	30	100	95	89
		Female	3	10	-	-	12	11
2	Age	Below 20	-	-	-	-	-	-
		21-30	4	13	9	30	37	34
		31-40	16	54	13	43	43	40
		41-50	7	23	8	27	22	21
		51 and above	3	10	-	-	5	5
3	Level of education	Diploma	19	63	5	16	22	21
		Degree	11	37	25	84	85	79
		M.A/M.sc	-	-	-	-	-	-
4	Area of Specialization	EdPM	3	10	-	-	-	-
		Subject area	23	77	30	100	107	100
		Other	4	13	-	-	-	-
5	Work Experience in teaching	1-10 Years	5	17	4	13	56	52
		11-20 Years	9	30	6	20	28	26
		21-30	16	53	17	57	18	17
		31 and above	-	-	3	10	5	5

As can be seen from item 1 of table 2, 27 (90%), 30 (100%), 95 (89%) of WEOs, department heads and teachers respectively were male respondents. This implies that the representation of women as department head was null and there were only few female WEOs 3 (10%) in Woreda education office and 12 (11%) of female teachers in teaching learning process. Thus, absolutely minimal participations of women in the educational leadership and teaching have indeed the common characteristics of all schools and educational officers in the Zone.

In terms of age, as it can be seen from item 2 of table 2, majority 16 (54%) of the WEOs were between the ages of 31-40. The rest 4 (13%), 7 (23%) and 3 (10%) were respectively with in the age brackets of 21-30, 41-50 and 51 and above. Regarding the department heads 9 (30%), 13 (43%) from and 8 (27%) were falling with in the age categories of 21-30, 31-40, and 41-50 years respectively. The other respondents the teachers were composed of 37 (34%) from 21-30, 43 (40%) from 31-40 and 22 (21%) from 41-50.

The 3rd item reveals about level of education. As indicated in the table, the majority of department heads 25 (84%) and teachers 85 (79%) were degree holders. But the majority of WEOs were diploma holders. Only few department heads 5 (16%) and teachers 22 (21%) had diploma holders. In Woreda education office there was little number of 11 (37%) degree holders. According to the same item there were no WEOs, department heads and teachers with M.A. degree qualified. This show that the leadership system of the Zone was governed by under qualified WEOs. Beside this majority of the teaching learning process is governed by qualified teachers.

As depicted in the table, item 4 deals about academic specialization of WEOs, department heads and teachers. Thus, according to data obtained WEOs 23 (77%), department heads 30 (100%) and teachers 107 (100%) were specialized as a classroom teachers .This show that majority of department heads and teachers were specialized in their area of work.

But 3 (10%) and 4 (13%) of WEOs were trained in EdPM and other areas of specialization respectively. This shows that the majority of WEOs were not trained as educational leaders. It is, therefore, very difficult to expect competent leadership of WEOs in such situation. Thus, lack of sufficient qualified WEO in each office were the major problem to provide appropriate support for the teaching learning practitioners in order to over come the low level of quality education in secondary schools.

Item 5 of table 1 refers about teaching work experience. In this regard 5 (17%) WEOs 4 (13%) department heads and 56 (52%) of teachers were fall under the same service brackets (1-10) years. Others 9 (30%) of WEOs, 6 (20%) of department heads and 28 (26%) teachers had 11-20 Years of experience. Still others 16 (53%) of WEOs, 17 (57%) department heads and 18 (17%) teachers had an experience of between 21-30 years. The rest 3 (10%) of department heads and 5 (5%) of teachers had an experience of 31 and above. In general this show that the majority of the respected Zone teachers 56 (52%) not well experienced but 16 (53%) of WEOs and 17 (57%) of department heads were experienced to accomplish their task.

Table 3. Selection Criteria of Secondary School Principals

No	Items	Respondents					
		WEOs		Dep/ heads		Teachers	
		F	%	F	%	F	%
1	Criteria to consider for school principal ship						
	A. Political commitment	26	87%	30	100	94	88
	B. Experience in teaching	11	37	8	27	23	21
	C. Educational level	19	63	13	43	41	38
	D. Others	-	-	-	-	-	-
2	Unqualified principals can facilitate teaching learning process effectively						
	A. Yes	5	16	1	3	2	2
	B. No	24	80	27	90	101	94
	C. Not Sure	1	3	2	7	4	4
3	There is standing guideline for the assignment of principals						
	A. Yes	28	93	29	97	72	67
	B. No	2	7	1	3	20	19
	C. Not sure	-	-	-	-	15	14
4	Does the principal assigned according to the guideline?						
	A. Yes	13	43	3	10	2	2
	B. No	15	50	24	80	101	94
	C. Not sure	2	7	3	10	4	4

In table 3, item 1, the criteria for selecting or assigning SSPs were reported as follows. 26 (87%) of WEOs, 30 (100%) of department heads and 94 (88%) of teachers pointed out that political commitment was the criteria. 11 (37%) of WEOs, 8 (27%) of department heads and 23 (21%) of teachers said that experience in teaching was the criteria. Educational level was reported to be as criteria by 19 (63%), 13 (43%) and 41 (38%) of the WEOs, department heads and teachers respectively. This implies that the assignments of SSPs

were highly based on political commitment than the other criteria. In other words if the person was highly qualified and well experienced and not have political commitment such candidate were not assigned as a principal.

In table 3, item 2, 5 (16%) of WEOs, 4 (3%) of department heads and 2 (2%) of teachers said that the administrator who is not qualified in educational administration can help teachers in teaching learning process effectively. But in the same item 24 (80%) of WEOs, 27 (90%) department heads and 101 (94%) of teachers said that the administrator who is not qualified in educational administration can not help teachers in teaching learning process effectively. The others 1 (3%) of WEOs, 2 (7%) of department heads and 7 (4%) of teachers were not sure whether the administrator who were not qualified in educational administration can help teachers in teaching learning process effectively.

As it can be seen from table 3, item 3, 28 (93 %) of the WEOs, 29 (97%) of department heads and 72 (67%) of teachers said that there was standing guideline for the selecting and assigning SSPs. On the other hand, 2 (7%) of WEOs, 1 (3%) of department heads and 20 (19%) of teachers depicted that there was no standing guideline.

In table 3, item 4, 13 (43%) of WEOs, 3 (10%) of department heads and 2 (2%) of teachers reported that the principals were assigned according to the guideline. But 15 (50%) of WEOs, 24 (80%) of department heads and 101 (94%) of teachers said that SSPs are not assigned according to the existed guideline. Others 2 (7%) of WEOs 3 (10%) of department heads and 4 (4%) of teachers were not sure whether the SSPs are assigned according to the guideline or not..

In addition to this majority of department heads in the focus group discussion confirmed that SSPs were just assigned by the political party of the ruling class. And also majority of the teachers in open ended questions mentioned that the interference of local politicians in assigning secondary

school principal was the major problem to ensure the quality of education. But principals in the interview repelled the above idea.

Table 4. Leadership Styles of Secondary School Principal

No	Items	Respondents	Responses											Mean	WM
			SA		A		UD		DA		SD				
			F	%	F	%	F	%	F	%	F	%			
1	Rely much more on punishment	WEOs	4	13	9	30	2	7	12	40	3	10	2.96	3.26	
		D/heads	7	23	5	17	4	13	13	43	1	3	3.13		
		Teachers	29	27	23	22	18	17	34	32	3	3	3.38		
2	Has directive character	WEOs	2	7	4	13	3	10	15	50	6	20	2.36	3.01	
		D/heads	5	17	2	7	4	13	10	33	9	30	2.46		
		Teachers	17	16	15	14	21	20	37	35	17	16	3.35		
3	Give emphasis to group decision making	WEOs	13	43	11	37	2	7	4	13	1	3	4.13	3.6	
		D/heads	9	30	8	27	5	17	5	17	3	10	3.5		
		Teachers	42	39	33	31	15	14	8	7	9	8	3.85		
4	Consult staff and take their ideas in to consideration	WEOs	12	40	10	33	4	13	2	7	2	7	3.9	2.4	
		D/heads	17	56	13	43	-	-	-	-	-	-	4.5		
		Teachers	23	21	14	13	49	46	12	11	9	8	2.82		
5	Give complete freedom to the staff	WEOs	-	-	9	30	4	13	11	37	6	20	2.23	2.4	
		D/heads	-	-	3	10	9	30	13	43	5	17	2.33		
		Teachers	3	3	21	20	32	30	23	21	29	27	2.52		
6	Try to satisfy every body in the school	WEOs	-	-	-	-	12	40	14	47	4	13	2.26	2.1	
		D/heads	-	-	-	-	-	-	19	63	11	37	1.56		
		Teachers	6	6	2	6.6	22	21	68	63	9	8	2.32		

Items in table 4 were designed carefully in order to identify whether the principals act autocratically, democratically or laissez-fair. Hence, items 1-2 are the characteristics of autocratic leaders, items 3-4 are the characteristics of democratic leaders and items 5-6 are the characteristics of laissez-fair leaders.

Items 1 and 3 were designed to assess whether the principals relied much more on punishment or group decision making. The data clearly shows that the principals of KWZ SSs, relied much more on group decision making with (weighted mean value of 3.83), which is the characteristics of democratic leadership. Item 2 and 4 also relied that whether the principals have directive character with (weighted mean value 3.01) or consult staff and take their ideas into consideration (weighted mean 3.08) in their leadership. This shows that the respondents were unable to decide whether the principal is directive or supportive.

Items 5 and 6 were designed to assess whether the principals have laissez-fair characters in leadership. As a result the respondents disagreed whether the principals give complete freedom to the staff and satisfy every body in the school with (weighted mean value 2.49 and 2.17) respectively. This may show that the principals' character was not purely laissez fair. In addition department heads and vice principals in FGD and principals in interview mention that the respected Zone leadership was highly focused on democratic leadership.

From the general picture of the data in table 4, among the characteristics of autocratic leadership presented, the respondents probably show that the school principals to a little extent should a character of autocratic leadership. Again, among characteristics of democratic leadership presented, the respondents confirm that the principals of KWZ Secondary Schools were leading their schools more or less democratically. But this idea is contradict to the responses of respondents under table 3. As table 3 item 1 indicate political

commitment was the criteria to assign secondary school principals. But as table 4 indicate the appointed principal is democratic. So these two things need another study .

In sum, the critical analysis of data indicated in table 4, and the above paragraph may enable the researcher to generalize that KWZ SSPs' styles were more of democratic, less of autocratic and very less of laissez-fair. In this line, literature review indicated that a democratic style is considered as a sign of strength that the staff respects. Particularly, Wallace cited in Brundrett, M., Neil Burton and Robert Smith (2003:156) has argued that there is evidence that a collegial style of leadership has become the "official model of good practice".

4.2 Leadership Qualities of Principals

WEOs, department heads and secondary school teachers were asked about the qualities of secondary school leadership. The following tables summarize the responses of respondents.

Table 5. Leadership Qualities of Principals in Secondary Schools

N o	Items	Respondents	Responses											Mea n	WM
			SA		A		UD		DA		SD				
			F	%	F	%	F	%	F	%	F	%			
1	Is being visionary	WEOs	11	37	12	40	2	6	5	16	-	-	4	2.77	
		D/heads	-	-	8	26	4	13	13	-	4	43	2.46		
		Teachers	7	23	22	20	14	13	41	38	23	21	2.49		
2	Is willingness to take risk	WEOs	-	-	1	3	19	63	10	33	-	-	1.7	1.77	
		D/heads	-	-	4	43	12	40	14	46	-	-	1.66		
		Teachers	-	-	7	23	67	62	40	37	-	-	1.82		
3	Has good academic background	WEOs	-	-	-	-	-	-	21	70	9	30	1.7	1.73	
		D/heads	-	-	-	-	-	-	24	80	6	20	1.8		
		Teachers	-	-	-	-	-	-	77	71	30	28	1.71		
4	Trust worthiness and openness with school community	WEOs	3	10	4	43	1	3	9	30	13	43	2.16	2.4	
		D/heads	6	20	3	10	-	-	14	46	7	23	2.56		
		Teachers	18	16	11	10	8	7	32	30	38	35	2.42		

As depicted on table 5, item 1 deals whether the principal is visionary or not. Regarding this WEOs were agreed that the principals are visionary with the (mean value 4). But the department heads and teachers disagreed about this idea with the (Mean value 2.46 and 2.49) respectively. The weighted mean of the respondents also indicated that the respondents were unable to decide whether the principal is visionary or not (Weighted mean 2.77). Concerning items of 2, 3 and 4 of the same table WEOs, department heads and teachers were disagreed about principals are willingness to take risk, principals has

good academic background and a principal is trust worthness and opennesst with school community with (weighted mean value 1.77,1.73 and 2.74) respectively. This shows that the principal was less confident to facilitate the teaching learning process.

4.3 Major Functions of Principals

In secondary schools a principal has plenty of works. For example, improving the curriculum, incapacitating the staff, conducting supervision, clarifying school goals, conducting research, evaluation, applying participatory decision making are some of them. So, these contents are summarized in different way as the following.

Table 6. Principals Effort in Curriculum Development

No	Items	Respondents	Responses										Mean	WM
			SA		A		UD		DA		SD			
			F	%	F	%	F	%	F	%	F	%		
1	Identify school communities need so as to improve curriculum	WEOs	2	7	17	57	4	13	6	20	1	3	3.4	2.41
		D/head s	-	-	5	17	2	7	14	46	9	30	1.8	
		Teaches	-	-	10	9	12	11	74	69	11	10	2.3	
2	Work as resource person in curriculum improvement	WEOs	-	-	3	10	8	3	13	43	6	20	2.6	2.45
		D/head s	-	-	1	3	6	20	18	60	5	17	2.3	
		Teacher s	-	-	8	7	20	19	62	58	17	16	2.43	
3	Involve teachers in curriculum development	WEOs	-	-	-	-	5	17	12	40	13	43	1.73	1.52
		D/head s	1	3	-	-	8	27	9	30	12	40	1.96	
		Teacher s	-	-	3	3	1	09	25	23	78	73	1.33	
4	Involve parents in curriculum development	WEOs	-	-	2	7	4	13	10	33	14	47	1.8	1.49
		D/head s	-	-	-	-	2	7	13	43	15	50	1.56	
		Teacher s	-	-	-	-	7	7	28	26	72	67	1.39	

Table 6. Item 1 reveals principals' effort in identifying school communities need so as to improve curriculum. Accordingly, WEOs were unable to decide whether the principal identify need to develop curriculum with (mean value 3.4), where as department heads strongly disagree with (mean value 2.3) and teachers disagree about need identification with (mean value 1.8). But the (weighted mean 2.41) of the respondents indicted that principals were not identifying school communities need so as to improve curriculum.

Regarding principals' work as resource person in curriculum improvement as depicted in item 2, WEOs, department heads and teachers reported the (mean value 2.6, 2.3 and 2.43) respectively.

From this we infer that principals were not working well as a resource person for curriculum improvement with the (weighed mean value 2.45). Item 3 and 4 in the same table portrays how principals involve teachers and parents in curriculum development. As depicted in items 3 and 4, WEOs, disagree with (Mean value 1.73 and 1.8) department heads also disagree with (mean value 1.96 and 1.56 and teachers strongly disagree with the (mean value 1.33 and 1.39) respectively. The (weighted mean 1.52 and 1.49) of the respondents also ascertained that the principals were not involve teachers and parents in curriculum development. In other side both department heads and vice principals in FGD raised that the principal were not capable enough to develop instructional curriculum.

In sum, we understood from this data that may be principals lacked the necessary knowledge and skills that enable them to work for curriculum improvement or may be principals consider that working for curriculum improvement was not as their study. According to MoE (1994:34) principals has to work effectively in identifying students and parents needs so as to improve curriculum and to satisfy the interest of surrounding communities.

identifying students and parents needs so as to improve curriculum and to satisfy the interest of surrounding communities.

Table 7. Principals Role in Staff Development

No	Items	Respo ndents	Responses										Mean	WM
			SA		A		UD		DA		SD			
			F	%	F	%	F	%	F	%	F	%		
1	Develop mechanisms of experience sharing	WEOs	2	7	-	-	7	23	4	13	5	17	1.86	1.65
		D/heads	-	-	1	3	3	10	11	37	15	50	1.66	
		Teachers	-	-	2	2	7	6	43	40	55	51	1.58	
2	Provide training by preparing academic seminars	WEOs	10	33	7	23	5	17	5	17	3	10	3.76	2.12
		D/heads	-	-	-	-	9	30	8	27	13	43	1.86	
		Teachers	-	-	-	-	8	7	63	59	36	33	1.73	
3	Read different current educational publications	WEOs	-	-	8	27	2	7	14	46	6	20	2.4	3.49
		D/heads	5	17	7	23	10	33	8	27	-	-	3.3	
		Teachers	31	29	4	40	24	22	4	4	5	4	3.84	
4	Allocate budget for staff development	WEOs	-	-	-	-	2	7	17	56	11	36	1.7	1.71
		D/heads	-	-	-	-	1	3	13	43	16	53	2.03	
		Teachers	-	-	-	-	4	4	59	55	44	41	1.72	

As shown on table 7, item 1 deals with principals' role in developing mechanisms by which competent teachers share their experience with colleagues. Accordingly, WEOs, department heads and teachers reported the (mean value 1.86, 1.66 and 1.58) respectively. Regarding this the (weighted mean value 1.65) of the respondents indicated that principals were not develop mechanisms by which competent teachers share their experience with colleague.

- Item 2, portray principals role of providing short term training at school level by preparing academic seminars. So, WEOs agreed with the (mean value 3.76) to the ideas. But department heads and teachers disagree to the idea with the mean value 1.86 and 1.73 respectively. This shows us principals are lowly rated in providing short term training at school level by the preparing academic seminars with the (weighted mean value 2.12). Item 3 reveal that principals read different current educational publication and encourage teachers to do so. Hence, WEOs disagree to this idea with (mean value 2.4) and department heads and teachers agreed to this idea with (mean value 3.3 and 3.84) respectively. The respondents were unable to decide whether principals read different current educational publication and encourage teachers to do so with (weighted mean 3.49). As depicted on the same table, item 4 portrays whether or not principals were allocate enough budget for staff development. Regarding this idea all groups of respondents disagree with the (weighted mean value 1.71) that the principals were not allocate enough budget for staff development.

In addition to this majority of the teachers in the open ended question confirm that the absence of staff development in their school. On the other hand both department heads and vice principals in the focus group discussion and some school principals in the interview also agreed by raised issue. In this line Gurthie and Reed (1999: 346) state that school systems that unable to provide opportunities for staff development jeopardize their ability to meet organizational goals.

Table 8. Principals Role Evaluating the Instructional Process

No	Items	Respon- dents	Responses											
			SA		A		UD		DA		SD		Mean	WM
			F	%	F	%	F	%	F	%	F	%		
1	Evaluate the teaching learning process	WEOs	23	76	4	13	3	10	-	-	-	-	4.6	4.75
		D/heads	25	83	5	17	-	-	-	-	-	-	4.8	
		Teachers	87	81	14	13	6	5.6	-	-	-	-	4.7	
2	Use teachers evaluations results to improve the instructional process	WEOs	18	60	9	30	3	10	-	-	-	-	4.8	2.94
		D/heads	5	16.6	4	13	7	23	4	13	10	33	2.3	
		Teachers	-	-	36	34	5	4.6	59	55	12		2.58	
3	Provide private feedback to teachers	WEOs	11	36	18	60	1	3	-		-		4.3	2.83
		D/heads	3	10	7	23	2	7	8	26	10	33	2.5	
		Teachers	13	12	10	9.3	8	7	63	59	13	12	2.5	
4	Has capable of evaluating	WEOs	-	-	3	10	1	3	4	13	22	73	1.5	1.60
		D/heads	-	-	-	-	6	20	5	16	19	63	1.56	
		Teachers	-		-		9	8.4	51	47	47	43	1.64	

As depicted on table 8, items 1 portrays whether or not principals were evaluating at each semester the ongoing achievements of the teaching learning process. Accordingly, WEOs, department heads and teachers were reported highly the (mean value 4.6 4.8 and 4.7) respectively. The weighted mean (4.75) of the respondents also indicated that principals were active in evaluating the ongoing achievements of teaching learning process.

Item 2 of table 8, was about principals use teacher evaluation results to improve the instructional process. Accordingly, the WEO respondents showed their strongly agreement to the item with (a mean value of 4.8) which indicated that principals use teachers evaluation results to improve the instructional process. Department heads and teachers respondents disagreed to the above item with the (mean value 2.3 and 2.58) respectively. But the overall (weighted mean value 2.94) shows that respondents were not

decided whether the principals were use teachers evaluations results to improve the instruction process.

Item 3 on the same table deals with the provision of principals' private feed back to teachers. Regarding this item, WEOs strongly agreed with the (mean value 4.3) and department heads and teachers disagree to the practice with the same (mean value 2.5 and 2.5) respectively. The weighted mean also indicated that respondents were not decided whether the principals were effective in providing private feedback to teachers (weighted mean 2.83). Item 4 also portrays whether principals has capable of evaluating and making fair judgment. Regarding this item , all groups of respondents disagree to the practice. The weighted mean of respondents (1.60) indicated that principals have no capable of evaluating and making fair judgment. But according to MoE (1994:38 Ec.) principals has to evaluate teachers on time and should provide private feedback to them accordingly.

Table 9. Principals Role in Supervision of Classrooms

No	Items	Respondents	Responses											Mean	WM
			SA		A		UD		DA		SD				
			F	%	F	%	F	%	F	%	F	%			
1	Visit the classroom often	WEOs	1	3.3	-	-	3	10	11	37	15	50	1.65	2.07	
		D/heads	-	-	-	-	2	7	13	43	15	50	1.56		
		Teachers	6	5.6	2	1.8	22	20	68	63	9	8	2.32		
2	Observe teachers	WEOs	-	-	5	16	-	-	10	33	15	50	1.8	1.60	
		D/heads	-	-	-	-	2	6.5	11	10	17	56	1.5		
		Teachers	-	-	-	-	7	23	47	44	53	49	1.57		
3	Encourage inbuilt supervision	WEOs	3	10	-	-	-	-	11	36	16	53	1.76	1.70	
		D/heads	-	-	2	6.6	1	3.3	8	26	19	63	1.46		
		Teachers	6	5.6	10	9.3	2	1.8	34	31	55	51	1.74		
4	Arrange seminars	WEOs	1	3.3	4	13	2	6.6	9	30	14	46	1.96	1.77	
		D/heads	-	-	5	16	1	3.3	11	36	13	43	1.93		
		Teachers	-	-	2	1.86	12	11	42	39	51	47	1.67		

As depicted on table 9, item 1, deals with how principal visit the classroom often to ensure classroom instruction align with school goals. Accordingly, WEOs, department heads and teachers disagree to this practice with the (mean value 1.65, 1.56 and 2.32) respectively. The weighted mean of the respondents also indicated that principals were lowly rated (weighted mean 2.07) to accomplish the practice in their schools. In item 2, concerning observation of teachers for their professional development WEOs, department heads and teachers replied the (mean value 1.8,1.5 and 1.57) respectively. The (weighted mean 1.60) of the respondents also ascertained that principals were not carryout the practice.

In item 3 and 4 on the same table regarding inbuilt supervision encouragements' with in school and an arrangement of seminars with teachers to share experiences after supervision WEOs (1.76,1.96) department heads (1.46 and 1.93) teachers (1.74 and 1.67) reported mean value respectively.

The respondents' weighted mean also indicated that principals were lowly rated in item No 3 and 4 (weighted mean 1.70 and 1.77) respectively in performing the activity.

On the other hand, majority of the teachers in the open ended questions and department heads and vice principals in the FGD disagree to the existence of supervision in the classrooms.

From the above responses of respondents we infer that supervision was lack attention in the school by principals. But according to MoE (1994:34) principals should encourage in built supervision with in schools and arrange seminars with teachers to share experience after supervision.

Table 10. The Role of Principal in Research Work

No	Items	Respondents	Responses										Mean	WM
			SA		A		UD		DA		SD			
	F		%	F	%	F	%	F	%	F	%			
1	Create conducive working environment for the practitioner	WEOs	-	-	-	-	-	-	3	10	27	90	1.1	1.37
		D/heads	-	-	-	-	2	6.6	7	23	21	70	1.36	
		Teachers	-	-	-	-	12	11	25	23	70	65	1.45	
2	Identify problems of study	WEOs	-	-	-	-	1	3	-	-	29	96	1	1.19
		D/ heads	-	-	-	-	-	-	4	13	26	86	1.13	
		Teachers	-	-	-	-	-	-	29	27	78	73	1.27	
3	Encourage teachers to conduct research	WEOs	-	-	2	7	3	10	7	23	18	60	1.63	1.78
		D/heads	-	-	-	-	2	7	14	47	14	47	1.6	
		Teachers	-	-	-	-	17	16	54	51	36	33	1.82	
4	Are skilled in conducting research	WEOs	-	-	-	-	-	-	-	-	30	100	1	1.20
		D/heads	-	-	-	-	-	-	5	17	25	83	2	
		Teachers	-	-	-	-	-	-	6	5.6	99	93	1.03	

From item 1 of table 10, we understood the role of principals in creating conducive working environment for the practitioner in research work. Regarding this WEOs, department heads and teachers strongly disagree with the (mean value 1.1, 1.36 and 1.45) respectively. Again as indicted in item 2 of table 10 regarding identifying problems of study and assigning them to teachers, the three groups of respondents strongly disagree with (mean value 1, 1.13 and 1.27) respectively. The weighted mean of respondents (1.37 and 1.19) for items number 1 and 2 respectively confirm that the principals were not initiative in facilitating research work.

Item 3 and 4 of table 9 deals about principals role of encouraging teachers to conduct researches on the teaching learning process and skills in conducting research. WEOs responded (mean 1.63 and 1) respectively. However, department heads and teachers reported that (mean 1.6,2, 1.82 and 1.03) respectively in their role of such activities.

Table 11. The Role of Principal in Goal Clarification

No	Items	Responde nts	Responses										Mean	WM
			SA		A		UD		DA		SD			
			F	%	F	%	F	%	F	%	F	%		
1	Are skilled in developing school goals clearly	WEOs	9	30	8	26	3	10	7	23	3	10	3.43	3.78
		D/heads	10	33	16	53	1	3	2	7	1	3	4.06	
		Teachers	28	26	53	50	3	3	23	21	-	-	3.80	
2	Make clear the school goals to school communities	WEOs	4	13	15	50	2	7	9	30	-	-	3.76	3.36
		D/heads	8	27	12	40	-	-	7	23	3	10	3.5	
		Teachers	22	20	39	36	11	10	18	17	17	15	3.21	
3	Set directions to achieve expected goals	WEOs	4	13	10	33	3	10	13	43	-	-	3.16	3.09
		D/heads	1	3	15	50	-	-	8	27	6	20	2.9	
		Teachers	17	16	38	35	13	12	20	19	19	17	3.13	
4	Encourage the staffs to achieve the expected goals	WEOs	5	16	13	43	-	-	10	33	2	7	3.3	3.07
		D/heads	8	26	9	30	-	-	12	40	1	3	3.36	
		Teachers	16	15	31	29	7	6	35	32	18	17	12.92	

Table 11 depicts about principals' role in the goal clarification. As shown on table 11, item 1 reveals with principals skill in developing school goals and objectives clearly. Hence, WEOs, department heads and teachers agreed with the (mean value 3.43, 4.06 and 3.80) respectively in developing school goals and objectives clearly. Again as indicted in the item 2 of the same table about the capability of principals in making clear the schools goal and objectives to school communities WEOs, department heads and teachers replied the (mean 3.76, 3.5 and 3.21) respectively.

Moreover, the weighted mean of the respondents also indicated that principals were highly rated in developing school goals and objectives clearly and making them clear to school communities (weighted mean 3.78 and 3.36 respectively). Concerning capability of principals in setting directions towards the achievements of expected goals as depicted in item 3, WEOs, department heads and teachers were unable to decide whether the practice was the feature of their school or not (mean 3.16, 2.9 and 3.13) respectively. Moreover, the weighted mean of respondents (3.09) also confirm that the inability of respondents to decide the idea.

As indicated in item number 4 in the case of encouraging the staff to wards the achievements of expected goals WEOs and department heads and teachers were unable to decide about the existence of the practice in their school (mean 3.3 and 3.36 and 2.92) respectively. From this we infer that the principal was not committed to achieve the school goals.

In addition, the weighted mean (3.07) of the respondents also indicated that respondents were unable to decide whether the principals are capable in encouraging the staff to wards the achievements of expected goals.

From this we may understand that principals were skilled enough in developing school goals and objectives clearly. But, it was difficult to decide whether the principal were showed the goals and objectives clearly to the

school communities. This may be due to the fact that principals were not qualified or trained in such areas. No matter how much is done in the school, it is meaning less unless teachers and students know what they are doing and where they are going. On this issue, the research on effective schools high light the role of principals in establishing goals and objectives for the school and making clear them to school communities (Ubben and Hughes, 1997:104).

Table 12. School Based Participative Decision Making

No	Items	Respondents	Responses										Mean	WM
			SA		A		UD		DA		SD			
			F	%	F	%	F	%	F	%	F	%		
1	The school community is satisfied with decision made in their school	WEOs	-		7	23	3	10	18	60	2	7	2.5	1.41
		D/heads	-		-	-	1	3	13	43	16	53	1.5	
		Teaches	-		8	7	5	4	58	54	36	33	1.85	
2	Teachers are making active participation in school decision	WEOs	18	60	9	30	1	3	2	7	-	-	1.43	1.43
		D/ heads	-		-		-		13	43	17	56	1.43	
		Teachers	-		-		-		47	44	60	56	1.43	
3	School leaders make decisions openly	WEOs	7	6	10	33	-	-	6	20	7	23	3.13	2.86
		D/ heads	2	7	5	16	4	13	11	37	8	27	2.4	
		Teachers	9	8	22	21	37	34	19	17	20	18	2.91	
4	The school decision making is decentralized to school level.	WEOs	16	53	12	40	-	-	2	7	-	-	4.4	3.05
		D/heads	3	10	5	16	2	7	12	40	8	26	2.43	
		Teachers	16	15	25	23	14	13	31	29	21	19	2.85	

From item 1 of table 12, we understood that the WEOs and teachers were disagree (mean 2.5 and 1.85) respectively about that the school community is satisfied with decision made in their school. Moreover, the department heads (mean 1.5) strongly disagree about the practice in their school. The weighted mean (1.41) of respondents showed strongly disagreement to the item which also indicated that they were not satisfied with the practice. Item 2, of the same table deals about how teachers make active participation in school decision. Accordingly, WEOs department heads and teachers strongly disagree with the same (mean value 1.43) about the practice in their school.

Moreover, from item 3 the respondents WEOs and teachers (mean 3.13 and 2.91) respectively unable to decide whether the school leaders make decisions openly. But department heads disagree (mean 2.4) to the practice in their school. The weighted mean (2.86) of this item confirm that the respondents were unable to decide whether the school leaders make decisions openly. Again from item 4, of the same table WEOs agreed that the school community were well informed as decision making is decentralized to the school level, where as teachers unable to decide whether the item was the feature of their school or not. Moreover department heads were disagree (mean 2.43) about the practice. But the weighted mean of respondents showed us unable to decide whether or not decision making was decentralized to school level. In contrary to the above idea all school principals in interview said there is participative decision making in schools to enhance the communication way through staff.

In this respect, MoE (2005:37) has stated that decision making is being shifted from Regions and Zones to school level to improve participatory decision making, direct response and service delivery.

4.4 Problems of Secondary School Principals

One of the major objectives of this study was to investigate the major problems of secondary school principals in educational leadership . Thus, an attempt was made to identify some problems through the following items.

Table 13. Problems of Secondary School Principals

No	Items	Respondents	Responses										Mean	WM
			SA		A		UD		DA		SD			
			F	%	F	%	F	%	F	%	F	%		
1	Unable to solve conflict in the school	WEOs	-	-	8	6	3	10	15	50	4	13	2.5	2.25
		D/heads	3	26	12	40	1	3	5	16	9	30	2.83	
		Teachers	6	5.6	18	17	13	12	56	52	14	13	2.49	
2	Lack of constructive feedback to staff performance	WEOs	21	70	8	26	-	-	1	3	-	-	4.6	4.38
		D/heads	17	56	12	40	1	3	-	-	-	-	4.53	
		Teachers	42	39	58	54	2	7	5	4	-	-	4.20	
3	Heavy work load on school leaders	WEOs	16	53	13	43	1	3	-	-	-	-	4.5	4.79
		D/heads	19	63	11	36	-	-	-	-	-	-	4.6	
		Teachers	67	62	40	37	-	-	-	-	-	-	4.9	
4	Principals lack initiatives for professional staff development	WEOs	23	76	7	23	-	-	-	-	-	-	4.86	4.62
		D/heads	18	60	10	33	2	7	-	-	-	-	4.53	
		Teachers	49	45	57	53	1	3	-	-	-	-	4.58	
5	Lack of knowledge in research methodology	WEOs	24	80	6	20	-	-	-	-	-	-	4.8	4.43
		Dep. heads	21	70	9	30	-	-	-	-	-	-	4.7	
		Teachers	67	62	30	28	1	0.9	3	2.8	6	5.6	4.25	
6	Lack of courage and commitments of principals	WEOs	3	10	1	3	2	7	13	43	11	36	2.06	1.89
		D/heads	-	-	5	16	1	3	15	50	9	30	2.06	
		Teachers	-	-	-	-	25	23	36	33	46	42	1.8	

Table 13 deals about problems that face secondary school principals. Accordingly, item 1 of table 13 reveals about principals unable to solve conflict in the school. Regarding this WEOs, department heads and teachers were disagreed about the practice with the (mean value 2.5, 2.83, 2.49) respectively. Concerning item 2 of the same table WEOs, department heads and teachers were strongly agree about principals lack of constructive feedback to staff performance with (mean value 4.6,4.53,4.2) respectively. From this we infer that the school principal was tried to solve conflicts in schools but they are less capable enough to give constructive feedback to staff.

In table 13, item 3 reveals about heavy administrative work load on school leaders. Concerning this, WEOs, department heads and teachers strongly agree with the (mean value 4.5, 4.6 and 4.9) respectively about the existence of the problems. In the same table, item 4 and 5, reveals that even strong agreement of the groups was identified, that the principal was not initiative for professional staff development and lack knowledge in research methodology with (weighted mean value 4.62 and 4.43) respectively. Moreover, lack of courage and commitment of the principals in instructional leadership, of item 6 rejected as a problem in their leadership by WEOs, department heads and teachers with the (weighted mean value 1.89). So, from this we understand that heavy administrative work load on school leaders ,incapability of school principals to conduct research and to provide training are the problems that face secondary school principals.

4.5 Problems of Secondary Schools

The respondents were asked to indicate the problems that available in schools that hinder the quality of education.

Table 14. Problems of Secondary school

No	Items	Respondents	Responses											
			SA		A		UD		DA		SD		Mean	WM
			F	%	F	%	F	%	F	%	F	%		
1	Financial problem	WEOs	30	100	-	-	-	-	-	-	-	-	5	4.91
		D/heads	30	100	-	-	-	-	-	-	-	-	5	
		Teaches	93	87	14	13	-	-	-	-	-	-	4.86	
2	Absence of participative decision making	WEOs	13	43	11	36	2	7	1	3	4	13	4.01	4.08
		D/heads	18	60	5	16	1	3	1	3	5	16	4	
		Teachers	45	42	39	36	14	13	9	8	-	-	4.12	
3	Students disciplinary problem	WEOs	27	90	3	10	-	-	-	-	-	-	4.9	4.73
		D/heads	25	83	4	13	-	-	1	3	-	-	4.76	
		Teachers	85	79	17	15	-	-	2	1.8	3	2.8	4.67	
4	Absence of transparency in assigning SSPs	WEOs	5	16	3	10	-	-	10	33	12	40	1.96	2.25
		D/heads	2	7	7	23	1	3	16	53	4	13	2.56	
		Teachers	14	13	23	21	6	5	20	18	44	41	2.25	
5	Un stability of SSP assignment	WEOs	4	13	8	26	6	20	9	30	3	10	3.03	3.27
		Dep. heads	6	20	12	40	2	6	9	30	5	16	2.86	
		Teachers	22	20	38	35	17	16	27	25	3	2.8	3.45	
6	Lack of school infrastructure	WEOs	26	86	2	7	1	3	1	3	-	-	4.76	4.76
		D/heads	24	80	6	20	-	-	-	-	-	-	4.8	
		Teachers	87	81	15	14	3	2.8	2	1.8	-	-	3.04	

Table 14 deals about Problems of Secondary Schools.

● Regarding items 1,3 and 6 of table 14, WEOs, department heads and teachers was strongly agreed about the problem of financial, student disciplinary problem and absence of school infrastructure, with (weighted mean 4.71, 4.73 and 4.76) respectively. On this issue the spreading out of educational system and provision of quality education in schools are greatly influenced by the amount of finance available to education and by the extent to which the available finance is effectively managed (Melaku cited in Araya, 2002).

● Regarding item 2 of the same table WEOs, department heads and teachers showed their agreement about the existence of the problem with the (weighted mean value 4.08).

● Furthermore, these problems were also witnessed by principals during interview and by vice principals and department heads those who were participated in the focus group discussion. Again in the open ended questions the respondents forwarded other problems in the school such as student size, principal's lack of confidence and courage, fear of conflict from teachers. But, principals repel the opinion that they were afraid of conflicts and lacked commitment.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The objective of this study is to assess the major leadership problems of SSPs in KWZ. The study involves systematically selected SS teachers and randomly selected WEOs and department heads from the sampled six Secondary Schools. In the study attempts have been made to provide answers to the following basic research questions:

- ❖ What is the selection criteria adopted for the principalship position?
- ❖ What educational leadership problems do principals and teachers perceive?
- ❖ In what type of functions do school principals spend much of their time?
- ❖ What solutions do principals and teachers propose?

In order to deal with this basic research questions, related literature were reviewed, questionnaires, interview and FGD was used as the tool of the study. The study was analyzed by using frequency count, percentage, mean and weighted mean.

The data analysis and interpretations led to the following main findings.

Concerning the characteristics of the respondents, it has been found that there was no female participation at leadership level as department heads. To some extent they appeared at very minimal ratio in the WEOs by 3 (10%) and by 12 (11%) in teaching at high schools.

The majority of the respondents, 16 (54%) of the WEOs, 13 (43%) of the department heads and 43 (40%) of the teachers were aged between 31-40, while 4 (13%) of WEOs, 9 (30%) of department heads and 37 (34%) of teachers were between 21-30 years of age.

The education system of the Zone was with professionals who are qualified. Out of 30 department heads, 107 SS teachers, and 30 WEOs involved in the study, the majority 25 (84%) department heads, 85 (79%) teachers and 11 (37%) WEOs were degree holders. Moreover, there were no WEOs, department heads and teachers with M.A degree in the study area.

Regarding area of specialization the study was found that majority of the WEOs 23 (77%) were neither specialized as school administrators nor taken any educational management and leadership courses. They were drawn from academic staff. This shows that the majority of WEOs were not trained as educational officials.

Concerning work experience the majority of the respected Zone teachers 56 (52%) was not well experienced. But 16 (53) of WEOs and 17 (57%) of department heads were experienced to accomplish their tasks.

Regarding selection and assignment of SSPs Most of the respondents 26 (87%) of WEOs, 30 (100%) of department heads and 94 (88%) of teachers pointed out that the Political commitment was the criteria, 11 (37%) of WEOs, 8 (27%) of department heads and 23 (21%) of teachers said experience in teaching and 19 (63%) of WEOs, 13 (43%) of department heads, and 41 (38%) of teachers said educational level was the criteria for selection and assignment of SSPs.

All 30 (100%) of WEOs respondents, 29 (97%) of department heads and 72 (67%) of teacher respondents indicated that there was standing and clear guideline for the assignment of SSPs. But majority of the respondents 15 (50%) of WEOs, 24 (80%) of department heads and 101 (94%) of teachers were reported that principals were not assigned according to the guideline prepared by the MoE. It has same modifications at Woreda level.

- Among the styles of leadership practiced in the respected Zone of secondary schools the respondents were unable to decide whether the principals had rely much more on punishment and had directive character with (weight mean 3.26 and 3.01) respectively. From the other angle of the study it was also discovered that the respected Zone principals had more democratic to accomplish their tasks with (weighted Mean 3.64). Moreover, from a characteristics of laissez fair leadership presented, the respondents disagreed with the (weighted mean value 2.49 and 2.17) respectively. This may show that the principals' character was not purely laissez fair.

The respondents were unable to decide whether the principal was visionary or not with (weighted mean 2.77). But majority of the respondents disagreed about principals are willingness to take risk, about his academic background, trust worthness and openness with school community with (weighted mean value 1.77, 1.73 and 2.74) respectively.

Based on the responses of the respondents, principals effort in identifying school communities need were lowly rated in improving the curriculum (weighted mean 2.41), in working as a resource person in curriculum improvement (weighted mean 2.45) and in involving teachers and parents in curriculum improvement (weighted Mean 1.52 and 1.49) respectively.

According to responses secured from respondents, principals were lowly rated in their role of capacitating the staff to develop mechanisms by which competent teachers share their experiences of teaching methodologies with their colleagues (weighted mean 1.65), in providing short term training through preparing academic seminars, and in reading different current educational publications and encourages teachers to do so (weighted mean 2.12 and 3.49) respectively. In addition principals were lowly rated in allocating enough budgets for staff development (weighted mean 1.71).

Regarding evaluating instructional process respondents were strongly agreed in evaluation of the ongoing achievements of the teaching learning process (weighted mean 4.75). But unable to decide whether the principals were use teachers evaluations results to improve the instructional process and to provide private feedback to teachers (weighted mean 2.94 and 2.83) respectively. In addition principals were lowly rated in their capability of evaluating and making fair judgment (weighted mean 1.6).

Regarding principals activity in supervision of classrooms, majority of the respondents were disagree in classroom observation to ensure classroom instruction align with school goals (weighted mean 2.07), in observing teachers from their professional development (weighted mean 1.60), in encouraging in built supervision with in school (weighted mean 1.70) and in arranging seminars with teachers to share experiences after supervision (weighted mean 1.77).

Majority of the respondents were strongly disagreed about creating a conducive work environment to teachers to carry out research work (weighted mean 1.37), in identifying problems of study and assigning them to teachers to do research in groups (weighted mean 1.19), in encouragement of teachers to conduct research on the teaching learning process (weighted mean 1.78) and skills of principals in conducting research (weighted mean 1.20).

According to responses secured from respondents, principals in their performance of goal clarifications were highly rated in developing school goals clearly (weighted mean 3.78). But the respondents were unable to decide whether the school principals make clear the school goals and objectives to teachers and students (weighted mean 3.36), set direction to wards the achievements of the expected goals (weighted mean 3.09), and capable enough in encouraging the staff towards the achievements of expected goals (weighted mean 3.07).

Regarding school based participative decision making the respondents were strongly disagreed that the school community is satisfied with decision made in their school and about teachers made active participation in school decision (weighted mean 1.41 and 1.43) respectively. Moreover, the respondents unable to decide whether the school leaders make decisions openly or not (weighted mean 2.86) and the school community was well informed as decision making decentralized to school level or not (weighted mean 3.05).

Heavy administrative work load on school leaders, principals lack initiatives for professional staff development, lack of knowledge in research methodology, financial problem, absence of participative decision making, students disciplinary problem, lack of constructive feedback to staff performance and lack of school infrastructures were some of the problems cited with the (weighted mean value 4.79, 4.62, 4.43 4.91, 4.08, 4.73, 4.38 and 4.76 respectively). So, the availability of the above problems shows us the absence of strong leadership in secondary schools.

5.2 Conclusions

- Based on the data analysis and interpretations, the following conclusions were made for the study. Accordingly:
- The study revealed that there was an appropriate guideline and criteria for the selection and assignment of principals of SSs. But the assignment of SSPs was based on political commitment than the other criteria. In other words if the person was highly qualified and well experienced and not have political commitment such candidate would not assigned as a principal. Therefore, we can conclude that such practice has led many teachers to be doubtful about the process which will have an impact on the preparation of principals through on-the job and off-the job training

programs. Beside this assigning principals by political out look will have a negative impact on the quality of education.

- Concerning leadership qualities of principals the study revealed that the respected Zone SSPs were not have good academic background and they do not want to take risk. Moreover, they were not trust worthness and openness with school community. From this we can conclude that there was no strong leadership in SSs that can create health school environment for teaching learning process.
- As to curriculum development, principals were not performing actively to improve curriculum in identifying school communities need, serving as a resource person and in involving teachers and parents. From this we can conclude that the principals were not capable enough to develop instructional curriculum.
- Regarding staff development, principals did not develop mechanisms for experience sharing among colleagues. Moreover, they did not provide short term training for teachers by preparing academic seminars and they did not allocate enough budgets for staff development. Therefore school systems that were not facilitate the opportunities for staff development jeopardize their ability to meet organizational goal..
- In evaluating the ongoing achievements of the teaching learning process, principals were good enough. But they were not doing well in evaluating and making fair judgment of performance. From this we can conclude that there is no feedback after evaluation from secondary school principals.
- Continuous classroom observations were not carried out by a principal who is expected from them so as to improve the teaching learning process. Moreover principals did not observe teachers for professional development and they did not encourage inbuilt supervision and arrange seminars with teachers to share experience after supervision. Therefore,

from this we can conclude that in the respected zone supervision was lack attention by school principals.

- Research works were not taking place in SSs. Accordingly, principals did not create conducive working environment for practitioners, did not identify problems of study and encourage teachers to conduct research. Moreover, the principal were not skilled in conducting research. Therefore, from this we can conclude that there was no the culture of identifying problems and solving it on time in the secondary schools.
- In school based participative decision making the school community were not satisfied with decision made in their school. Moreover, teachers were not made active participation in school decisions. From this we can conclude that there is a shortage of transparency in school decisions.
- As secondary schools are complex organizations due to their characteristics, their leadership might be affected by many factors. Accordingly, the study shows that KWZ SS leadership was mainly affected by: heavy administrative work load ,lack of knowledge in research methodology, financial problem, absence of participatory decision making ,students disciplinary problem, lack of constructive feedback ,lack of school infrastructures .So, from this we can conclude that there is no strong leadership in school environments in the study area.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are made.

5.3.1 The quality of education in schools is strongly determined by the quality of leadership that exists in the schools. In other words quality leadership produces quality education. However, in the finding of the study it was shown that there was an appropriate criterion in assigning SSPs. So, Woreda Education Office selects candidates of principals according to the

existed guideline but they sent to local politicians for approval. If the candidate is highly qualified and experienced it is meaningless, if local politicians were not interested to assign him/her/. Instead local politicians prefer to assign SSPs by cabinet meeting. This makes negative impact on the effectiveness and efficiency of the school leadership. Thus, to alleviate the

problem, the education sector of the respected zone should be independent to work freely their tasks according to the guideline established with out the impact of local politicians. On the other hand since the schools are serve every citizen without any discrimination of color, race, and age and political out look the federal government is expected to empower education sector to select and assign secondary school principals with out interference by preparing standardized directives. In addition to this Woreda Education Offices should assign qualified and experienced principals according to the existed directives through creating transparency.

5.3.2 The study shows the poor practice of school based staff development in SSs. However CPD programs are under way for this purpose in the SS of the Zone. But the school leaders' efforts to implement the programs were insignificant in sample SSs. So in order to minimize the problem:

- a. Oromia education bureau in collaboration with KWZ educational office should facilitate the way how the talented and experienced principals and teachers share their experience through the Zone by preparing seminars, workshops and short term training to scale up the best practice of capacity building to strengthen CPD programs.
- b. Evaluating instructional process regularly is one thing in improving instruction and making fair judgment of performance is another very important thing to the quality of learning. However, the principals are very active in conducting regular evaluations on the teaching learning process, but they are poor to make fair judgment of the evaluations to promote the

instructional process. Hence, evaluation alone does not bring change to improve the instructional process. Thus, the principal is directed or influenced to make fair judgment of performance to facilitate the teaching learning process rather than doing it for the sake of evaluation.

5.3.3. The study also discovered that heavy administrative work load, lack of knowledge in research methodology, financial problem, absence of participative decision making, students disciplinary problem, lack of constructive feedback and lack of school infrastructures were the main problems face KWZ SSPs. Hence, to alleviate the problems the following measures are forwarded.

In order to minimize the burden of principals the OEB should delegate some roles of principals to department heads and facilitate the way how they get chair payments for their additional tasks as to regional college department heads.

For the issue of lack knowledge in conducting research, lack the ability to share constructive feedback the Woreda Education Office should plan and provide continuous work shops, seminars and short term trainings collaboratively with stakeholders to SSPs to enhance their capacity.

Concerning decision making, Woreda Education Office should identify and follow whether the decision making in Secondary Schools was participatory. Regarding budget and infrastructure problem the Woreda Education office in collaboration with the secondary school principals prepare project and search for donor/governmental or NGO/. Moreover, they should mobilize the community to create income generation to fulfill the school facilities such as library books through purchasing, toilet, water and pedagogical center so as to facilitate the teaching learning process.

Moreover, to overcome the students' disciplinary problem SSPs should work hard with the students' family by organizing regular meeting time to discuss about the problem.

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APPENDIX-1

Addis Ababa University School of Graduate Studies College of Education Department of EdPM

Questionnaires for Woreda Education Officers

Dear Respondent

This is a questionnaire designed to study Educational Leadership Problems of Secondary School Principals in Kellem Wollega Zone. Please, fill out this questionnaire as honestly and clearly as possible. Your cooperation in filling out this questionnaire determining the source of this study.

Thank you!

Note:

Do not write your name.

Part 1. Personal Characteristics of Respondents

Answer each question either by putting tick (√) in a given box or by writing in the provided space for item.

School name _____ Woreda _____

1. Sex A/ male B/ Female
2. Age A/ Below 20 B/ 21-30 C/ 31-40 D/ 41-50
 E/ 51 and above
3. Level of Education A/ Diploma B/ B.A/B.SC degree
 C/ M.A/M.SC degree
4. Field of Specialization
 A/ Educational administration B/ Subject area
 C/ Others (specify) _____
5. Work Experience in Years
 - 5.1. In teaching A/ 1-10 B/ 11-20 C/ 21-30
 D/ 31 and above
 - 5.2 In administration A/ 1-10 B/ 11-20 C/ 21-30
 D/ 31 and above

Part 2.

The following questions are concerned about selection criteria of secondary school principals.

Instruction : Please, select your choice and put (✓) mark in the corresponding boxes. You can choose more than one answer.

1/ what are the criteria you perceive for principal ship in your woreda?

1. Political commitment
2. Experience in teaching
3. Educational level
4. Others (please specify) _____

2. In your perception, do you think that a school administrator who is not qualified in educational administration can help teachers in teaching learning process effectively?

- A/ Yes B/ No C/ Not sure

3. Is there standing guideline for the assignment of principals of secondary schools?

- A/ Yes B/ No C/ Not sure

4. If your answer for number 3 is yes, do principals assigned according to the guideline?

- A/Yes B/ No C/ Not sure

Part 3

Instruction: The following are statements about styles of leadership in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strongly disagree.

No	Regarding styles of leadership	SA	A	UD	DA	SD
1	Principals rely much more on punishment					
2	Principals has directive character					
3	Principals give emphasis to group decision making					
4	Principals consult staff and take their ideas in to consideration before taking decision					
5	Principals give complete freedom to the stuff					
6	Principals try to satisfy every body in the school					

Part 4

Instruction: The following are statements about leadership qualities of principals in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

No	Regarding Qualities of leadership	SA	A	UD	DA	SD
1	A Principal is visionary					
2	A Principal is willingness to take risk					
3	A Principal has good academic back ground					
4	A Principal is trust worth and straight with school community					

Part 5

Instruction: The following are some educational leadership functions that School principals spend much of their times. These are curriculum development, staff development, supervision, evaluation, research work and decision making. . Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes

No	Curriculum development	SA	A	U	DA	SD
1	Principals identify school communities need so as to improve curriculum.					
2	Principals work as resource person in curriculum improvement ✓					
3	Principals involve teachers in curriculum development					
4	Principals involve parents in curriculum development					
	Staff Development					
1	Principals develop mechanisms by which competent teachers share their experiences of teaching methodologies with their colleagues					
2	Principals provide short training at school level by preparing academic seminars					
3	Principals read different current educational publication and encourages teachers to do so					
4	Principals allocate enough budget for staff development					
	Evaluation					
1	Principals evaluate at each semester the on going achievements of the teaching learning process					
2	Principals use teachers evaluations results to improve the instructional process					
3	Principals provide private feedback to teachers					
4	Principals has capable of evaluating and making fair judgment					

	Supervision	SA	A	UD	DA	SD
1	Principals visit the classroom often to ensure classroom instruction align with school goals					
2	Principals observe teachers for professional development instead of evaluation					
3	Principals encourage inbuilt supervision with in school					
4	Principals arrange seminars with teachers to share experience after supervision					
	Research Work					
1	Principals create conducive working environment for the practitioner					
2	Principals identify problems of study and assign them to teachers to do research in groups					
3	Principals encourage teachers to conduct research on the teaching learning process					
	Principals are skilled in conducting research					
	Goal clarification					
1	Principals are skilled in developing school goals clearly					
2	Principals are capable of making clear the school goals to school communities					
3	Principals are capable of setting directions to wards the achievements of expected goals					
4	Principals are capable of encouraging the staff towards the achievements of expected goals					
	Decision Making					
1	The school community is satisfied with decision made in their school					
2	Teachers are making active participation in school decision					
3	School leaders make decisions openly					
4	The school communities are well informed as decision making is decentralized to school level					

Part 6.

Instructions: Blows are some educational leadership problems that secondary school principals face in their instructional leadership. Please, show the degree of each problem by putting "X" in the given rating scale to show your agreement or disagreement.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strong disagree

No	Assumed problems	SA	A	UD	DA	SD
1	Lack of transparency in assigning secondary school principals					
2	Un stability of secondary school principal assignment					
3	Heavy administrative work load on school leaders					
4	Principals initiatives for professional staff development is weak					
5	Lack of knowledge in research methodology					
6	Lack of courage and commitment of the principals in instructional leadership					
7	Financial problem					
8	Absence of participative decision making					
9	Student disciplinary problem					
10	Unable to solve conflict in the school					
11	Lack of constructive feedback to staff performance					
12	Lack of school infrastructures					

13. Write three major problems (in Oromic, Amharic or English) Principals face in providing leadership in the teaching learning process?

X *Asan Oromo*

14. What do you think is the solutions for the problems you perceive?

Addis Ababa University School of Graduate Studies
College of Education Department of EdPM

Questionnaires for Department Heads

Dear Respondent

This is a questionnaire designed to study Educational Leadership Problems of Secondary School Principals in Kellem Wollega Zone. Please, fill out this questionnaire as honestly and clearly as possible. Your cooperation in filling out this questionnaire determining the source of this study.

Thank you!

Note:

Do not write your name.

Part 1. Personal Characteristics of Respondents

Answer each question either by putting tick (✓) in a given box or by writing in the provided space for item.

School Name _____ Woreda _____

1. Sex A/ Male B/ Female

2. Age A/ Below 20 B/ 21-30 C/ 31-40 D/ 41-50
 E/ 51 and above

3. Level of Education A/ Diploma B/ B.A/B.SC degree
 C/ M.A/M.SC degree

4. Field of Specialization

A/ Educational administration B/ Subject area

C/ Others (specify) _____

5. Work Experience in Years

5.1. In teaching A/ 1-10 B/ 11-20 C/ 21-30

 D/ 31 and above

5.2 In administration A/ 1-10 B/ 11-20 C/ 21-30

 D/ 31 and above

Part 2.

The following questions are concerned about selection criteria of secondary school principals.

Instruction : Please, select your choice and put (√) mark in the corresponding boxes. You can choose more than one answer.

1/ what are the criteria you perceive for principal ship in your woreda?

- 1. Political commitment
- 2. Experience in teaching
- 3. Educational level
- 4. Others (please specify) _____

2. In your perception, do you think that a school administrator who is not qualified in educational administration can help teachers in teaching learning process effectively?

- A/ Yes B/ No C/ Not sure

3. Is there standing guideline for the assignment of principals of secondary schools?

- A/ Yes B/ No C/ Not sure

4. If your answer for number 3 is yes, do principals assigned according to the guideline?

- A/Yes B/ No C/ Not sure

Part 3

Instruction: The following are statements about styles of leadership in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strongly disagree.

No	Regarding styles of leadership	SA	A	UD	DA	SD
1	Principals rely much more on punishment					
2	Principals has directive character					
3	Principals give emphasis to group decision making					
4	Principals consult staff and take their ideas in to consideration before taking decision					
5	Principals give complete freedom to the stuff					
6	Principals try to satisfy every body in the school					

Part 4

Instruction: The following are statements about leadership qualities of principals in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

No	Regarding Qualities of leadership	SA	A	UD	DA	SD
1	A Principal is visionary					
2	A Principal is willingness to take risk					
3	A Principal has good academic back ground					
4	A Principal is trust worth and straight with school community					

Part 5

Instruction: The following are some educational leadership functions that School principals spend much of their times. These are curriculum development, staff development, supervision, evaluation, research work and decision making. . Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes

No	Curriculum development	SA	A	U	DA	SD
1	Principals identify school communities need so as to improve curriculum.					
2	Principals work as resource person in curriculum improvement					
3	Principals involve teachers in curriculum development					
4	Principals involve parents in curriculum development					
	Staff Development					
1	Principals develop mechanisms by which competent teachers share their experiences of teaching methodologies with their colleagues					
2	Principals provide short training at school level by preparing academic seminars					
3	Principals read different current educational publication and encourages teachers to do so					
4	Principals allocate enough budget for staff development					
	Evaluation					
1	Principals evaluate at each semester the on going achievements of the teaching learning process					
2	Principals use teachers evaluations results to improve the instructional process					
3	Principals provide private feedback to teachers					
4	Principals has capable of evaluating and making fair judgment					

	Supervision	SA	A	UD	DA	SD
1	Principals visit the classroom often to ensure classroom instruction align with school goals					
2	Principals observe teachers for professional development instead of evaluation					
3	Principals encourage inbuilt supervision with in school					
4	Principals arrange seminars with teachers to share experience after supervision					
	Research Work					
1	Principals create conducive working environment for the practitioner					
2	Principals identify problems of study and assign them to teachers to do research in groups					
3	Principals encourage teachers to conduct research on the teaching learning process					
	Principals are skilled in conducting research					
	Goal clarification					
1	Principals are skilled in developing school goals clearly					
2	Principals are capable of making clear the school goals to school communities					
3	Principals are capable of setting directions towards the achievements of expected goals					
4	Principals are capable of encouraging the staff towards the achievements of expected goals					
	Decision Making					
1	The school community is satisfied with decision made in their school					
2	Teachers are making active participation in school decision					
3	School leaders make decisions openly					
4	The school communities are well informed as decision making is decentralized to school level					

Part 6.

Instructions: Blows are some educational leadership problems that secondary school principals face in their instructional leadership. Please, show the degree of each problem by putting "X" in the given rating scale to show your agreement or disagreement.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strong disagree

No	Assumed problems	SA	A	UD	DA	SD
1	Lack of transparency in assigning secondary school principals					
2	Un stability of secondary school principal assignment					
3	Heavy administrative work load on school leaders					
4	Principals initiatives for professional staff development is weak					
5	Lack of knowledge in research methodology					
6	Lack of courage and commitment of the principals in instructional leadership					
7	Financial problem					
8	Absence of participative decision making					
9	Student disciplinary problem					
10	Unable to solve conflict in the school					
11	Lack of constructive feedback to staff performance					
12	Lack of school infrastructures					

Atan Orom

13. Write three major problems (in ~~Oromic~~, Amharic or English) Principals face in providing leadership in the teaching learning process?

14. What do you think is the solutions for the problems you perceive?

Addis Ababa University School of Graduate Studies
College of Education Department of EdPM

Questionnaires for Teachers

Dear, Respondent

This is a questionnaire designed to study Educational Leadership Problems of Secondary School Principals in Kellem Wollega Zone. Please, fill out this questionnaire as honestly and clearly as possible. Your cooperation in filling out this questionnaire determining the source of this study.

Thank you

Note:

Do not write your name.

Part 1. Personal Characteristics of Respondents

Answer each question either by putting tick (\checkmark) in a given box or by writing in the provided space for item.

School name _____ Woreda _____

1. Sex A/ male B/ Female
2. Age A/ Below 20 B/ 21-30 C/ 31-40 D/ 41-50
 E/ 51 and above
3. Level of Education A/ Diploma B/ B.A/B.SC degree
 C/ M.A/M.SC degree
4. Field of Specialization
 A/ Educational administration B/ Subject area
 C/ Others (specify) _____
5. Work Experience in Years
 - 5.1. In teaching A/ 1-10 B/ 11-20 C/ 21-30
 D/ 31 and above
 - 5.2 In administration A/ 1-10 B/ 11-20 C/ 21-30
 D/ 31 and above

Part 2.

The following questions are concerned about selection criteria of secondary school principals.

Instruction : Please, select your choice and put (✓) mark in the corresponding boxes. You can choose more than one answer.

1/ what are the criteria you perceive for principal ship in your woreda?

1. Political commitment
2. Experience in teaching
3. Educational level
4. Others (please specify) _____

2. In your perception, do you think that a school administrator who is not qualified in educational administration can help teachers in teaching learning process effectively?

A/ Yes B/ No C/ Not sure

3. Is there standing guideline for the assignment of principals of secondary schools?

A/ Yes B/ No C/ Not sure

4. If your answer for number 3 is yes, do principals assigned according to the guideline?

A/Yes B/ No C/ Not sure

Part 3

Instruction: The following are statements about styles of leadership in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strongly disagree.

No	Regarding styles of leadership	SA	A	UD	DA	SD
1	Principals rely much more on punishment					
2	Principals has directive character					
3	Principals give emphasis to group decision making					
4	Principals consult staff and take their ideas in to consideration before taking decision					
5	Principals give complete freedom to the stuff					
6	Principals try to satisfy every body in the school					

Part 4

Instruction: The following are statements about leadership qualities of principals in secondary schools. Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes.

No	Regarding Qualities of leadership	SA	A	UD	DA	SD
1	A Principal is visionary					
2	A Principal is willingness to take risk					
3	A Principal has good academic back ground					
4	A Principal is trust worth and straight with school community					

Part 5

Instruction: The following are some educational leadership functions that School principals spend much of their times. These are curriculum development, staff development, supervision, evaluation, research work and decision making. . Please, rate each statement from strongly agree to strongly disagree by putting (X) mark in the given boxes

No	Curriculum development	SA	A	U	DA	SD
1	Principals identify school communities need so as to improve curriculum.					
2	Principals work as resource person in curriculum improvement					
3	Principals involve teachers in curriculum development					
4	Principals involve parents in curriculum development					
	Staff Development					
1	Principals develop mechanisms by which competent teachers share their experiences of teaching methodologies with their colleagues					
2	Principals provide short training at school level by preparing academic seminars					
3	Principals read different current educational publication and encourages teachers to do so					
4	Principals allocate enough budget for staff development					
	Evaluation					
1	Principals evaluate at each semester the on going achievements of the teaching learning process					
2	Principals use teachers evaluations results to improve the instructional process					
3	Principals provide private feedback to teachers					
4	Principals has capable of evaluating and making fair judgment					

	Supervision	SA	A	UD	DA	SD
1	Principals visit the classroom often to ensure classroom instruction align with school goals					
2	Principals observe teachers for professional development instead of evaluation					
3	Principals encourage inbuilt supervision with in school					
4	Principals arrange seminars with teachers to share experience after supervision					
	Research Work					
1	Principals create conducive working environment for the practitioner					
2	Principals identify problems of study and assign them to teachers to do research in groups					
3	Principals encourage teachers to conduct research on the teaching learning process					
	Principals are skilled in conducting research					
	Goal clarification					
1	Principals are skilled in developing school goals clearly					
2	Principals are capable of making clear the school goals to school communities					
3	Principals are capable of setting directions to wards the achievements of expected goals					
4	Principals are capable of encouraging the staff towards the achievements of expected goals					
	Decision Making					
1	The school community is satisfied with decision made in their school					
2	Teachers are making active participation in school decision					
3	School leaders make decisions openly					
4	The school communities are well informed as decision making is decentralized to school level					

Part 6.

Instructions: Blows are some educational leadership problems that secondary school principals face in their instructional leader ship. Please, show the degree of each problem by putting "X" in the given rating scale to show your agreement or disagreement.

NB. SA = strong agree, A = agree, UD = undecided, DA = disagree, SD = strong disagree

No	Assumed problems	SA	A	UD	DA	SD
1	Lack of transparency in assigning secondary school principals					
2	Un stability of secondary school principal assignment					
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4	Principals initiatives for professional staff development is weak					
5	Lack of knowledge in research methodology					
6	Lack of courage and commitment of the principals in instructional leadership					
7	Financial problem					
8	Absence of participative decision making					
9	Student disciplinary problem					
10	Unable to solve conflict in the school					
11	Lack of constructive feedback to staff performance					
12	Lack of school infrastructures					

Afan Oromo

13. Write three major problems (in ~~Oromic~~, Amharic or English) Principals face in providing leadership in the teaching learning process?

14. What do you think is the solutions for the problems you perceive?

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE
STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF EdPM**

FOCUS GROUP DISCUSSION GUIDE FOR DEPARTMENT HEADS AND VICE PRINCIPALS

Place _____ Time _____

Introduction and consent statement

This focused group discussion Guide is designed for the purpose of gathering data on educational leadership problems of government Secondary School Principals in Kellelem Wollega Zone. The researcher believed that your participation opinion, feelings and reactions will give important contributions for the final out comes of this research .If you are willing, the discussions will be tape recorded. I want make you sure that this is only for academic purpose and no reference will be made to individual participants to any time in the future. So do you agree to take party in the focused group discussion to day?

A/ Yes B/ No

- 1/ What are the criteria for principal ship in your woreda?
- 2/ What are the major problems principals face in providing leadership in the teaching learning process?
- 3/ Do school communities participate in decision making in your school?
- 4/ What styles of leadership exercised in your school?
- 5/ Do the principal is skilled in conducting research?
- 6/ Do principals develop a mechanism by which competent teachers share their experience?
- 7/ How much competent enough is the principal to develop the curriculum?
- 8/ How often has your school carry out instructional supervision per semester?
- 9/ What do you think is the solutions for the problems you mentioned above?