



**The Effects of School Leadership Practices on Education Quality in
Secondary Schools of Arada Subcity in Addis Ababa**

By

Tariku Mulushewa

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Advisor

Tilahun Teklu (Dr.)

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**THE EFFECTS OF SCHOOL LEADERSHIP PRACTICES AND
EDUCATION QUALITY IN SECONDARY SCHOOLS OF ARADA
SUBCITY IN ADDIS ABABA**

BY
TARIKU MULUSHEWA DESSEA

APPROVED BY BOARD OF EXAMINERS

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|---------------------------------|--------------------|---------------|
| _____ Dean, Graduate Studies | _____ Signature | _____ Date |
| _____ Advisor | _____ Signature | _____ Date |
| _____ External Examiner | _____ Signature | _____ Date |
| _____ Internal Examiner | _____ Signature | _____ Date |

DECLARATION

I, the undersigned, declare that this thesis is my work achieved through my own personal reading. It is my original work and to the best of my knowledge it has never been submitted to any college or university for award of academic degree. All information from other sources has been duly and respectfully acknowledged.

Name: Tariku Mulushewa Dessea

Signed: _____

Date: _____

Addis Ababa, Ethiopia July, 2021

ENDORSEMENT

This thesis has been submitted to Addis Ababa University, School of business and economics for examination with my approval as a university advisor.

Advisor

Signature

Addis Ababa University, Addis Ababa July, 2021

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LIST OF ABBREVIATION

| | |
|--------|---|
| AASA | American Association of School Administrators |
| AAU | Addis Ababa university |
| EdMLTP | Educational management and Leadership Training Program |
| EdPM | Educational planning and Management |
| ESDP | Education Sector development program |
| ETP | Education and Training Policy |
| FDRE | Federal Democratic Republic of Ethiopia |
| GEQIP | General Education Quality Improvement Program |
| GTP | Growth and Transformation Plan |
| MOE | Ministry of Education |
| NAE | National Agency for Examinations |
| NCATE | National Council for the Accreditation of Teacher Education |
| OECD | Organization for Economic Co-operation and Development |
| PGCSSS | Post Graduate Certificate in Secondary School Supervision |
| PGDSL | Post Graduate Diploma in School Leadership |
| TGE | Transitional Government of Ethiopia |
| UNESCO | United Nations Education Science and Cultural Organization |
| USAID | United States Agency for International Development |
| WEO | Woreda Education Office |

ABSTRACT

The purpose of the study was to investigate the effects of school leadership practices on education quality in government secondary school in Arada Sub City, Addis Ababa. To realize this purpose basic questions related to major situational, different factors that affect the effectiveness and practices of educational leadership in secondary schools were raised. The study employed descriptive survey designs that involve the use of both qualitative and quantitative approaches in data gathering and analysis. Data was gathered from both primary and secondary sources. Primary sources were 45 teachers, 12 school vice principals and main principals and 6 Arada sub city education officers, 5 Ministry of Education in school leadership development (TDP) , 6 City administrator education experts, Simple random sampling technique was employed to proportionally select teachers from Three government secondary schools namely (Meskerem, Dagmawi Minilik , Degazmach Belay Zeleke secondary school) while purposive sampling was employed to select school principals, school supervisors and educational experts at sub - city and woreda levels, and also department heads and high school management bodies are Available Sampling. To collect the relevant primary data, questioner with close and open ended questions, interviews and observation were employed. Interview and observation were conducted to triangulate the information obtained through questioner. The quantitative data were first edited, organized, tabulated and then analyzed using five rating scales and mean while qualitative data from interview was narrated and analyzed to support the qualitative analysis. The review of literature focused on leadership in education quality within this concept, the concept of leadership, theoretical background of leadership, leadership styles, and leadership skills of leaders and managerial functions of school leadership. On the basis of these findings principals are less effective in their leadership due to lack of experience and qualification in the profession and thereby slow its dynamisms. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively, in turn, encouraging participatory approach of leadership. Furthermore, MoE, Arada sub city education office and Addis Ababa Education Bureau is responsible to give directives and guidelines in the case that whenever shortcomings and gaps are observed and the schools should organized public relations to create school-community links.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, definitions of key terms and organizations of the study

1.1. Background of the Study

Education can be regarded as the key that unlocks the training of individuals and national potential and all kinds of rights and powers (Ekundayo and Olusola, 2012; Psacharopoulos, 1985, 1991; TGE, 1994, UNESCO, 1997, 2005). It has an important role in shaping citizens and equipping them with knowledge and skills they need for their contribution to promote their general wellbeing (Lemlem, 2010). The quality of education is determined by many interlocking variables. Among these, the availability of quality and committed school leaders are the major one (Castro Zulu, 2004; Cheng, 2011). Moreover, Sallis (2002) illustrates that teachers and school leaders' performances are vital feature of schools. In the last two decades, the Ethiopian government has embarked on a massive expansion of the national education system with the intention to transform the country. The increasing access to education was also fueled by the government's promise to meet its official educational goals such as achieving universal primary education in 2015 and secondary education in 2020. Though tremendous achievement has been made in terms of quantitative expansion, the quality of education has been deteriorating and student achievement declining (Fekede & Fiorucci, 2012; Lemlem, 2010; National Agency for Examinations (NAE), 2011; Oulai et al., 2011; Tessema, 2006

Education is one of the major driving forces behind the overall development of a country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MOE, 2005). As the literature (USAID/IQPEP, 2012) in the area depicts, no topic is probably more important to organizational success than leadership.

Supporting this idea, Chemers, (n.d) stated that sound performance of educational and leadership management is one of the most important contributors to the overall education performances and success. Nowadays, much attention has been given to educational leadership. This is because of the widespread belief that the quality of educational managers and leaders makes a significant difference to school and student outcomes and quality of education (Bush, 2008). Leadership is defined differently by different authors. House (1996:184) Leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization.” Terry (1960) defines leadership as an activity of influencing people to strive willingly for group goals. To Clark (1992), leadership is an activity an influence process in which an individual gains the trust and commitment of others and without recourse to formal position or authority, moves the group to the accomplishment of one or more tasks.

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Good school leadership is essential to improve the efficiency and equity of schooling. Sammons et al. (1997) and Harris (2001) make clear that many studies indicate, in educational institution it was found that leadership does make differences to student outcomes and institutional activities. Tschannen and Garries (2004) affirmed that in these times, it is widely accepted that good educational leaders are the cornerstones of good educational institutions, and without their leadership effort, educational institutions cannot be successful. In light of this, Johnson and Snyder (1986) recommended that school leaders particularly principals are key factors in the school's attempt to alter achievement norms and strong instructional leadership is one of the most important determinants of all school activities associated with school effectiveness. Contemporary scholars such as Duke (2006) have observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organization and programs. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and discipline, an unhealthy school system and climate, and non-cooperation of parents and community. School Leadership has very important impacts on the quality of education. This is applicable with the meaning of

leadership, since leadership is all about organizational advancement. Particularly, it is all about organizing the organization (school) to achieve shared goals.

Meanwhile, people have perceived leadership as critical to the success of any organization or endeavor in general; but more recently leadership has been determined to be important to the effective functioning of schools in particular (Helms, 2012). So, the importance of educational leadership as a component of student success as well as quality education is gaining increasing attention (Leithwood, et.al. 2004). In Ethiopia, the policy has insisted on democratic, professional, coordinated, efficient, and effective educational management with autonomous and democratic institutions. The government of Ethiopia has launched five successive programs (ESDP I, II, III, IV and v) since 1997/98. The spotlight of the entire program (ESDP) is to alleviate educational problems (low access, poor quality, inequity, irrelevance and inefficiency) of the system. The focus of the first two sector plans (ESDP I and II) was aimed at improving access and equity while ESDP III was partly moved towards the provision of quality education. Under ESDP IV two main goals were identified. The first was to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia. The other was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resources (MoE, 2010).

When the Education and Training Policy of Ethiopia was newly introduced in 1994, Educational Organization and Management was given unprecedented emphasis (MoE, 1994). However, the meta-analysis of documents show that the strategies implemented at different times gave varying attention to management and leadership at different levels. The document clearly acknowledged that the performances of teachers are closely interlocked with the performances of the school principals and supervisors. Besides, the profiles of the school principals and supervisors were included along with the profiles of teachers in the blue print. In the document, the professional position of educational leadership is clearly indicated, and it states:

"Educational management is an independent and special profession by its own. It has its own scientific theories and practical guides. Hence, people assigned as educational leaders must have the requisite training in the profession." (Translation of the Amharic version) (MoE, 2007, p. 30)

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. Leadership is an important variable in the discussion about the quality of education for it affects the work teachers do. Leadership also impacts on the contributions of other workers, such as support staff. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action. Most principals come from a teaching background, which does not normally lead to the skills required to deal with the broadened roles of leadership for teaching and learning, for resource management, for setting goals and measuring progress and for leading and collaborating beyond school borders. The evidence shows that leadership development can contribute to shape the performance of leaders. School leadership roles have changed considerably in recent years and today's principals have greater responsibility both for managerial and administrative tasks and for pedagogical leadership. Effective preparation and development of current and prospective school leaders is one means of responding to these challenges.

Effective leadership, in turn, depends on effective leaders' training programs. As leadership is an organizational construct, its effectiveness depends on how it is exercised within the context of the organization which includes followers and the environment. On the other hand Bellamy, et.al. (2007) stated, school leadership are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of school. And many school leaders employ a variety of skills and qualities that have been identified as essential for leadership and yet many schools do not have school climates that are positive and grow to their potential. School climate serves as a measure of relationships, interactions, attitudes, perspectives, academic success, and priorities

(Kor, 2010). As few studies to date explore the concept of more comprehensive school leadership from the perspectives of school leaders, in particular secondary school leaders. Based on this lack of secondary school leaders' perspectives, there is a pronounced need for research to expansively define effective leadership of a secondary school leaders based on their self-perception leadership behavior (Poloncic M. J., 2016). According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school leaders and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems.

The quality of educational and leaders managers is determined by the relevance of training of programs launched in a country. On one hand and the provision of the quality service by the institutions on the other hand. In this regard, Sallis (2002) confirms that training programs can be helpful in producing equipped human capital, identifying and managing teams, where group training and specifically personal training and growth of school managers also take place. To put it differently, the training programs of educational managers and school leaders can have paramount effect on the effectiveness of schools in general and the performances of school leaders in particular. Fullan, Miles and Taylor cited in Castro Zulu (2004) noted that without the effective leadership training programs of principals, performance of schools will suffer. Therefore, the principal has to be equipped with necessary knowledge to provide sound leadership for the success and effectiveness of school and thereby to maintain quality education.

The increased provision of training across countries has developed in response to the changes in school leadership roles and responsibilities. Many school leaders themselves are calling for it as a teaching background does not necessarily prepare for leadership practice and there is evidence indicating its positive impact on practice. School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. School leadership is essential to improve the efficiency and equity of education.

Quality education requires quality leadership. Quality leadership cannot be assumed or acquired without a coherent, integrated, consequential, and systematic approach to leadership recruitment, retention, and development.

Hence, school leaders play a paramount role in the continuous improvement of education. As Sparks (2002) states if quality teaching is to occur in every classroom, all teachers must be supported in turn by skillful principals who work in systems that support their sustained development as instructional leaders. Data from this research indicated that schools are facing a lack of qualified principals and they stated that this problem was created wittingly by the government with the intention to control the school system. (FGD 1) Chapman (2005) stated that quality schools require quality leadership. The same author remarked that quality leadership cannot be assumed or acquired without a coherent, integrated, consequential, and systematic approach to leadership recruitment, retention, and development. In the same vein, Edwards (2011) affirmed that individuals should occupy leadership positions depending on preparation and skills as well as needs and desires. Conversely, the data revealed that recruitment of a principal was not itself based on merit and experience of the candidates. This will adversely impact on quality and student learning by severely damaging the culture of learning and teaching in schools. The quote above also indicated that the system has failed to accommodate the ideological and political diversity among the staff. Rather, it seems to favor one side over the other, which has led to the erosion of trust among the staff. This, in turn, negatively influences the collaboration and commitment of teachers. Most of the currently nominated school principals do not have the adequate profile for their leadership position. Hence, they are facing a problem in leading schools as learning organisations since they lack Australian Journal of Teacher Education Vol 40, 5, May 2015 11 the required experience, qualification and competency. Tesema (2007) described the situation as the move to maintain status quo though managers loyal to state ideology. All agree that a high-quality school leadership force is indispensable to improving education quality.

School leaders can create conditions for effective working by:

- Setting clear expectations for all workers
- Providing external and internal supports

- Organizing the instructional day to create common planning time
- Developing tools and collaborate on work
- Creating mechanisms for instructional program coherence and consistency within the academic program

1.2 Statement of the Problem

A school system is one of the public institutions having its own specific goals and objectives to be achieved and such task is given to school leaders. Therefore, effective leadership is at the core of every successful organization (Sergiovanni as cited in Temesgen, 2011). Moreover, good leadership within the school is collegial, job centered and teacher focused, promoting collective responsibility for change agent (MoE, 2010). The role of school leadership is very essential and hence it is non - negotiable as it is one of the major factors that identify successful schools from unsuccessful ones. The school leadership faces many problems as the school is operating in affinity complex environment. In this respect, Maurer.R (1991) argued that educational leaders inevitably find themselves facing many challenges, uncertainties and ambiguities in their education practice and management. He /She need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 1999). Therefore, according to the Ministry of Education the principals who are going to be assigned as principals of the school must have the necessary understanding, ability and significant preparation for school leadership.

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

effectiveness. According to Musaazi (1988:5) inadequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on sound leadership. Additionally, principal personality, vision, extent of commitment human relation etc. can serve constraint to hamper the exercise of leadership. Supporting the above idea, Gortun (1983 :264) state that if the principal does not possess the appropriate personal qualities needed the absence of these characteristics can be self-constrain in carrying out leadership responsibility properly.

School leader need to have theoretical knowledge, skill and adequate experiences in school leadership so as to play active leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 1999:10). Leithwood's (1994) four categories of leaders work are building vision and setting direction, understanding and developing people, designing the organization and managing the teaching and learning program. In teacher development program (MoE, 2008, P 30-31) has stated that the academic qualification required for secondary school principal ship is a master's degree. Regarding the area of specialization of principal's teachers development program (MoE, 2007, P. 60) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational administration. The researcher support the statement above, however, there are no specialized principal in most study area.

According, MoE (2010) in ESDP IV one of main challenges focused to improve is leadership and management capacities at institutional level remained weak. Additionally, MOE (2006) stated that due to shortage of qualified school leader's appointment of secondary school leaders in Ethiopia is very much based on experience. So it was found that, there are challenges in performing technical management, building school culture and attractive school compound, participatory decision making and school management for teachers and students, creating orderly school environment by clarifying duties and responsibilities, being skill full in human relations and communicating with different stakeholders by those school leaders, assigned based on experience without qualification. According to Keys and others (2003:2). additional demanding forces magnify the unique complexity and uncertainty confronting schools leaders facing challenge circumstances. Among these forces are poor management, budget deficit, unsatisfactory buildings, staff problems and behavioral management problems.

Strengthening this idea, Secondary school leaders in Ethiopia are expected to be trained in educational leadership for the activities such as planning, supervision, research work, professional development, provision of instructional materials and evaluation to achieve the objective of education and training policy (MOE, 2002). On the contrary the reality on the ground showed that school leadership has different problems particularly at the secondary schools. Different studies have been conducted on some related topics. As Murphy (2000) cited in Alma H. and Daniel Muljs (2005:14-15) notes ‘the great man’ theory of leadership prevails in spite of a groundswell towards leadership as empowerment, transformation and community building. This may be because schools as organizational structures remain largely unchanged equating leadership with status, authority and position. Accordingly, the main intension of this study is the effect of school leadership on quality of education in Arada sub city are carry out their leadership responsibilities in participatory manner starting from goal and vision setting, strategic planning up to the realization of vision and achieving of plan and goals. Therefore, to attempt find out answers to the following basic questions:-

1.3. Research Questions

- ♣ What is the role of school leaders in the provision of quality education of public secondary schools in Arada sub city?
- ♣ How does school leadership style influence the provision of quality education in public secondary schools in Arada sub city?
- ♣ What are the major challenges encountered by school leaders’ that affect the quality of education?
- ♣ What are the characteristics and professional practices of effective school leaders in schools identified as having a positive school climate?
- ♣ What characteristics and professional practices do these same school leaders employ to meet expectations for administrator accountability and education quality?

1.4 Hypothesis

- Leaders are increasingly expected to exercise leadership in ever more uncertain and unpredictable situations has led some to link leadership with complexity theory
- Leadership as the work of mobilizing and influencing others to articulate and achieve the schools shared intentions and goals. And work with others to provide direction and exert influence in order to achieve educational quality, with particular focus on improving teaching and learning outcomes.
- Leadership styles or behaviors influence the leader-follower relationship, group success, group risk-taking, group problem - solving strategies, group morale and group relations.
- Different school leadership styles and models which in most cases; depend on the governance structure of the education system and the development context.
- School leader positively affect the quality of education at two levels: the level of the learner in his or her learning environment and the level of the education system that creates and supports the learning experiences.
- Roles and Responsibilities of Head teachers purposefully and progressively redesigned their organizational structures. In turn, provided greater opportunities for students learning as well as for education quality.

1.5 Objectives of the Study

1.5.1 General Objective

The major objectives is to assess the effects of school Leadership in the provision of quality education in selected secondary schools of Arada sub city to suggest solutions to reduce the existing problems..

1.5.2 Specific Objectives

The specific objectives will be to:

- i. Identify the current practices of school leadership in secondary schools of Arada sub city.
- ii. Identify the major challenges the school leadership in leading the school.
- iii. To forward the possible strategy for solving school principal challenges.
- iv. To examine the situational factors that affects the effectiveness of principal leadership in secondary schools.
- v. To assess the education quality in selected secondary school

1.6 Significance of the Study

The researcher is concern the effect of school leadership on quality of education on select secondary schools in Arada sub city. This study will contribute to understanding about the role of leadership to improve the quality of secondary school education in Addis Ababa and the researcher believed that this study creates the awareness of importance of secondary school education program and how to improve it. The quality of education significantly influences academic and social development and the outcome of this research work will have various significances.

- It can serve as a spring board for those who want to conduct further study in the area.
- The major one contribution of this study will be to make educational policy makers become aware of the importance of quality of education at secondary school level and take relevant action. Besides it may contribute something important by suggesting some possible solutions to the problem of secondary school education quality.
- This research will provide some valuable and relevant knowledge and information on the uninvestigated areas. It would also help to raise the awareness and motivation level

of other researchers for further studies in the area of improvements of quality preschool education.

- The study may contribute to the improvement of quality education by initiating school leaders' effectiveness' on quality achievement and initiate other researchers to conduct further studies around the topic.

1.7 Delimitation of the Study

According to Ayalew and Seyoum (1999) to carry out any research work it should be important to delimit the study to a manageable size". Based on this theoretical base, the study will delimit to the effect of school leadership on quality of education in selected secondary schools of Arada sub city of Addis Ababa. Mainly in three secondary schools . As a major focus of the study, it is delimit to current leadership practices chiefly required of educational school principals. The study is also delimited on the effect of school leadership on quality of education. Moreover, though weak secondary school quality education is a problem observed throughout the system will indicate in the topic. The focus of this study is secondary school leaders (principals), vice principals, school teachers, supervisors where more attention was at secondary school level.

1.8 Limitations of the Study

The researcher does not believe that the study was totally free of any limitation. Some of the limitations were related with few respondents' willingness and in filling the questionnaires, and time. Some of the respondents were not cooperative as had been expected. As a result some respondents were responded not carefully particularly in open ended questions. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools in city administration, because the study focused only on government secondary schools excluding all private schools, mission schools, and primary schools. Again, all (100%) of the questionnaire were not been collected (obtained) from teachers respondents. All these might have its own effect on the findings of the study.

1.9 Definition of the Key Terms

Educational Leaders: are those personnel assuming a formal leadership position on the different organizational levels of the structures of the education system, working towards the aims and objectives of the education.

Educational Leadership: It is a process concerned with the operations, goals and objectives of schools and other educational organizations

Head teacher: This is a person who leads and guides both teachers and activities in a school.

Leader: is a person who leads a group of people, especially the head of a country, organization etc. A leader in a group of people or an organization is the person who is control of it or in charge of it.

Leadership: The process of influencing the activities of an individual or group in effort towards goal achievement in a given situation (Krug, 1992)

Organization: a group of people who form a business, club etc. together in order to achieve a particular form.

Principal: the name refers to the administrative head and professional leader in charge of secondary schools (Good: 1973: 436)

Quality education: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Quality: is the totality of features that influence the results gained in teaching and learning, that is, attaining a certain standard and holistic education.

School leader: Refers to instructional leaders namely, principals, supervisors, department heads, unit leaders, and senior teachers that take part in the leadership of the teaching-learning and management (Sergiovanni, 2001)

Secondary schools: the second Educational level from 9 – 12 in Ethiopia (MoE, 1994).

Sub cities: An intermediate administration level between Addis Ababa City administration and district administration.

Supervisor: A professional personnel responsible for the promotion, development, maintenance and improvement of instruction (Good, 1973).

1.10 Organization of the Study

This study has five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, Significant of the study, Delimitation of the study, limitation of the study, and operational definition, and organization of the study. The second and third chapters present the review of related literature and the research design and methodology respectively. The fourth chapter deals with the presentation and analysis of data gathered from responses and documents .The last part, which is chapter five, provides the summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Leadership

Leadership is considered to be the most essential to the successful functioning of many aspects of school. Leadership researchers have defined leadership in many different ways. For example (Bennis, 1959) defined leadership as the process by which an agent induces a subordinate to behave in a desired manner. (Roach& Behling, 1986) defined leadership as the process of influencing an organized group toward accomplishment its goals. Hemphill & Coons (cited in Yukl, 2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Beare, et.al (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. On the other hand, Hoy and Miskel (2000) assert that leadership should be defined broadly as a special process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities individual motivation and abilities, power relation and shared orientations.

There are multiple definitions about leadership that researchers have been formulating. Leadership is about someone who is getting other people to do something. According to Northouse (2004, p.3) the following components can be distinguished as key points of leadership: leadership is a process, leadership involves influences, leadership occurs within a group context and leadership involves goal achievements. Based on those components (Northouse20, p.3) formulates leadership as “a process where by an individual influences a group of individuals to achieve a common goal. In supporting the above idea (Kort, 2008, p.409- 411) leadership is an influence relationship between leaders and followers who are

aiming at making changes that indicates their mutual purposes. It also involves the ability to lead for the leaders to encourage obedience, respect, loyalty and cooperation from the followers. Leadership has very important impacts on the quality of the school organization and on students' outcome. This is applicable with the meaning of leadership since leadership is all about organizational advancement. Particularly, it is all about organizing the organization (school) to achieve shared goals. The goal of school leadership is improve educational quality. Indeed, school leadership is an essential part for school effectiveness in order to prepare students to reach their future success. (Leithwood, Day, Sammons, Harris & Hopkins, 2006). In addition, school leadership, an effective one, has been an important groundwork for school improvement and student achievement. (Hariri, et al., 2014) This could have happened because based on most leadership researchers found that school leadership facilitates students' achievement through the provision of better school conditions (Rai-hani, 2008).

According to Leithwood et al., (2006) in order to improve the school and students' outcomes, the leader, in this case, the school's principal needs to involve and engage all school elements. The schools elements consist of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To be successful, therefore , re-quires principals to have cognitive and emotive qualities, strategies and skills. Furthermore, Hariri et al., (2014) advise that school leadership should not be separated from the principal's decision-making styles and teachers' job achievement. Decision-making and job achievements are important elements of leadership. By understanding decision-making styles will encourage principals to perform well in making a decision. As a result, effective decision making by principals will effectively assist teachers to meet their job satisfaction. Kapur, R (2018) claims that effective leadership development is implemented in two areas, educational institutions and organizations. In both these areas, educational leaders need to work and practice to enhance their performance. However, the functions of the leaders should be accompanied by the activities that are organized out of the school. These include increasing a person's knowledge and awareness of a range of leadership approaches, theories, reading, reflection, and interaction with the peers in other schools and areas. A study carried out by Cambridge Assessment International (2019) clearly stipulates that strong and effective leadership within schools requires constant interaction with the curriculum. This includes both

the monitoring of the implementation of the curriculum and the promotion of a broader school curriculum. Moreover, Fullan (2001) found out the evidence of school improvements since 1990s. The school improvement involves principals who are (1) accommodative, (2) focus on student learning, (3) productive and (4) both pressure and support. Principals are expected to work together with parents, teachers and school stakeholders to stimulate action. (Fullan, 2001) Educational Leadership is a process of influence leading to achievement of desired purposes. Successful school leaders develop a vision for their schools based on their personal and professional values. They share this vision at every opportunity and influence their staff and other stakeholders to share the vision. Hence, the ethos, structures and activities of the school are geared towards achieving this shared vision. Leadership may be viewed as a process whereby an individual (or group of individuals) influences a group of individuals to achieve a common goal.

As Glatter (2004) states, leadership seen as embedded in relationships, context and task performance and operating in condition of complexity and ambiguity. Hartiy & Hinksman (2003:48) argue that: the attributes (in leaders) that this conception implies namely, the ability to live with uncertainty and learn from mistakes, agility, adaptability, preparedness to distribute leadership, work across boundaries and build trusting relationships are likely to become even more important in future. The tasks and skills associated with leadership are forever changing; the concept itself is continually shifting and evolving. Notions of knowledge based economy and associated configurations of school preparing young people for the changing workplace of the future imply dynamic changes in a nature a form of leadership itself. Therefore leaders are increasingly expected to exercise leadership in ever more uncertain and unpredictable situations has led some to link leadership with complexity theory (Clarke, 2003, Morrison, 2002). According to Grint (2007) leadership is the interpersonal influence, directed through communication toward goal attainment, the influential increment over and above mechanical with directions and others, an act that causes others to act or respond in a shared direction, the art of influencing people by persuasion or example to follow a line of action. As Leithwood & Riehl (2005) define leadership as the work of mobilizing and influencing others to articulate and achieve the schools shared intentions and goals. In supporting and elaboration the definition above Leithwood & Riehl , (2005) for instance identify five conditions for leadership as follows: Leadership exerts within

societal relationships and serves social ends-leadership is primarily a set of group-oriented process. Leadership involves purpose and direction-without pre-empting from where the group goals originate (from leaders, followers or elsewhere), it is leadership to develop and champion group goals. Leadership is an influence process-such influence process may be direct or indirect and focused on either specific or more broadly based issues and problems. Leadership is a function that is a set of functions that may not be confined just to those in formal leadership positions it may thus be exercised in formally by people who do not occupy formal leadership positions, but who have a proclivity to exercise it. Leadership is contextual and contingent-most contemporary perspectives of leadership suggest there is no one best way of exercising it for all contexts. Moreover, appropriate leadership responses depend inter alive on the nature of the organization the goal persuade individuals involved time frames and characteristics of the leaders themselves. Therefore, leadership is very crucial for the achievement of goal and vision of any organization.

The concept of school leadership in contrast implies influence dynamism, empowerment and pro-activity for school reform and improved performance particularly in terms of quality education. School leadership is also viewed as a strategic forward-looking process that involves the development and communication of a strong vision and attendant goals or objectives along with a relevant plan for implementation, monitoring and review. Leadership entails convincing others of their value, and influencing the way they think feel and behave in order to realize their potential. Successful school leaders are motivated and motivating visionaries, skilled communicators who listen, reflect, learn and empower their staff (Smith and Riley, 2012).

The term 'school leadership' encompasses the roles of principals, assistant principals and other executive level staff members. This suggests that leadership can be distributed within schools and among staff. Recent studies of OECD countries show that, while principals are vested with overall operational authority. School leadership is increasingly shared or distributed with a growing expectation that principals will facilitate and work effectively with other staff in leadership roles (Anderson et al., 2007). School leaders, therefore, include those staff who from their formal positions of authority in a school work with others to provide direction and exert influence in order to achieve educational quality with particular focus on

improving teaching and learning outcomes (OECD, 2006). While school leadership responsibilities should ideally be distributed within the school and its wider community. The principal's role is key. The roles and responsibilities of school leaders are defined by policymakers. School principals act as mediators between policymakers and teachers, parents and students.

2.1.1 Quality

As contained in Oxford Advanced Learner's Dictionary (2010), means the standard of something when it is compared to other things like it how good or bad something is. Quality education is in fact the foundation for nation-building, economic growth, holistic and sustainable development. With the pace of development in the contemporary world and progress being made through electronic super highways the peaceful and congenial global citizenship is the future for all nations. Quality is not a neutral concept devoid of values or assumptions. It is a multifaceted issue that is not easily defined or measured. As a result components of quality can be operationalized in different ways. These dimensions are assumed to be useful on a worldwide basis because they have taken account of deference across countries. The components of high quality ECE identified by Jalongo and colleagues included program philosophy and goals high quality physical environments; developmentally appropriate and effective pedagogy and curriculum attention to basic and special needs respect for families and communities, professionally prepared teachers and staff rigorous program evaluation. As such quality remains elusive and subjective (Cheng, 1997). In spite of the controversy over the definition of quality, Doherty (2008) defines quality as something that organizations do; a methodology for judging the degree to which the macro aims, objectives and outcomes of organizations have been achieved. In other words, it is a managerial tool, which can make an effective contribution to improving performance at the institutional, subject or departmental level within an institution.

2.1.2 Quality Education

Concept of Quality Education According to Cheng (1997), quality can be defined as exceptional, perfection, fitness for purpose, value for money or transformation. On the other

hand the term quality in management literature has different meanings. It has been variously defined as conformance to specifications, conformance to requirement, defect avoidance and meeting customer expectations. Quality is like beauty, it is subjective; it is a matter of personal judgment. All these different definitions seem to have no consensus at all; however, they are correlated. In general quality education is a rather controversial and vague term. Furthermore, Cheng contends that quality implies a scale and often denotes standards. An object can be of good or poor quality or it can meet or fail to meet a standard. As a matter of fact, the controversy that arises in defining the quality of education is not really quality itself as such but the perspective and interest that has been put in education. According to UNESCO (1990), quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration.

The primary concern in the quality of education is learning; the teacher is critical. In addition to the inputs, the processes, environment and outputs that surround and foster learning are important as well. UNESCO (2004) uses a framework for understanding quality of education by identifying five dimensions where different variables contribute to quality of education. These include: i) Learner characteristics ii) Context, iii) Inputs iv) Teaching and learning approaches v) Outcomes .Therefore, improving all aspects of quality education means ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. However, this would have an effect on quality only when quality educational planning is done both at ministerial and school levels. The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks) processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates) and outcomes (performance in subsequent employment).

Quality of school leadership

- ✚ Leading teaching and learning

- ✚ Develop self and others

- ✚ Leading improvement, innovation and change leading the management of the school
- ✚ Engaging and working with community
- ✚ have a good quality in planning ,coaching, evaluating

Educational excellence

Educational leaders (school heads) need to have competences on:

- Delivering update improvement
- Modeling excellence in teaching
- Learning focus
- Partnership and collaboration
- Organisational and community understanding

2.1.3 Core Leadership Practices

Drawing on an extensive literature review and relevant empirical evidence, Leithwood et al. (2008) found that ‘almost all successful [school] leaders draw on the same repertoire of basic leadership practices’. These are:

- (i) Building vision and setting directions;
- (ii) Understanding and developing people;
- (iii) Redesigning the organisation; and
- (iv) Managing the teaching and learning programme. Each of these basic practices is associated with numerous, more specific competencies, orientations and considerations (Leithwood et al., 2004). While the authors identify these practices as necessary for leaders who wish to improve student learning in their schools, they also acknowledge that they are, by themselves, rarely sufficient. Other policies and strategies must be in place to ensure the

effectiveness of good leadership practice. The impact of school leadership on school performance and pupil learning is indirect (Hallinger and Heck, 1996). Successful leaders apply core leadership practices (Leithwood et al., 2008) to create an enabling school environment, and to support and motivate teachers, who, in turn, improve teaching and learning outcomes.

Leadership Style in School

Ten years ago, principals or head teachers were asked to become instructional leaders, exercising a firm control by setting goals, maintaining disciplines and evaluating results. In other words, the head teacher indirectly influences the teachers by class visitation, checking student notes and schemes of work, and undertaking inspection. Today, they are encouraged to be facilitative leaders, building teams, creating networks and governing from the center. The metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated the recommended approach than they are urged to move in a different direction (Lynn and Murphy, 1993). However, at present, school leaders can choose from at least three broad and complementary strategies of leaderships. These are hierarchical, transformational and facilitative leaderships. Each has important strategies that view the school through different lenses, highlighting certain features and favoring certain actions. Besides, each has advantages and significant disadvantages and together, they offer a versatile set of options.

A/ Hierarchical leadership: This style of leadership strategy is a top-down approach in which leaders use rational analysis to determine the best course of action and then exert their formal authority to carry out activities. It offers the promise of efficiency, control and predictable routines. However, it diminishes creativity and commitment, turning the employee-school relationship into a purely economic transaction (Deal and Peterson, 1994).

B/ Transformation leadership: It relies on persuasion, idealism and intellectual excitement, motivating employees through values, symbols and shared vision. One of its limitations is that, it requires highly developed intellectual skills (Deal and Kent, 1994).

C/ Facilitative leadership: According to Conley and Goldman (1994), this leadership strategy offers teachers a daily partnership in bringing in the vision to life. However, facilitative leadership may bring discomfort, blurring accountability and relationships. None of these leadership strategies is perfect on its own; rather, they complement each other. Evetts (1992) found that many head teachers, despite the constraints posed by existing staffing structures, had found considerable room to maneuver and create a management structure according to their beliefs in a more collegial culture. As a newly appointed head teacher of the school where he had been deputy, Evetts reorganized the management team. He included staff whose contributions were expected to be of considerable value; staff who wished to develop their abilities as managers; and staff whose responsibilities were crucial to the success of the school (Evetts, 1992). The leadership envisioned here is a mixed of the above mentioned leadership styles where leadership is distributed to every individual in the institution. Opting for a distributed leadership Leu and Price-Rom (2005) say that distributed leadership style considers that people are specialized or possess particular competencies, that are related to their predispositions, interest, aptitudes, prior knowledge, skills and specialized roles. In any organized system like a school, competency varies considerably among people in similar roles. Some principals and teachers, for example, are simply better at some things than others, either as a function of their personal preferences, experience or knowledge. This is a cooperative model of leadership. Distributed leadership emerges out of the above mentioned leaderships. This strategy denotes multiple sources of guidance and direction, where people follow their contours of expertise in an organization, made coherent through a common culture. However, it does not mean vacuum leadership. Leu and Price-Rom again argue that, distributed leadership does not mean there is no one responsible for the overall performance of an institution. Rather, it means the job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the culture result. This type of approach to leadership typifies the total quality management principle that is collaboration and teamwork and that is total participation.

In other words, managers and employees work together to create an empowered environment where people are valued as contributors.

2.3 Characteristics of Good School Leadership

Schools are increasingly under public inspection, supervision at regional level are established for visiting school to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE,2008).Effective school leadership are able to utilize the skills of all in the school to reach within minimal time. Riley (2003) describe effective leadership as follow: Good school leaders are those who are able to maximize the diverse leadership qualities of others, enable them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. In supporting the above idea Christophere D. & Pamela S.(2016) delineation of characteristics of leadership in Australia identified as follows: providing vision, developing consultatively a common purpose, facilitating the achievement of educational and organizational goals, havening a future orientation, linking resources to outcomes, working creatively with and empowering others, ensuring that the processes and content of the curriculum are contemporary and relevant, being responsive to diverse needs and situations. A school leader to provide the leadership who exhibits strong curriculum instructional leadership activities. In supporting the above idea Robbins (2005) cited in Ornstein (2008) successful principals as one who evidences strong leadership in the area of curriculum and instruction and who: keeps the interests of the students at heart, is a leading learner, acts ethically, puts instructional leadership first, practice efficient management, builds strong relationships, knows what to expect, is a lifelong learner and builds a positive school climate. In supporting the above idea according to the Day & Samnions (2016)

The key dimensions of effective and successful leadership identified by the impact research Day (2008, 2009a) cited in Day & Saminions (2016).

- *Defining the Vision, Values and Direction*
- *Improving Conditions for Teaching and Learning*

- *Restructuring the Organization*
- *Enhancing Teaching and Learning*
- *Improve School Leadership Practices*
- *Redefine School Leadership Responsibilities*

Research has shown that leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. It is important that the core responsibilities defined through the understanding of the practices mostly likely to improve teaching and learning. Policy makers need to provide higher degrees of autonomy with appropriate support redefine school leadership responsibilities for improved quality of education and develop school leadership frameworks for improved policy and practice. Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are the core of school leadership practice. The study identifies four major domains of responsibility as a key for school leadership to improve education quality:

- a. *Goal setting, assessment and accountability*
- b. *Collaborating strategic direction and optimize their capacity*
- c. *Strategic financial and human resource management*
- d. *Supporting, evaluating and developing teacher quality*

In addition school leaders should be able to influence teacher recruitment decisions to improve the match with other schools: This new leadership dimension needs to be recognized as a specific role for school leaders. It can bring benefits to school system as a whole rather than just the students of a single school. But school leaders need to develop their skills to become involved in matters beyond their school border. School leadership frameworks can help provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the essential characteristics of school leadership as leadership for learning. They can be a basis for consistent recruitment, training and appraisal of school

leaders. Frameworks should clearly define the major domains of responsibility for school leaders and allow for contextualization for local and school-level criteria. They should be developing with involvement by the profession.

2.4 Develop Skills for School Leadership

Country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Treat leadership development as a continuum leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career these stages. Encourage initial leadership training, organize induction programs, and ensure in-service training to cover need and context, ensure consistency of provision by different institutions. A broad body of knowledge supported by practice has identified the content, designed, and methods of effective programs. It points to the following key factors: curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching, peer learning and structures for collaborative activity between the program and school.

2.5 Make School Leadership an Attractive Profession

The challenge is to improve the quality of current leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of principals and the fact that the job does not seem to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates. Strategies to attract, recruit and support high performing school leaders include the following. Professionalize recruitment, focus on the relative attractiveness of school leaders salaries, acknowledge the role of professional organizations of school leaders and provide option and support for career development OECD (2008).

2.6 The School Leaderships in Ethiopia

The history of Ethiopian education system traces its origin to the introduction of Christianity during the era of Ezana of Aksumite Empire, around fourth century A.D. Ethiopia for a very

long time had found schools for the children of their adherents (Teshome, n.d cited in Wondimu, 2014). The majority of work positions in WEOs, ZEDs and REBs are occupied by Non-EdPM specialists albeit there are regional variations. The PGDSL/PGCPSS/PGCSSS/, and MA training programs in school Leadership are held during the summer programs. Thus, preparing quality leaders and supervisors through the summer program modality is very difficult. This can compromise the quality of education. Principal ship in Ethiopia is not an inviting job. This is mainly due to the poor capability of the system of education in creating conducive and attractive working environment for school principals. The role of school principals could be symbolically expressed as “**Yehabesha Dabo**” whereby principals are forced to work in demanding and sometimes conflicting demands of the teachers. Therefore, the study puts forward measures that should be taken by MoE and regional education bureaus to address these problems. The Ethiopian education and training policy (1994) cited in Wondimu (2014) stated that Educational management or leadership should be democratic, professional, coordinated, efficient, and effective.

2.7 The Challenges Facing School Leaders

School leaders particularly principals have a key role to play in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Blaire (cited in Dimmock C.,2012) states that school leaders are expected by government to transform their schools in order to secure continuous and sustained improvements in education quality. The research evidence on the relationship between leadership and quality education and advocates ways of improving the efficacy of leadership. The present argument seeks a more realistic and cautious approach, looking at leadership across all aspects of the role and questioning whether governments, policy makers and parents are now expecting from leaders more than they are able to deliver Dim mock (2007).Some constrains on the efficacy of leadership. Ambiguities in the appropriateness of leadership practice according to the context, problem concerning both heroic leadership and the sharing and distribution of leadership, paradox concerning government policies aimed at empowering leaders but which de facto neutralize or diminish it, change to the principals role-quantitatively and qualitatively. Unrealistic expectations of the leaders impact and shortage of

aspirant and actual leaders. In addition to the above idea, school leaders are challenged to adapt the ethic of caring to enable schools to become caring communities that nurture all children regardless of their race, class, or gender. It starts not with structures and organizations or leadership but with people and an ethic of relationships (Marshall, 1996). School leaders need to act as mediator and moderators within a variety of challenging contexts. School principal ship has to lead and manage learning and teaching performance, skills and knowledge required to lead and manage learning and teaching through creating learning environments that maximize students outcomes and quality education. Articulating high expectations implementing high quality learning and teaching MoE, (2013). School leadership in the twenty-first century, build complex educational professional skills (Vaillant & Marcelo, 2009), the problem is that administrative tasks often predominate to the determinant of educational functions. Principals spend a high proportion of their time on administrative tasks on activities such as monitoring and supervising physical and human resources (OECD, 2009). The monitoring and assessment of learning achievement and teachers' professional development are requested less frequent (UNESCO, 2008). Principals are usually overburdened administratively have no time for more educational tasks and take little part in decision-making. The main difficulty encountered in consolidating effective school leadership is related to the increase in and concomitant higher complexity of principals' tasks and activities in the 2000s. Owing to the external demands moreover, the function has become fragmented in many cases (Mulford, 2003).

I/ Lack of Skills and Training

School principals as a leader should be equipped at least basic skills of organizational management these are conceptual skills, technical skills and human skills. However, because of unique feature of schools, more technical skill could be required than others (Ayalew, 1991). In supporting the above idea professional knowledge, skill of attitude have great impact on the achievement of the organizational goals and objectives, and lack of skills will create impediment to the principals Glatter, (1988). Therefore, school leaders must have a training in educational leadership and management to be have the necessary basic skills of leadership in the school.

II/ Lack of vision

A vision refers to the shared value and aspiration agreed by the members of the organization, which guides the present action and decisions to create a desirable future. According to Day (2010) successful instructional leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. All the staff shared clearly understood and supported. Therefore, visionary leaders have to guide him and run the organization by using well prepared plan.

III/ Lack of Resources

Resources are the means the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high-performance schools, the finding that relate to resource is evident (Ubben & Hughs, 1997).In other words, lack of resources (financial, physical, or human) can be a serious obstacle to carry out the principal task effectively. A principal may want to lead and the situation and expectations of others may call for his leadership. Nevertheless, if resources necessary to implement his or her leadership are inadequate, the principal will face a significant impediment (Gorton, 1983).In supporting the above idea resources from local source through superintendents, school board and the community in order to accomplish their tasks as the demand of the society and changes. They also provide policy ground for healthy operation, monitoring and evaluation, technical (instructional) and continuous professional developments that enable instructional leadership communicate with the need of the society and technological advancement and also providing reward for successful accomplishment of the task (Ayalew,).Therefore, lack of necessary resources like human, materials and information in the school cannot be make school leaders effective.

IV/ System Challenges

- The prospects for young people in the city are limited by the mismatch between what schools leaders and what the market requires.

- Public education systems in the city tend to be very hierarchical, exhibiting a bureaucratic, top-down approach to school management and administration. There is little scope for wider participation in leadership with the principal focused on efficiency and control. This bureaucracy is reflected at school level where principals work under the pressure of endless circulars and regulations and lack the training and authority to discharge their responsibilities fully.
- Governance structures are inadequate and sometimes non-existent, creating a vacuum in which autocratic and administrative styles of leadership can thrive. The policy of open-ended contracts for school principals makes this situation still more problematic, as does education authorities' approach to selection, which often overlooks candidates' knowledge and experience of education management and leadership.
- These efforts have resulted in some good practice but there remain challenges and issues, including the wide gap between policy intent and practice. Lacks of political commitment, systemic inefficiency due to weak capacity development, an overt focus on technical fixes, hierarchical social structures, and legacies from the colonial period are largely responsible for the gap. The problems highlight both the lack of transparency and accountability in the school system and an unwillingness to collaborate with school actors.

The Research Gap

The studies in this paper mainly covered the effects of school leadership practices on education quality in secondary schools. The findings were relevant to the researcher's area of study. The studies reviewed were carried out in developed countries and in Africa and mostly focused on enrolment, rates of completion, retention, equity and dropout rates. However, in Ethiopia , no study has been done on quality education. Regarding methods and designs, the reviewed studies used case study and quantitative methods. Examples are Leu and Price-Rom's (2005) pilot program in Namibia and Vandiver (2011) in the United States (Northeast Texas Secondary School). However, these studies did not attempt to investigate cognitive development in depth, something this study does. Also, this study employed the qualitative method where descriptive survey and naturalistic designs were used to collect data. The researcher concluded that there was

need to study at length, cognitive development of the learner to instill higher-order thinking skills, problem solving abilities and investigative reasoning skills. The purpose of this study was to investigate the factors that hinder provision of quality education. The researcher conducted his investigation in public secondary schools in Addis Ababa Arada sub city , Ethiopia. He sought information from teachers, school leaders, ministry woreda sub city educational leaders school community members of the schools, seeking their views on quality education and practical ways for improving quality education at secondary schools in the Addis Ababa. The researcher used the qualitative method with the exception of demographic information in which the quantitative method was employed.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, the research site, the sources of data, the study population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and the methods of data analysis.

3.1 Design of the Study

The study will attempt to examine the effect of school leadership on quality of education in Arada sub city. Thus, the researcher will use descriptive survey method to reveal the current effect (practice and challenges) in their school leadership. A descriptive survey design is use to undertake this study because the intention of the study is to assess the existing situation and to describe opinions that are held on school leadership effects of the study and to look into school leadership challenges. With regard to the use of descriptive survey research method, Best and Kahn (2003) have argued that this method is concerned with conditions or relationships that exist opinions that are held process that are going on effects that are evident or trends that are developing.

Thus, the method is preferred on the ground that the effect of school leadership on quality of education are better perceived from the opinion survey of the school leaders (Principals, vice principals, supervisors, woreda, city and sub city focal person and experts, teachers, MOE experts) and teaching staff members in schools in this study, both quantitative and qualitative data collection and analysis approach was applied and quantitative data were analyzed following qualitative data. The quantitative approach was used to generate data from a wide number of sources about the respondents' perception regarding the effects of school leadership education particularly in quality education. The qualitative approach, on the other hand, was employed to get respondents' deeper insights, experiences, personal perspectives and beliefs on the issue under consideration (Creswell, 2012).

The qualitative and quantitative methods (mixed approach) are employed with the assumption that the qualitative data will be collect through interview and document review would supplement the data gather through survey questionnaire and from the three types of mixed methods research designs. Thus, the method will select because it helps that better perceive from the judgment survey of school principals/ vice principals, supervisors and teachers. It was also useful for describing the present situation of the secondary school teachers' in education quality.

3.2. Sources of Data

Primary and secondary sources of data were used to triangulate the information obtained from different sources.

3.2.1 Primary Sources of Data

According to Kothari (2004), the primary sources of data are those data that are collected directly by the researcher from the sample population. The primary data collected through interview, focus group discussion and questionnaire were used as primary sources.

The primary source of data was collected from the secondary school principals (directors), vice principals and supervisors, woreda focal person through interview. The selection of these people as a source of data was based on the expectation that they have better information and experiences with respect to the study topic.

3.2.2 Secondary Sources of Data

Sources of secondary data collection are those data which are collected through analysis of document done by other people such as books, journal and other documents (Bogoda & Biklen, 2003). Data collected from secondary sources were already created for the purpose of present and future use. It can be collected from technical publications such as policies, manuals, handbook, data sheets and standards, books and journals, official publications of the central government, state governments, and local bodies' reports.

Therefore, to consolidate secondary sources such as education policy guidelines, MoE Blue print, ESDP (I to V) reports, school principals and supervisors' standards and curriculum documents, were used as secondary data sources, Ararat hotel Symposium reports, field reports of MoE and PGDSL progress reports were also reviewed.

3.3 Sample Population and Sample Techniques

Population is the entire group of individuals, firms, plants or things that have one or more characteristics in common that are of interest to the study from which generalization is drawn (Bryman, 2004). The population of this study was secondary school directors, vice directors woreda or school supervisors, city sub city, woreda , educational leaders (managers) and experts MoE educational management and leadership policy makers , and secondary school teachers.

Under Arada Sub City there are seven government secondary schools. Among these using simple random sampling, out of 7 secondary schools three (Meskerem secondary school, Dagmawi Minilik secondary school, Degazmach Belay Zeleke secondary school) of them will sample for this study and for the reason that the characteristics of the schools are the same and this is believe to be fairly representative and manageable and enable to arrive at modest generalization about the whole population. Teachers will be randomly select, but for the principals, vice-principals and supervisors the researcher makes survey the entire population.

3.4 Sample Size and Sampling Techniques

From the pool of the study population representative samples were selected. In this regard, Cohen, Lawrence and Keith (2000) define a sample as a smaller group or subset of a total population in such a way that the knowledge gained is representative of the total population under study. Regarding sample size, Cohen *et al.* (2000) contend that there is no clear-cut answer to the question that often plagues novice researchers on how large their sample for the research should be. Patton (2002) recommends that sample size depends on what a researcher wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with available time

and resources. In line with this, Best and Kahn (2003) suggest the following assumptions to consider to determine sample size from the pool of the population. If the population is homogenous with respect to the study, a small sample may be adequate. If it is found to be heterogeneous, a large sample may be required. If a high degree of accuracy is required a large sample drawn. If the nature of the study is qualitative small sample is sufficient and if the study is quantitative, a large number of samples demanded.

Based on the above rationale, representative samples were taken as sample sizes of the study. Hence, one city council administration, 3 Woredas were included in the study. Additionally, 3 of the schools which host educational management and leaders. 5 MoE teachers and leaders development program experts (TDP). Concerning participants, 6 city administrator education heads focal persons, 6 Kifle ketema education experts, (3) woreda educational (school) leader focal person, (3) woreda education supervisors, 45 school teachers, 12 school leaders, were involved. Moreover, 3 department heads and high school management bodies and all 3 participants involved in the FGD and interview. 83 participants completed the questionnaire On the whole, and were involved in this research. For further clarification, the total population, sample size and percentage values are presented in Table 1 and 2.

Table 1: Population and Sample Size of city, Kifele Ketema and Woredas Across the City

| No. | Administrative city | number of secondary school in | | | | Number of kifle ketema | | Sampling techniques |
|-----|---------------------|-------------------------------|--------|--------------|--------|------------------------|--------|---------------------|
| | | City | Sample | Kifle ketema | Sample | City | Sample | |
| 1 | Addis Ababa | 218 | 3 | 7 | 3 | 12 | 1 | random |
| | Total (%) | 100 | 1.37 | 100 | 42.85 | 100 | 8.33 | Sampling |

The sampling design for this study was multi-stage sampling design in which both probability and non-probability sampling techniques were equally employed to select appropriate subjects. In multi-stage sampling, there is a single unifying purpose throughout the sampling. The purpose was to reach a particular group or target groups. In

this design the sample of the purposes changes at each phase based on different criteria (Cohen *et al.*, 2000). In this research, target groups from three school, MoE, City, Kifle ketema , woredas and Schools education heads focal persons , teachers ,school management bodies , and experts, managerial positions and hierarchy, and functions were used as criteria to use different sampling technique at each stage.

Table 2: Participants Population, Sample Size, Sampling Technique, Data Gathering Tools and Data Type (Target Population and Sample Frame According to Kothari (2003)

| No | Participants (cluster) | Population | Sample | Percent | Sampling Techniques | Data gathering tools | Data type |
|----|--|------------|--------|---------|---------------------|---|------------------------------|
| 1. | Ministry of Education in school leadership development (TDP) | 17 | 5 | 29.4 | Simple random | Key informants Interview | Qualitative |
| 2. | City administrator education experts | 16 | 6 | 37.5 | Simple random | Key informants Interview | Qualitative |
| 3. | Kefle ketema education head focal person and expert | 14 | 6 | 42.8 | Purposive | Key informants Interview | Quantitative and Qualitative |
| 4. | Secondary school teachers | 156 | 45 | 28.8 | Simple random | Questionnaire | Quantitative |
| 5. | school leaders(director & vice director) | 12 | 12 | 100 | Purposive | Questionnaire and key information interview | Quantitative and Qualitative |
| 6. | woreda educational leader focal person & expert | 6 | 3 | 50 | Purposive | Questionnaire and key information interview | Quantitative and Qualitative |
| 7. | woreda (school) education supervisors | 6 | 3 | 50 | Purposive | Questionnaire and key information interview | Quantitative and Qualitative |
| 8. | department heads and high school management bodies | 15 | 3 | 20 | Available | FGD | qualitative |
| | Total participants | 242 | 83 | 34.3 | | | |

3.4.1. Simple Random Sampling

Simple random sampling is very important to give equal chance to individuals to be selected. This is appropriate and realistic when the population is homogenous in its character or nature. In accordingly, Ministry of Education in school leadership and development (TDP), school teachers, City administrator education experts were selected by using simple random sampling technique.

3.4.2. Purposive Sampling

Patton (2002) argues that the logic and power of purposeful sampling lies in selecting in depth information-rich cases for a study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. 3 selected secondary school, city, Kifle ketema and woreda education managers and experts focal person , supervisors, teachers were selected purposively to get the necessary data and information about the effects of educational Leadership (management) in quality education.

3.4.3 Available Sampling

Available sampling is another type of non-probability sampling which was used in this research. Department heads and high school management bodies were taken by available sampling techniques.

3.5 Data Gathering Tools

To triangulate the data findings and come up with sound conclusion using manifold data collection tools are recommended. Berg (2007) argues that by combining several lines of sight, researchers obtain a better more substantive picture of reality; a richer more complete array of symbols and theoretical concepts and a means of verifying many of these elements. As such interview, FGD, documentary analysis and questionnaires were employed to collect data in this study.

3.5.1 Questionnaire

Questionnaire was the main instrument of data collection used in this study. According to Cozby (2007) questionnaires are questions presented in written form and the respondents write their answers. The questionnaire used in this study was developed by consulting a comprehensive review of literature in the area, adopting standardized tools that have already been used and by analysing the mandates, effects of school leadership in quality education, school principals, vice principals and supervisors as per several policy documents of the land. A total of 76 items and questions were developed for school leaders, teachers, city, kifle ketema ,woreda, and federal experts ,focal person and supervisors as well as school managements. The questionnaires consisted of both close and open ended items. The close ended items encompassed multiple choice, yes or no alternatives, five point Likert scale. This method of item preparation is time effective for researchers and is more objective than other instruments. Following closed items, qualitative explanation and description was generated from the participants through open ended questions. The tools were prepared in English Interview guides and FGD questions were also prepared in English languages were used for better understanding of the root causes of the problems and also English for final analysis. The five point Likert type scale questionnaire were designed and distributed. Accordingly, Line by line, validity of the items was written.

3.5.2 Interviews

Patton (2002) notes that the purpose of interviewing is to allow a researcher to enter into the respondents' perspectives. The assumption is that the perspectives of respondents are meaningful, knowable, and explicit. The respondents were MoE high level experts and managers, regions and Woreda educational leadership heads who gave their feeling and opinions about the school leadership effects in quality education.

The interview was meant to complement and cross check the information from the questionnaire in order to maximize validity and reliability. Research instruments can be validated using experts judgments and /or statistical procedures (Best and Khan, 2003;

Koul, 2006). Therefore, this research's tools were validated by experts' evaluations and suggestions for contents of the questionnaires. The experts who evaluated the questionnaires after and before pre testing were two experts who have MA degree in EDPM. Accordingly judgmental evaluation and suggestion the researcher had made modify it. To be sure of the face validity, senior colleagues were invited to provide their comment. Interview based investigation was made based on sequential interview stages (Thematizing, Designing, Interviewing, Transcribing, and Analyzing, Validating, Reporting). Key informative interview group interviews were used and the say opinions, feelings, suggestions were recorded properly.

3.5.3 Focus Group Discussion

The use of focus groups has become common in educational research, albeit more slowly than, for instance, in business and political circles. Focus group discussion is a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, it involves interaction within the group members who discuss a topic supplied by the researcher. Hence, the participants interact with each other rather than with the interviewer, and the views of the participants can emerge FGD was also held with school community to investigate status of the implementation and identify challenges, prospects and best practices of the educational school leadership.

3.5.4 Documentary Review

Documentary review was considered as a necessary tool for the data collection because there was a need to review policy documents that govern education in Ethiopia. It was also found desirable to review documents in order to see whether or not the policy documents are practiced. The key documents included the ETP growth and transformation plan II, education policy guidelines, MoE Blue print, which served as primary data sources, Ararat Hotel Symposium reports, generic standards of principals and supervisors, curricula of MA, PGDSL, PGCPs, and PGCSS program progress reports of MoE. ESDP (I to V) documents were also reviewed.

3.6 Method of Data Analysis

Data analysis is a process that implies editing, coding, classification and tabulation of collected data. Quantitative data collected from the field were statistically analyzed. The data are presented using tables. The qualitative data which were obtained through open ended questionnaire, interview and FGD were analyzed and interpreted using narration, thematic and description techniques. Direct quotation and indentation techniques are used for the naturalist data obtained from the participants and observed events by the researchers. The quantitative data obtained through Likert Scale in questionnaires is organized and tabulated around the sub-topics related to the research questions. For the case of analysis very high and high indicate effective implementation of each items in the school and medium, uncertain presents neither positive nor negative agreement. Similarly very low and low indicates ineffective implementation of the items in the task. Finally the qualitative data that was collected through interviews and document analysis were analyzed qualitatively and reported through narrative description to complement the data.

3.7 Ethical Consideration

Efforts is made to make the research process professional and ethical. To this end, the researcher was try to clearly inform to the respondents about the purpose of the study i.e., purely for academic. The researcher were not been identify the respondent's personal details and response without their consent and agreement. Ethical issues group into inform consent procedures, dishonesty, confidentiality towards participants or sponsors and protecting the anonymity and privacy of research participants (Sarantakos, 2005). Based on the basic principles, the researcher proposes a set of ethical and moral procedure and informs the participants just before in depth interview and filling out the questionnaire. The participants was inform that information obtain from them remain confidential. Besides the respondents further inform that their names is not be written or expose on report and will ever be use in connection with any of the information they reveal.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data collected from high school principals, teachers, school management bodies, supervisors and Ministry of Education in school leadership development (TDP), city kifle ketema , Wereda education heads and focal person . Generally 83 copies of questionnaires were distributed and of which 45 (54.2%) were given to high school teachers, 12(14.5%) were given to school principals and v/principals, 3(3.6%) Woreda f/person & expert, 3(3.6 %) Department heads and high school management bodies, 3(3.6 %) for Woreda /school supervisor, 6(7.2%) Kefle ketema (sub-city) education head focal person and expert, and 6(7.2%)City education heads focal persons for each finally 5(6.02%) MOE focal person are collected through interviews and questionnaires.

Response Rate

The researcher had two categories of respondents and the response rate is summarized in Table 4 below. From the table, it was established that 45 out of the 43 (93.3%) questionnaires issued to teachers were returned. Also 12 out of the 10 (83.3%) questionnaires issued to Principals, vice principals were returned duly filled. three (3) out of 3 (100%) interview guides for Woreda school supervisor were carried out and 3 out of 3(100%) interview guides for Woreda school f/person & expert ,5out of 5(100%) interview guides for Ministry of Education in school leadership development (TDP). Department heads and high school management bodies (parents /guardians and community members 3 out of 3 (100%) were also done. City education heads focal persons 4(66.7%) out of 6 were returned duly filled .6 Kefle ketema education head focal person and expert were returned duly filled 6 (100%).

Table 3 below summarizes the response rates for all the 76 categories of respondents, namely Principals ,vice principals , teachers, Woreda school supervisor, f/person &

expert, Ministry of Education in school leadership development (TDP) City education heads focal persons , 6 Kefle ketema education head focal person and expert Department heads and high school management bodies.

Table 3: Categories of respondents and the response rate

| Respondents | Questionnaires Issued | Questionnaires Return | Returned % |
|--|------------------------------|------------------------------|-------------------|
| Teachers | 45 | 42 | 93.3 |
| Principals ,vice principals | 12 | 10 | 83.3 |
| Woreda school supervisor | 3 | 3 | 100 |
| Woreda school f/person & expert | 3 | 3 | 100 |
| Ministry of Education in school leadership development (TDP) | 5 | 5 | 100 |
| City education heads focal persons | 6 | 4 | 66.7 |
| Kefle ketema education head focal person and expert | 6 | 6 | 100 |
| Department heads and high school management bodies(FGD) | 3 | 3 | 100 |

Personal information of the respondents in this study was collected to show the characteristics of those who took part in the study. The information collected was based on sex of the respondents, years of work experience, education level of qualification of the leader and teachers. The data obtained regarding the respondents was analyzed and presented as shown below.

Table 4: Characteristic of respondents, respondents by sex, level of education and work experience

| No. | Backg round | Respondents | | | | | | | | | | | | | | | | | | | | |
|-----|-----------------|--|----|--|---|--|---|---|---|-------------------------------------|---|-------------------------------------|---|---|---|------------------------------|----|----------|----|------|---|------|
| | | 12 School leader(3 Director 9v/director) Total 12 | | 5Ministry of Education in school leadership development (TDP) total 18 | | 6 City education heads focal persons total 112 | | 6 Kefleketema education head focal person and expert total 18 | | 3 Woreda f/person & expert total 10 | | 3 Woreda /school supervisor total 9 | | Department heads and high school management bodies total 15 | | 45 School Teachers total 189 | | Total=83 | | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | |
| 1 | Sex | M | 9 | 75 | 4 | 80 | 3 | 50 | 3 | 50 | 3 | 50 | 3 | 100 | 3 | 100 | 32 | 77.8 | 60 | 72.3 | | |
| | | F | 1 | 8.33 | 1 | 20 | 1 | 16.7 | 3 | 50 | 0 | 50 | 0 | 0 | 0 | 0 | 10 | 23.2 | 16 | 19.3 | | |
| | | Total | 10 | 83.3 | 5 | 100 | 4 | 66.7 | 6 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 42 | 93.3 | 76 | 91.6 | | |
| 2 | Education level | Diploma | | | | | | | | | | | | | 1 | 33.3 | | | 1 | 1.2 | | |
| | | BA | 1 | 8.3 | 0 | 0 | 1 | 16.7 | 1 | 16.7 | 3 | 100 | 2 | 66.7 | 2 | 66.7 | 10 | 22.2 | 20 | 24.1 | | |
| | | MA /MSC &above | 9 | 75 | 5 | 100 | 3 | 50 | 5 | 83.3 | 0 | 0 | 1 | 33.3 | | | 32 | 71.1 | 55 | 66.3 | | |
| | | Total | 10 | 83.3 | 5 | 100 | 4 | 66.7 | 6 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 42 | 100 | 76 | 91.6 | | |
| 3 | Work experience | 0-5 | | | | | | | | | | | | | | | 2 | 4.4 | 2 | 2.4 | | |
| | | 6-10 | | | | | | | | | 2 | 66.7 | 3 | 100 | | | 20 | 44.4 | 25 | 30.1 | | |
| | | 11-15 | 5 | 41.7 | 1 | 20 | 2 | 33.3 | 5 | 83.3 | 1 | 33.3 | 0 | 0 | | | 13 | 28.9 | 27 | 34.9 | | |
| | | 16-20 | 5 | 41.7 | 4 | 80 | 2 | 33.3 | 1 | 16.7 | | | | | 1 | 33.3 | 2 | 4.4 | 15 | 20.5 | | |
| | | 21 &above | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 66.7 | 5 | 11.1 | 7 | 8.43 |
| | | Total | 10 | 83.4 | 5 | 100 | 4 | 66.6 | 6 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 42 | 93.3 | 76 | 91.6 | | |

From the results of the study, it was established that a majority 72.3% of the respondents were male while 19.3 % were female. Similarly, Regarding the qualifications of the participants, 1.2% of the respondents have diploma , while 24.1% degree and the majority 66.3 % had MA /MSC &above. The experts involved in the study were qualified with MA / MSC while the rest is degree and diploma. As far as graduating profile of the participants is concerned, only 2 school leaders 3 woreda supervisor 1 sub-city focal person experts were from EdPM background the rest of the experts and focal person were from non-EdPM background. Furthermore, For Work experience, the majority of the respondents 34.9 % are between 11 and 15 years, 30.1 % are between 6 and 10 years, while approximately 6% are b/n 0 and 5 years of Work experience. And 20.5% are between 16 and 20 years, 8.43% are 21 and above work experience. This indicate some leaders are below standard and non-EdPM background also gender disparity so it affects the quality of education.

Marital status and Major subject (recently) field of specialization

Information of the respondents in this study was collected to show the characteristics of those who took part in the study. The information collected was based on marital status and Major subject (recently) field of specialization of the respondents of the leader and teachers. The data obtained regarding the respondents was analyzed and presented as shown below.

Table 5: Marital status and Major subject (recently) field of specialization

| No. | Background | Respondents | | | | | | | | | | | | | | | | | | |
|-----|--|-------------------------------------|---|------|--|-----|--------------------------------------|------|---|-----|----------------------------|------|-----------------------------|-----|--|------|--------------------|------|-------|------|
| | | | 12 School leader(3 Director 9v/director) | | 5 Ministry of Education in school leadership development (TDP) | | 6 City education heads focal persons | | 6 Kefle ketema education head focal person and expert | | 3 Woreda f/person & expert | | 3 Woreda /school supervisor | | 3 Department heads and high school management bodies | | 45 School Teachers | | Total | |
| | | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Marital status | Married | 7 | 58.3 | 4 | 80 | 3 | 83.3 | 6 | 100 | 1 | 33.3 | 3 | 100 | 3 | 100 | 27 | 60 | 54 | 65.1 |
| | | Singles | 3 | 41.7 | 1 | 20 | 1 | 17.7 | 0 | 0 | 2 | 67.7 | 0 | 0 | 0 | 0 | 12 | 26.7 | 19 | 22.9 |
| | | Divorced | | | | | | | | | | | | | | | 1 | 2.2 | 1 | 1.2 |
| | | Widowed | | | | | | | | | | | | | | | 2 | 4.4 | 2 | 2.4 |
| | | Total | 10 | 100 | 5 | 100 | 4 | 100 | 6 | 100 | 3 | 100 | 3 | 100 | 3 | 100 | 42 | 93.3 | 76 | 91.6 |
| 2 | Major subject (recently) field of specialization | Educational planning and management | 5 | 41.7 | | | | | | | | | | | | | | | 5 | 6.02 |
| | | Natural science | 1 | 8.3 | 1 | 20 | 2 | 33.3 | 3 | 50 | 0 | 0 | 0 | 0 | 1 | 33.3 | 22 | 48.9 | 30 | 36.1 |
| | | Social science | 4 | 33.3 | 4 | 80 | 2 | 33.3 | 3 | 50 | 3 | 100 | 3 | 100 | 1 | 33.3 | 20 | 44.4 | 40 | 48.2 |
| | | Other | | | | | | | | | | | | | 1 | 33.3 | | | 1 | 1.2 |
| | | Total | 10 | 83.4 | 5 | 100 | 4 | 66.6 | 6 | 100 | | 100 | 3 | 100 | 3 | 100 | 42 | 93.3 | 76 | 91.6 |

From the results of the study, Table 6 item 1-3 it was established that a majority 65.1% of the respondents were married while 22.9% were Singles. 1.2% of the respondents are Divorced, while 2.4% are Widowed. The Major subject (recently) field of specialization respectively were first degree holders in different disciplines majority of respondents are Social science fields that are 48.2% and 36.1% are Natural science ,1.2% are Other 6.02% from respondent had taken Educational planning and management. Respondents did not want to stay in the job that means 55% of them. This indicate most school leaders did not take Educational planning and management courses. And they are not wont to stay on the job so this affect the quality of Education.

Table 6: Planning skill

| No | ITEM | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|-----------|---------------|
| 1 | I developed clear and specific plan. | 0 | 18(23.7%) | 36(47.4%) | 12(15.8%) | 10(13.2%) |
| 2 | I facilitate stakeholders participatory in planning & preparation. | 3(3.9%) | 10(13.2%) | 40(52.6%) | 20(26.3%) | 3(3.9%) |
| 3 | I have the ability to give feedback on discussion to plan. | 0 | 23(30.3%) | 49(64.5%) | 2(2.6%) | 2(2.6%) |

Table 6 item 1-3 Regarding compliments, the researcher wanted to know whether the leaders a good planning skill or not , it was established that a majority 36(47.4%) leaders have medium skills in planning ,18(23.7%)of school leaders are high skill in planning , 12(15.8%)and 10(13.2%) of leaders planning skill are below the average. 40(52.6%) of school leaders to facilitate stakeholders participatory in planning & preparation have also medium , 10(13.2%) &3(3.9%) of leaders are the facilitation skill are high and very high respectively 20(26.3%)of leaders have low skill in facilitation for stockholders in planning 3(3.9%)of school leaders are very low. About the ability to give feedback on

discussion to plan the respondents were fill majority 49(64.5%) of school leaders have medium in giving feedback, 23(30.3%) have high in giving feedback, 2(2.6%) are low and very low in giving feedback. From this data we can realize that school principal lead in practices clear and specific plan is an encouraging but need further action. As indicated, Bharathi (2008) planning is important to perform any task. For anything to be successful it is essential to prepare clear and specific plan. Therefore, we can generalize that plan are organizations they can know where they are going. So, planning is critical to any organization.

Table 7: The Capacity to Lead the School

| No | ITEM | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|-----------|------------------|
| 1 | I ensure the development of strategic planning. | 2(2.6%) | 28(36.8%) | 40(52.6%) | 3(3.9%) | 3(3.9%) |
| 2 | I have the ability to predict see future. | 1(1.3%) | 19(25%) | 44(57.9%) | 10(13.2%) | 2(2.6%) |
| 3 | I design changes needed to reform organizational culture | 0 | 3(3.9%) | 57(75%) | 8(10.5%) | 9(11.8%) |

Table 7 item 1, regarding compliments, school leaders ensure the development of strategic planning. it was established that a majority 40(52.6%) leaders have medium The Capacity to Lead the organization, 28(36.8%) of school leaders are high The Capacity to Lead the organization, 2(2.6%) are very high capacity, 3(3.9%) of leaders have very low and low capacity to ensure the development of strategic planning. Indicates school leaders ensure the development of strategic planning at medium level which may be lack of skills, knowledge and experience of school leadership. From this information, we can conclude that school leaders ensure the development of strategic planning but principals collaboratively apply the strategic planning in the school not well practiced. Planning is framing of the work that to be executed and important to perform any task. Strategic

planning is a management process for changing and transferring organizations (Shirely D. McCune and Ronald Brandt). Strategic planning goes beyond a mechanistic series of planning procedures. Therefore, principals participate in extensive professional development collaboratively to increase the knowledge and skills.

Table 8 item 2, regarding compliments, the ability to forecast the expected future 44(57.9%) of organization to the forecasting capacity about the future are medium ability, 28(36.8%) are high ability of forecasting the future, 1(1.3%) are very high, 10(13.2%) and 2(2.6%) leaders have below average. Questioner conducted with teachers and supervisor of 3 secondary school, school leaders have the capacity to lead schools and forecast the future have average tendency to develop ideas and plan in the future. In supporting this idea from 3 secondary school. School leaders low capacity of the tendency to develop ideas. From this information, we can conclude that school leaders have the ability to forecast the expected future at medium level which lacks creativity and intellectual drive. As Fullen (2009) the essence of leadership capacity building that is developing and optimizing the human, physical and financial resources at the disposal of the school as an organization and leadership viewed simply as capacity building for best performance at both an individual and organization level.

Item 3, The capacity to design to improve organizational culture 57(75%) of leaders are medium, 3(3.9%) are high design capacity, 8(10.5%) and 9(11.8%) have below average. This indicates school leaders design change needed to improve school culture but need sufficiently applied in further. From this information, we can conclude that school leaders design change needed to improve school culture is encouraging but need much the efforts and commitment of school leadership for the change of school reform needs attention. School leaders do several important things when changing an organization culture. Leaders read, the culture and current condition and articulate the core values finally leaders work to fashion a positive context, reinforcing culture elements that are positive and modifying those that are negative dysfunctional, Kent D. Peterson and Terrence E. Deal. In supporting this Brian Dumain changing an organization's culture can be frustrating. Most people resist change and when change affects the basic character of the workplace, many people will get upset. A few administrators have found some common

keys to success. Therefore, principals understand, uphold and model professional ethics, policies, and codes of professional conduct and respect for the cultures of the school and community to create an environment that high achievement levels for all students.

Table 8: Organizational development

| No | ITEM | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|----------|---------------|
| 1 | The extent to which principals/ leaders need to motivate all individuals who are eligible to take part in the quality of education. | 9(11.8) | 6(7.9) | 54(71.05) | 4(5.3) | 2(2.6) |
| 2 | The extent to which Principals / leaders identify training needs of teachers and provide short term training in organizational level | 3(3.9) | 3(3.9) | 59(77.6) | 5(6.6) | 5(6.6) |
| 3 | The extent to which Principals / leaders allocates enough budget for organizational development activities. | 2(2.6) | 14(18.4) | 50(67.8) | 7(9.2) | 3(3.9) |

As indicated in table 8, item 1, the extent to which principals need to motivate all individuals who are eligible to take part in the quality of education. The majority of respondents replied, 54(71.05%) of respondents give school leaders are motivate all individuals who are eligible to take part in the quality of education are medium , 9(11.8%) leaders give motivation for all are very high ,6(7.9%)high and 4(5.3%) and 2(2.6%) of leaders are below average in giving motivation. From this information, we can realize that school principals need to motivate all individuals who are eligible to take part

in the take part in the quality of education at medium level showed that school principals still lack commitment to done well. Groups of professional like teachers and school principals working together in schools on a daily basis have the opportunity to share their professional experiences identifying needs and seek solutions to problems MoE, (2004:8) a guide line for quality of education. Therefore, principals should implement professional development strategies including mentoring and coaching to build school capacity by developing the teaching management.

As we can see in table 8, item 2, the extent to which principals identify training needs of teachers and provide short term training in school level. The majority of principals respondents replied 59(77.6%) medium capacity, 3(3.9%) to identify training is high and very high, 5(6.6%)of leaders have below average . still school principals awareness in development program remain unchanged. From this information, we can realize that school principals identify training needs of teachers and provide short term training in the school level showed that principals were not committed to solve the problems. Professional development focused to on teaching administration and professional the skills needed for both present and future positions Micehal Di Pasla et al (2007). School administrators need to help all personnel fulfill their potential by learning new skills and developing their abilities to the fullest. Therefore, principals ensure that learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented.

As indicated in table 8, item 3, the extent to which principals allocate enough budget to staff development. The majority of principal's respondents replied 50(67.8%) leaders are medium, 14(18.4%) of leaders are high ability allocate resources, 2(2.6%) are very high, 7(9.2%) and 3(3.9%) are low and very low respectively. indicates that principals allocate enough budget for staff development activities are an average. The principals budgeting roles identifying budget priorities and focusing on school needs at the planning stages L. Joseph Mathew, (2003) cited in Fred C. Lunenburg and Allan C. Ornstein, (2008:342). Therefore, principals create development opportunities that incorporates arrange of activities and support materials and budget appropriately to achieve the goal.

Table 9: Evaluation

| No | ITEM | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|----------|---------------|
| 1 | The extent to which Principals / leader evaluate at each semester the ongoing achievements of the teaching learning process. | 19(25) | 28(36.8) | 13(17.1) | 7(9.2) | 4(5.3) |
| 2 | The extent to which timely principals / leaders provide feedback to teachers. | 19(25) | 42(55.2) | 3(3.9) | 3(3.9) | 5(6.6) |
| 3 | The extent to which principals / leaders focuses on performance results. | 19(25) | 12(15.8) | 36(74.4) | 3(3.9) | 3(3.9) |

As indicated in table 9, item 1, the extent to which principals evaluate at each semester the ongoing achievements of the teaching learning process., 28(36.8%) of school leaders have the extent to evaluate the ongoing achievements are high, 19(25) very high evaluate the ongoing achievements, 13(17.1%) of leaders are medium to evaluate, the remaining 7(9.2%) and 4(5.3%) are low and very low respectively. This indicates that principals evaluate at each semester the achievement of the teaching learning process.

From this information, we can realize that principals evaluate at each semester the achievement of the teaching learning process is minimal which may be principals lack skills and knowledge of evaluation of the teaching learning process. Evaluation is the process of ascertaining or judging the value or amount of something by use of standard appraisal Hengest, (1982). Monitoring and evaluation is the key to a successful progress of teaching learning process. Therefore, principals assess and record outcomes and performance of individual and teams to determine the effectiveness of development program and the extent of additional development.

As indicated in table 9, item 2, the extent to which timely principals provide feedback to teachers. The majority of respondents replied 42(55.2%) are high and 19(25%) of leaders are Very High timely provide feedback, 3(3.9%) medium , 3(3.9%) low and 5(6.6%) of leaders are below average. This indicates that principals timely provide feedback to teachers.

From this information, Feedback ensures effective communication and determines the degree to which a message has been received and understood Eric M. Elsenbert et al (2006). Evaluation should provide all teachers with regular feedback that help them grow professionals. Therefore, principals use and provide feedback to individuals or teams to identify and implement improvement in the future.

As indicated in table 10, item 3, the extent to which principals focus on performance result. The majority of respondents replied 36(74.4%) are medium ability, 19(25%) and 12(15.8%) of leaders are Very High and High respectively low and very low ability are 3(3.9%). This indicates that principals focus on performance results.

From this information we can realize that principal's focus on performance results at high level shows that principals have high capability to focus on performance results of the individuals. Principals should evaluate learning procedures and process for identifying performance high expectation and for developing plans with individuals and teams to address performance issues and establish procedures for identifying and reinforcing performance above expectation through recognition and continuous feedback MoE, (2013) national professional standard for school principals. Therefore, principals maintain document records and reports of competency according to organizational requirements, in addition to this communicate and implement school performance management policies and procedures effectively across the school.

Table 10: Problems faced leadership

| No | ITEM | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|----|---|----------------|----------|-----------|----------|-------------------|
| 1 | I usually overburdened administrative issues rather than educational tasks. | 21(27.6) | 10(13.2) | 21(27.6) | 17(22.4) | 5(6.6) |
| 2 | Lack of budget and resources | 45(59.2) | 9(11.8) | 17(22.4) | 3(3.9) | 2(2.6) |
| 3 | Shortage of training in leadership and management. | 50(65.8) | 17(22.4) | 5(6.6) | 3(3.9) | 0 |
| 4 | Do not know Role clarity & expectation | 3(3.9) | 23(30.3) | 26(34.2) | 21(27.6) | 3(3.9) |
| 5 | lack of supervision and coordination | 20(26.3) | 30(39.5) | 13(17.1) | 9(11.8) | 4(5.3) |
| 6 | Low salaries and incentives thus high turnover | 35(46.1) | 32(42.1) | 1(1.3) | 2(2.6) | 6(7.9) |
| 7 | Poor management and leadership | 10(13.2) | 32(42.1) | 21(27.6) | 8(10.5) | 5(6.6) |
| 8 | Have a good information management systems | 3(3.9) | 5(6.6) | 52(68.4) | 10(13.2) | 6(7.9) |
| 9 | Commitment Performance | 25(32.9) | 21(27.6) | 18(23.7) | 7(9.2) | 5(6.6) |

Regarding compliments, table 10, item 1 the researcher wanted to know whether the leaders have The Problems faced leadership most leaders are they are overburdened administrative issues like controlling, meeting and their likes The majority of respondents agreed 21(27.6%) of leaders are average burden, 21(27.6%) uncertain and 10(13.2%) are highly overburdened administrative issues, 17(22.4%) and 5(6.6%) of leaders are disagree and Strongly disagree respectively with task.

This indicates school leaders are overburden administratively than educational tasks which shows that school leaders give more attention to the work of routine administrative

works, which may be shows that school leaders lack skills in educational tasks. From the above information we can realize that school leaders usually overburdened administratively than educational tasks still there are gaps school leaders much focus on administrative management like planning, organizing, staffing, directing, coordinating, reporting and budgeting Gulick, (1937). Therefore, school leaders or principals engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to improve the desired goals.

As indicated in table 10, item 2, lack of resources financial problems. The majority of respondents 45(59.2%) of leaders strongly agree with Lack of finance and resources, 17(22.4%) leaders are an average with Lack of finance and resources, 9(11.8%) of leaders are agree with Lack of finance and resources 3(3.9%) And 2(2.6%) of leaders disagree and strongly disagree with lack of resource. This indicates school leaders lack of resources financial problems.

From the above information we can realize that school leader's lack of resources financial problem in the school is still problems which may be the inability of school leaders involve the school community and the surrounding society to raise the fund for the school. Schools prefer to maintain the status quo where as others would change if they had the available resources. Change requires resources capital and people with appropriate skills and time. Fred C. Lunenburg and Allan C. Ornstein, (2008:206). Therefore, school leadership must have the ability and skills to be innovate resources of the school.

As shown in table 10, item 3, lack of training in school leadership management. The majority of respondents 50(65.8%) leaders are strongly agree, they have Lack of training in leadership and management very high, 17(22.4%) are high lacks leading ability, an certain leaders 5(6.6%) lacks training, 3(3.9%) disagree lacks with training. this indicates the respondents of principals below average which shows principals in needy of skills in training, in contrary teachers respondents agreed principals lack in skills training.

From the above information we can realize that school principal's lack of training in school leadership management is most principal's face as a problem in lack of necessary

skills in leadership skills especially in school leadership management that affects the performance of principals in teaching learning process. A job requires skills variety different activities in carrying out the work, which involves the use of a number of different skills and talents 79 (Frederick Herzberg). Therefore, principals apply professional development strategies including mentoring and coaching, to build school capacity by developing the teaching management and leadership skills.

As shown in table 10, item 4, Role clarity & expectation. The majority of respondents an average leaders 26(34.2%) uncertain with the Role clarity & expectation, 23(30.3%) agree leaders Do not know Role clarity & expectation, 3(3.9%) are strongly agree leaders know, 21(27.6%) disagree and 3(3.9%) strongly disagree. this indicates the respondents of principals average which shows school leaders they know Role clarity & expectation.

As shown in table 10, item 5, supervision and coordination. The majority of respondents 30(39.5%) of leaders agree with lack of supervision and coordination, 20(26.3%) are strongly agree lack supervision and coordination, 13(17.1%) leaders are lacks of supervision and coordination is uncertain 9(11.8%) &4(5.3%) are low and very low respectively. this indicates the respondents of an average which shows school leaders they lack of supervision and coordination Skills.

As shown in table 10, item 6, salaries and incentives thus high turnover. The majority of respondents 35(46.1%) strongly agree leaders turnover is high because of Low salaries and incentives 32(42.1%) of leaders are agree turnover high because of Low salaries and incentives, 1(1.3%) of uncertain 2(2.6%) &6(7.9%) disagree and strongly disagree with turnover. This indicates the respondents of an average which shows school leaders turnover is high because of Low salaries and incentives.

As shown in table 10, item 7, Poor management and leadership. The majority of respondents 32(42.1%) agree leaders are Poor management and leadership, 21(27.6%) of respondents are uncertain with Skills, 10(13.2%) Are strongly agree school leaders have Poor management and leadership, 8(10.5%) & 5(6.6%) of respondents disagree with poor skills. this indicates the respondents of an average which shows school leaders management and leadership skill is poor.

As shown in table 10, item 8, efficient and effective information management systems. The majority of respondents 52(68.4%) they do not know (uncertain) with school leaders efficient and effective information management system knowledge, 10(13.2%) efficient and effective information management system knowledge is low, 6(7.9%) is very low knowledge ,5(6.6%) is high 3(3.9%) is very high. This indicates the respondents of an average which shows school leaders skill is poor in information management systems.

As shown in table 10, item 9 Commitment Performance (quality) of leaders. The majority of respondents 25(32.9%) respondents agree leaders Commitment Performance (quality) of leaders is very high, 21(27.6%) is agree, 18(23.7%) is uncertain and also 7(9.2%) and 5(6.6%) Commitment Performance (quality) of leaders is below average. This indicates the respondents of an average which shows school leaders Commitment Performance (quality) of leaders is in a good position.

Table 11: Roles and Responsibilities

| NO. | ITEM | Key | | | | |
|-----|---|----------|----------|----------|----------|----------|
| | | VH(5) | H(4) | M(3) | L(2) | VL(1) |
| 1 | I have High level of responsibilities of the work | 34(44.7) | 25(32.9) | 12(15.8) | 2(2.6) | 3(3.9) |
| 2 | I try Better organizational management | 20(26.3) | 20(26.3) | 23(30.3) | 7(9.2) | 6(7.9%) |
| 3 | I try to design conducive organizational environment | 25(32.9) | 22(28.9) | 23(30.3) | 4(5.3) | 2(2.6) |
| 4 | I Help others to develop more positive attitudes, and cooperative approaches to their work | 34(44.7) | 29(38.1) | 4(5.3) | 2(2.6) | 0 |
| 5 | Practice different methods of leadership styles | 0 | 5(6.6) | 2(2.6) | 17(22.4) | 50(65.8) |
| 6 | I show a high degree of energy, commitment, confidence and ambition | 0 | 2(2.6) | 19(25) | 32(42.1) | 23(30.3) |
| 7 | The placement of leaders / principals the right person to the right place / according to their qualification in your organization | 0 | 5(6.6) | 11(14.5) | 10(13.2) | 50(65.8) |
| 8 | I Allocates specific resources for the organization | 2(2.6) | 3(3.9) | 49(64.5) | 17(22.4) | 5(6.6) |
| 9 | Has accounting control mechanisms | 6(7.9) | 5(6.6) | 10(13.2) | 49(64.5) | 4(5.3) |

As shown in table 11, item 1, level of responsibilities of the job. The majority of respondents 34(44.7%) leaders are very High responsibilities of the job, 25(32.9%) high responsive of the job, 12(15.8%) are average responsive on the job. 2(2.6%) & 3(3.9%) are below average. This indicates the respondents of an average which shows school leaders level of responsibilities of the job is very well.

As shown in table 11, item 2, organizational management on the school. The majority of respondents Medium 23(30.3%) of leaders are trying Better organizational management on the school, 20(26.3%) are highly trying Better organizational management, 20(26.3%) trying very high whereas 7(9.2) and 6(7.9%) of leaders are below average. This indicates the respondents of an average which shows school leaders try better organizational management on the school is in good position.

As shown in table 11, item 3, are try to create conducive organizational environment. The majority of respondents 25(32.9%) of leaders are try to create conducive organizational environment is very high, 23(30.3%) are medium, 22(28.9%) are high to try create conducive organizational environment. 4(5.3%) & 2(2.6%) are below average. This indicates the respondents of an average which shows school leaders try to create conducive organizational environment is in good position.

As shown in table 11, item 4 develop more positive attitudes, and cooperative approaches to their work. The majority of respondents 34(44.7%) of school leaders Help others to develop more positive attitudes, and cooperative approaches to their work is very high, 29(38.1%) are high, 4(5.3%) is medium, the rest 2(2.6%) are low. This indicates the respondents of an average which shows school leaders Help others to develop more positive attitudes, and cooperative approaches to their work is very high .

As shown in table 11, item 5, methods of leadership styles in the school/organization. The majority of respondents 50(65.8) of school leaders did not show (very low) to Show different methods of leadership styles in the school/organization. 17(22.4%) Are low, 2(2.6%) are medium, 5(6.6%) are high. This indicates the respondents of an average which shows school leaders methods of leadership styles in the school/organization is low.

As shown in table 11, item 6, degree of energy, commitment, confidence and ambition. The majority of respondents 32(42.1%) of school leaders are low degree of energy, commitment, confidence and ambition, 23(30.3%) are very low, 19(25%) are satisfactory the rest 2(2.6%) are high degree of energy, commitment, confidence and ambition. This indicates the respondents of an average which shows school leaders degree of energy, commitment, confidence and ambition is low.

As shown in table 11, item 7, the right person to the right place/ according to their qualification in your organization. The majority of respondents 50(65.8%) of school leaders are very low the placement of leaders/principals the right person to the right place/ according to their qualification in the organization, 11(14.5%) are medium, 10(13.2%) are low, 5(6.6%) are high. This indicates the respondents of an average which shows school leaders knowledge the right person to the right place/ according to their qualification in their organization is low.

As shown in table 11, item 8, knowledge to Allocates specific resources for the organization. The majority of respondents 49(64.5%) of school leaders have medium knowledge to Allocates specific resources for the organization, 17(22.4%) are low knowledge, 5(6.6%) are very low, the rest 3(3.9%) and 2(2.6%) of school leaders are high and very high knowledge to allocate resource. This indicates the respondents of an average which shows school leaders knowledge to Allocates specific resources for the organization is low.

As shown in table 11, item 9, accounting control mechanisms. The majority of respondents 49(64.5%) of school leaders are low in accounting control mechanisms in place 10(13.2%) are medium knowledge in accounting control, 6(7.9%) & 5(6.6%) are very high and high knowledge, 4(5.3%) leaders are very low knowledge. This indicates the respondents of an average which shows school leaders skill is poor in accounting control mechanisms systems.

Table 12: Organizational team building

| No. | ITEM ` | SA(5) | A(4) | UN(3) | DA(2) | A(1) |
|-----|--|-----------|-----------|----------|----------|---------|
| 1 | Give each other help and support | 31(40.8) | 21(27.6) | 10(13.2) | 10(13.2) | 4(5.3) |
| 2 | Play a variety of roles – serve as leader, teacher or coach | 15(18.07) | 15(18.07) | 5(6.6) | 23(30.3) | 7(9.2) |
| 3 | Talk more about “we” and less about “I” and “me” | 30(39.5) | 42(55.3) | 3(3.9) | 1(1.3) | 0 |
| 4 | More in control of their works | 47(61.8) | 28(36.8) | 1(1.3) | 0 | 0 |
| 5 | Doing something worthwhile for themselves and the organization | 7(9.2) | 8(10.5) | 24(31.5) | 29(38.2) | 8(10.5) |
| 6 | Are loyal to the group, its members, the leader and the organization | 31(40.8) | 24(31.5) | 17(22.4) | 4(5.3) | 0 |
| 7 | Are clear on team goals and are committed to them | 31(40.8) | 40 (52.6) | 5(6.6) | 0 | 0 |
| 8 | Feel ownership for problems rather than blaming them on others | 21(27.6) | 31(40.8) | 17(22.4) | 6(7.9) | 1(1.3) |

As shown in table 12, item 1, other help and support. The majority of respondents are very High level 31(40.8%) of Give each other help and support the job, 21(27.6%) high other help and support, 10(13.2%) for each medium and low also 4(5.3%) of leaders are very low to give help and support for others. This indicates the respondents of an average which shows school leaders knowledge other help and support is very well.

As shown in table 12, item 2, school leaders Play a variety of roles – serve as leader, teacher or coach. The majority of respondents 15(18.1%) agree of leaders have a Play a variety of roles – serve as leader, teacher or coach in the organization, 23(30.3%) disagree leaders Play a variety of roles, 15(18.1%) strongly agree leaders are Play a variety of roles, 7(9.2%) are strongly disagree with roles, also 5(6.6%) is uncertain with roles. This indicates the respondents of an average which shows school leaders variety of roles is average.

Item 3, school leaders talk more about “we” and less about “I” and “me”. The majority of respondents 42(55.3%) agree school leaders talk more about “we” and less about “I” and “me”, 30(39.5%) are strongly agree Talk more about “we”, 3(3.9%)are uncertain, 1(1.3%) are disagree. This indicates the respondents of an average which shows school leaders talk more about “we”.

Item 4, school leaders more in control of their jobs. The majority of respondents 47(61.8%) of leaders strongly agree more focus in control of their jobs, 28(36.8%) are agree 1(1.3%) is uncertain. This indicates the respondents of an average which shows school focus more in control of their jobs.

Item 5, school leaders doing something worthwhile for themselves and the organization. The majority of respondents 29(38.2%) disagree school leaders Doing something worthwhile for themselves and the organization, 24(31.5%) are uncertain, 8(10.5%) Are agree, 8(10.5%) are strongly disagree, 7(9.2%) are strongly agree. This indicates the respondents of an average which shows school leaders disagree doing something worthwhile for themselves and the organization.

Item 6, school leaders are loyal to the group, its members, the leader and the organization. The majority of respondents 31(40.8%) strongly agree school leaders are loyal to the group, its members, the leader and the organization, 24(31.5%) agree leaders are loyal, 17(22.4%) are uncertain, 4(5.3%) are disagree. This indicates the respondents of an average which shows school leaders are loyal to the group, its members, the leader and the organization.

Item 7 Are clear on team goals and are committed to them 40 (52.6%) agree, leaders are clear on team goals and are committed to them, 31(40.8%) are strongly agree they are committed, 5(6.6%) uncertain. This indicates the respondents of an average which shows school leaders are clear on team goals and are committed to the organization.

Item 8, school leaders are Feel ownership for problems rather than blaming them on others. The majority of respondents 31(40.8%) agree, 21(27.6%) strongly agree, 17(22.4%) uncertain, 6(7.9%) disagree, 1(1.3%) strongly disagree. This indicates the

respondents of an average which shows school leaders are Feel ownership for problems rather than blaming them on others.

This questionnaire is designed to look in to the dimension of quality education. Thus, please rate your opinion and agreement with the statement stated below and put a tick (✓) **mark** along with the given options. The format used is a 5 point Likert scale, with 5 representing “strongly agree”, 4 “agree”, 3 “uncertain”, 2 “disagree” and 1 “strongly disagree”.

Table 13: Dimensions of quality education

| No. | Statement | 5 | 4 | 3 | 2 | 1 |
|-----|--|----------|----------|----------|----------|----------|
| 1 | Teachers conduct continuous assessment exams to test students' progress through performance. | 11(14.5) | 24(31.6) | 4(5.3) | 22(28.9) | 15(19.7) |
| 2 | Teachers use various teaching methods and teaching aids depending on the topic being covered. | 0 | 14(18.4) | 9(11.8) | 48(63.2) | 5(6.6) |
| 3 | Student-teacher relationships affect overall school success (e.g academic achievement, school climate etc.). | 58(76.3) | 18(23.7) | 0 | 0 | 0 |
| 4 | We have enough textbooks. | 0 | 29(38.2) | 15(19.7) | 26(34.2) | 6(7.9) |
| 5 | Our school has enough teachers. | 54(71.1) | 20(26.3) | 0 | 2(2.6) | 0 |
| 6 | Effective school discipline policies. | 14(18.4) | 23(30.3) | 4(5.3) | 35(46.1) | 0 |
| 7 | Our school is a safe learning environment. | 8(10.5) | 31(40.8) | 0 | 37(48.7) | 0 |
| 8 | Ongoing professional development. | 0 | 0 | 0 | 53(69.7) | 23(30.3) |
| 9 | Outcomes related to community participation, learner confidence and life-long learning. | 15(19.7) | 33(43.4) | 8(10.5) | 20(26.3) | 0 |
| 10 | Rules and regulations are proportionately applied in school according to an offense | 14(18.4) | 26(32.2) | 0 | 36(47.4) | 0 |
| 11 | Student-centered, non-discriminatory, standards-based curriculum structures. | 0 | 20(26.3) | 0 | 18(23.6) | 36(47.4) |

Table 13 item 1, the study further established that the majority of respondents 24(31.6%) felt that to most extent teachers conducted continuous assessment examinations to test students' progress; 11(14.5%) of teachers reported that very high progress teachers continuously assessed students while 22(28.9%) of the teachers asserted that low teachers conducted assessment tests to improve students' progress. Only 15(19.7%) said there were very low continuous assessment examinations. As homework, assignment or class work are routinely given for practice and mastery of the subjects, continuous assessments or examinations are measurements that not only help the teacher to know students' level of learning but also help students to know their knowledge in different subjects through their performance (whether positive or negative). This enables the teacher to employ remedial measures.

Table 13 item 2, the study also found that 14(18.4%) of the respondents said that to most teachers they used various teaching methods and teaching aids depending on the topic being covered is high. 48(63.2%) reported that to some extent low, teachers used different methods in teaching while 5(6.6%) of the teachers asserted that is very low, teachers applied different methods in teaching. Only 9(11.8%) said teachers were not answered that they use or not using different methods and teaching aids in teaching. These findings demonstrate that teachers use effective methods and teaching aids to keep students attentive to the lesson - for example, learner-centered, cooperate learning and mixed methods (teacher - student centred). Similarly, the use of teaching aids during lessons increased retention and also aroused curiosity in students which led to better learning or understanding of lessons and hence better performance in examinations. In other words, seeing and doing make students understand and remember lessons much better than hearing and then forgetting.

Item 3 , It was also found that 58(76.3%) of the respondents felt that to most extent student-teacher relationships affected very high overall school success (e.g. academic achievement, school climate, etc.). 18(23.7%) felt that to some extent student-teacher relationships had an effect high on student learning, The findings were confirmed by some teachers and students, who said, My fellow students are indiscipline; they come late to school, lack respect for school rules and regulations, are indifferent to teachers and

aggressive with some of the teachers, especially female teachers; they are also disinterested in class. The findings agreed with Perry (2009) that when student-teacher relationships are characterized by conflict or negative feelings, the associated results will be academic failure, behavioral difficulties and decreased connection with the school environment. Furthermore, it is suggested that student-teacher relationships which revolve around negative emotion affect the amount of involvement experienced between students and teachers. He emphasizes that a conflicting student-teacher relationship may even function as an additional stressor on students in the school environment, further hindering their adaptation and development. To avert negative relationships in schools, teachers must create physical environments that are conducive to learning in order to avoid student absenteeism. Noblit (1998) says that without this connection, a teacher may have subject-matter knowledge and the technical ability to teach, but the opportunities for real learning will be scarce because what the teacher does not have is the student. Relationships with teachers play a unique and significant role in students' lives, especially during early adolescence. O'Neill (2000) pointed out that schools with positive climates were usually places where both the staff and students wanted to spend their time. Thus, schools should be places where both students and staff feel at home.

Item 6, this study also found that 35(46.1%) respondents disagree that there is effective school discipline policies in the selected secondary school because of different cases, and 23(30.3%) respondents agree that there is effective school discipline in the compound, 14(18.4%) respondents strongly agree that there is effective school discipline in the compound, 4(5.3%) did not have any information and did not answer (uncertain). this indicate in some case there is effective school discipline policies in the selected secondary school in good condition .

Item 7 , a study carried out 37(48.7%) respondents disagree that their school is a safe learning environment in the selected secondary school, while 31(40.8%) agree that their school is a safe learning environment, 8(10.5%) agree that there is a safe learning environment. this indicate most school have not a safe learning environment.

Item 8, furthermore, the findings also indicated that the 53(69.7%) respondents disagree that there is ongoing professional development, 23(30.3%) strongly disagree that there is ongoing professional development. this indicate most school have not ongoing professional development.

Item 9, the study further indicated that 33(43.4%) respondents agree the Outcomes related to community participation, learner confidence and life-long learning is in a good statues, 20(26.3%) respondents disagree, the Outcomes is not related to community participation, learner confidence and life-long learning. 15(19.7%) strongly agree with the outcomes, 8(10.5%) was uncertain with outcomes. this indicate most school have the Outcomes related to community participation is in good status.

Item 10, from the findings of the study, it was established that the majority of the Rules and regulations are proportionately applied in school according to an offense disagree 36(47.4%) of the respondents, 26(32.2%) was agree the Rules and regulations are proportionately applied, 14(18.4%) strongly agree. this indicate most school have the Rules and regulations are proportionately applied in school according to an offense is not in good status.

Item 11, the study further established that most of the teachers used the discussion method, mixed method, student centered lecturing. However, the use of the lecture method right from the basic level was somehow justified, because most of the schools had libraries for students to consult books but the books were old and obsolete. 36(47.4%) of respondents was most teachers are not used Student- centred methods of teaching non-discriminatory, it is not standard-based curriculum structures because of this they were strongly disagree, 18(23.6%) was disagree with the statement, 20(26.3%) was agree by the teaching method is Student- centred and standards-based curriculum structures. this indicate most schools are not used Student- centred methods of teaching non-discriminatory, it is not standard-based curriculum structures.

In addition to the questionnaire, interviews were conducted with representative samples chosen from school education programmers and pre-school teachers training institutes. During the interviews various questions related with pre-school education were asked. As

the result, further useful information for the study was obtained from interviewees. The questions asked and the responses provided to the interview questions have been presented here under:

To begin with, I asked the informants to explain how do you describe the role of educational leadership Practices to improve the quality of education in the country? They responded that the role of educational leadership on the improvement of the quality of education, first on the implementation of the policies and strategies that designed by the policy makers as to improve the quality of education.

To begin with, I asked the informants to explain the major factors that affect effective leadership performance is Lack of enough qualified and trained leaders also the commitment of leaders ,the policies and strategies of the sector strong democratic system of the government is the major factor that affect effective leadership performance.

To begin with, I asked the informants to explain, does globalization affect the quality of education? That I asked the next question majority answers no because if you use wisely it is useful un less if you use on the opposite side (miss use) it affects the quality of education, example the education depends on Google search, it affects rules and regulation of the society, and affects societal culture and believes, but if we use wisely will faster the transformation to digital society and introduce new science and technology

To begin with, I asked the informant's to mention the root causes for low quality of education related to educational leadership in Ethiopia. majority answers to this question, they mentioned that the first is the qualification of leaders is not good it is below standard, the next is the training modality, majority school leaders training is in summer program with short period of time and the modality is different so this is challenge (root causes) and the third is the leadership style and personal difference is the root Causes

To begin with, I asked the informants to explain, what are the main challenges and gaps in the quality of education in Ethiopian education system related to educational leadership? That I asked the next question, majority answers the main challenges and gaps in the quality of education in Ethiopian education system related to educational

leadership is knowledge of leaders is the main challenges , the higher officials did not assigns proper person on the right position on the right time .

In addition to the questionnaire, interviews were conducted with representative samples chosen from school leaders in secondary school starting from top to bottom (school teachers) the interviews various questions related with school leader participation in quality education were asked. As the result, further useful information for the study was obtained from interviewees. The questions asked and the responses provided to the interview questions have been presented here under:

To begin with, I asked the informants to explain how do you describe the role of leaders in giving support to achieve quality education? They responded that the role of leaders in giving support to achieve quality education is Create better organizational management, Support teacher capacity to teach effectively, Stimulate and support the development of teachers, work with community by creating awareness on policies, strategies.

The other question asked during the interview was to explain that to describe the most important tasks and responsibilities of the school leader? To this question, they mentioned that the major tasks and responsibilities of the school leader are Fatalistic and good organizational mentality ,Controlling the organizational process , Supervision and coordination , An ability to influence and motivate others to bring about change , Delivery of a comprehensive activities , high quality education program.

The informants were asked to explain what types of leadership skills are essential for the transformation of the education sector at a digital age or 21st century? Consequently, the responded that answers update themselves to coupe up with digitalization and must know what the generation needs from digital age. And also the leaders must follow democratic leadership style skill.

The other question asked during the interview was to express the quality of education? The responded that answers the quality of education is expressed internes of accessibility of education for all full coverage of human and infrastructure as well as participatory policies and efficient policy makers and leaders

The informants were asked to explain that do perceived school / organization leader ship that contributes for quality education? What are they? (Please list out and explain) the responded that answers yes if the leaders have enough knowledge on the school leadership and management that can contribute for quality education, unless, if they are not familiar with the knowledge of leadership skill it will be difficult to achieve quality education.

The other question asked during the interview was in what way do you suggest that the school / organization leader ship that contributes for quality education?) the responded that answers first of all accounted them with the policies and strategies of the sector and by following /exercising transformational /democratic leadership style.

The informants were asked to explain that to what extent the perception of leader ship contributes for quality education?) the responded that answers as far as the school administration fall in the hand of the leaders the school leaders can contribute a lot on the quality of education either positively or negatively .

The other question asked during the interview was what is the importance of managerial skills for staff managers to ensure effectiveness? the responded that answers first of all the managers the capability to use different techniques to achieve the objectives. To design new services, to foresee an entire concept, analyze problems and finding creative solutions.to make easy for interpersonal and communication needs ,to take accurate decision making is needs managerial skills for staff managers to ensure effectiveness of leaders.

The other question asked during the interview was what are the major challenges that the school / organization leadership faces in leading secondary schools? the responded that answers there is a gap between school/ organizational leader training and practice , Lack of commitment, confidence and ambition Lack of active communication . Insufficient knowledge of leadership skill , Poor management and leadership at all level , high turnover, individual leader difference ,political interferences

The other question asked during the interview was, what are the possible solutions and suggestions for the question number 9? the responded that answers , the school environment must be free from any interferences ,Delegation of responsibilities and duties to different parties ,enough resource and budget must be allocate, prepare update long and short term training .

The other question asked during the interview was what factors affect the secondary school / organization leader in terms quality education? The responded that answers complexity of education policies, scarcity of resource, lack of proper coaching and supervision Governance structures, negative intervention of higher officials, the capacity to lead the organization is low.

The other question asked during the interview was what strategies do you suggest for the successful secondary school educational leadership? The responded that answers clear and accurate knowledge of policies , high quality education program , Continuous leadership trainings is needed

The other question asked during the interview was what types of leadership capacity gaps/problems are acute at your organizational level? the responded that answers less capacity of problem solving skill ,unethical respect ion, interpersonal and communication problem , less stating of clear vision

The other question asked during the interview was what types of leadership capacity gaps/problems are acute at federal, and Addis Ababa city level? The responded that answers Lack of collaboration, they do not know the roles and responsibility; they have no capacity to design and implement the policy and strategic plan they lead the task as business as usual.

The other question asked during the interview was what is your perception of quality control and failure prevention? The responded that answers quality is relative on the eyes of personal school of organizational leaders may control quality. Quality means standard to archive this quality strength the supervision and evaluation skill by this way we can control and prevent failure.

Table 14: Rank the following factors which result in high performance of employees:

| factors which result in high performance of employees | Ranking: 1 highest, 7 lowest | | | | | | | Total |
|---|------------------------------|----------|----------|----------|----------|----------|----------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Effective Leadership | 20(26.3) | 34(44.7) | 11(14.5) | 7(9.2) | 3(3.9) | 1(1.3) | 0 | 76 |
| Working conditions | 34(44.7) | 20(26.3) | 14(18.4) | 4(5.3) | 1(1.3) | 3(3.9) | 0 | 76 |
| Extensive Communication | 0 | 0 | 0 | 4(5.3) | 16(21.1) | 27(22.5) | 29(38.2) | 76 |
| Job satisfaction | 0 | 11(14.5) | 21(27.6) | 26(34.2) | 14(18.4) | 4(5.3) | 0 | 76 |
| Organizational Culture | 10(13.2) | 2(2.6) | 7(9.2) | 1(1.3) | 30(39.5) | 14(18.4) | 12(15.8) | 76 |
| Commitment | 47(61.8) | 23(30.3) | 4(5.3) | 2(2.6) | 0 | 0 | 0 | 76 |
| Management Style | 0 | 0 | 0 | 22(28.9) | 44(57.9) | 7(9.2) | 3(3.9) | 76 |

Regarding compliments, the researcher wanted to know 47(61.8%) factors which result in high performance of employees is Commitment and 34(44.7%) is Effective Leadership 21 (27.6%) Job satisfaction 4(5.3%) Working conditions & Extensive Communication 44(57.9%) Management Style 14(18.4%) Organizational Culture.

Table 15: The basics of promotion policy in your organization

| The basics of promotion policy in your organization | Yes/no | N | % |
|---|--------|----|------|
| Result /output | Yes | 42 | 55.3 |
| | No | 34 | 44.7 |
| Total | | 75 | 98.7 |
| Competency | Yes | 50 | 65.8 |
| | No | 21 | 27.3 |
| Total | | 75 | 98.7 |
| Work experience /seniority | Yes | 20 | 26.3 |
| | No | 53 | 69.7 |
| Total | | 73 | 96.1 |
| Performance | Yes | 52 | 68.4 |
| | No | 22 | 28.9 |
| Total | | 74 | 97.4 |

Regarding compliments, the researcher wanted to know whether the leaders have the basics of promotion policy in your organization. 57.8% Result /output, out of 75 respondents 50 of them say yes, 50 are the basics of promotion policy in your organization. Competency is basic and 21 say no, Work experience /seniority 53 say no, 20 of them says yes, Performance 52 of them say yes, 22 of them say No. From this result, the majority agree the basics of promotion policy in the organization is Performance, competency, Result /output, Work experience /seniority accordingly.

CHAPTER FIVE

5.SUMMARY, CONCLUSIONS AND RECOMMENDATION

This final chapter presents summary of findings, conclusions and recommendations.

5.1. Summary of Major Findings

The main purpose of this research was to assess the effects of school Leadership in the provision of quality education in selected secondary schools of Arada sub city to suggest solutions to reduce the existing problems. And also it was to make educational policy makers become aware of the importance of quality leadership competence at secondary school level and take relevant action.

To achieve this objective the following basic research questions were designed.

- ♣ What is the role of school leaders in the provision of quality education of public secondary schools in Arada sub city?
- ♣ How does school leadership style influence the provision of quality education in public and private secondary schools in Arada sub city?
- ♣ What are the major challenges encountered by school leaders' that affect the quality of education?
- ♣ What are the main challenges and gaps in the quality of education in Arada sub-city Addis Ababa secondary school?
- ♣ Does the perception of secondary school education administrators have effective and clear practice of quality education?
- ♣ What are the possible solutions that alleviate the main challenges in selected school leaders' face?

In order to answer these basic questions, the mixed research design embedded design was employed. As far as the sample sizes are concerned, 1 administrative city, 1 sub-city, 3 woredas, and 3 secondary schools were involved in this research. Specifically, 62 (MOE experts, teachers, and principals & vice principals) 21 experts and focal persons (city, sub-city, woreda and school managements) were participated.

From 83 copies of the questionnaire were distributed to the participants, and 76 of them were properly completed and returned indicating 91.6% of the return rate. However, (8.4%) copies, which were not properly completed, were discarded. A total of 83 participants were involved in the study as samples of the population. The samples were taken using multi-stage simple random sampling, purposive, and available. Statistically, the quantitative data are presented using tables. Based on these procedures, the following major findings are drawn.

Concerning table 5 the general background of participants, from the results of the study, it was established that a majority 72.3% of the respondents were male while 19.3 % were female. Similarly, 1.2% of the respondents have diploma, while 24.1% degree and 66.3% had MA /MSC & above. Furthermore, For Work experience, the majority of the respondents 34.9 % were aged between 11 and 15 years, 30.1 % were between 6 and 10 years, while approximately 6% were b/n 0 and 5 years of Work experience. And 20.5% were between 16 and 20 years, 8.43% were 21 and above work experience.

As the data presented in table 6 there are number of challenges encountered by school leaders that affected the quality of education to a very high extent. These include shortage or insufficiency of enough Planning skill, as illustrated under table the facilitate stakeholders participatory in planning & preparation is in low status, and the ability to give feedback on discussion to plan , developed clear and specific plan is insufficient by the majority of the respondents.

The Capacity to Lead the School As the data presented in table 7 ensure the development of strategic planning by the majority of the respondents school leaders were sufficiency and enough capacities .whereas the ability to forecast the expected future and

to design changes needed to improve school culture have a shortage. a number of factors identified that affect school leaders in quality education .

As the data presented in table 8 Item 1, 2, 3 about Organizational development principals/ leaders need to motivate all individuals, identify training needs allocates enough budget for organizational development activities are sufficient by the majority of the respondents.

As the data presented in table 9 Item1-3 about the Evaluation skill Principals / leader evaluate at each semester the ongoing achievements of the teaching learning process, provide feedback as well as focuses on performance results sufficient by the majority of the respondents.

As the data presented in table 10 Problems faced leadership As the data presented in table 4 Item1-3 MOST respondents agree majority leaders are overburdened administrative issues rather than educational tasks , Lack of finance and resources, Lack of training in leadership and management , lack of supervision and coordination have Low salaries and incentives thus high turnover, Poor management and leadership , insufficient knowledge of leadership gap Commitment Performance (quality) relatively they are good in Have efficient and effective information management systems and not know Role clarity & expectation .school leaders highly lack of supervision and coordination skills .

Roles & responsibilities As illustrated under table 11,item 1-5 majority respondents strongly agree school leaders have High level of responsibilities of the job and they are try Better organizational management, try to create conducive organizational environment, Support others capacity to teach effectively , Help others to develop more positive attitudes, and cooperative approaches to their work, but they have highly gaps to practice different methods of leadership styles, they have shortage of to show a high degree of energy, commitment, confidence and ambition, also a gap placement of leaders/principals the right person to the right place/ according to their qualification in your organization , Allocates specific resources for the organization , low level enough awareness and knowledge an accounting control mechanisms.

As illustrated under table 11 the Organizational team building role of leaders are relatively respondents more than average shows strongly agree and “uncertain, they disagree school leaders something worthwhile for themselves and the organization, except this item majority respondents were strongly agree and agree.

factors which result in high performance of employees As illustrated under table 12 majority respondents Commitment is the major factor that employees highly perform and the next is Effective Leadership , then Job satisfaction, Working conditions& Extensive Communication is letter , Management Style and Organizational Culture are low factors which result in high performance of employees.

5.2 Conclusion

Conclusion from the major findings of the study, the following conclusions has been drawn:

- Concerning the qualification, all school leaders in secondary schools of this sub city are not qualified with principal ship or not trained in the area of educational leadership. So principal’s performances have a negative impact in the attainment of the educational quality.
- Societal and Organizational culture of the schools were very week. Therefore, administrative functions and organizational success were not influenced by organizational culture. Simply employees were doing their work without motivation, leadership, decision making, communication and change.
- Principals’ capability to develop clear and specific plan, facilitate stakeholders’ participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were not good.

The fact that the overwhelming majority of experts and educational leaders at various levels of the education system are younger provides the education system with a very energetic task force that can contribute to the achievements of the educational quality. It, however, requires the education system to motivate and retain the principals who are experienced. In other words, the majority of leaders are young who other job opportunities and thus can quit their positions any time. On the other hand, the number

of experienced leaders is very small and close to the age of retirement. Therefore, it can be concluded that the leadership position in the education system may be vacant or very hard to get leaders who lead the education system.

The managerial capability of school in general is not to the expected standard. Experts working in these levels are not equipped with adequate knowledge and skills of educational leadership and management. There are clear deficiencies among the experts in terms of the necessary skills of planning, organizing, leading, coordinating and controlling educational activities and educational institutions. Furthermore, there are critical variations among the school leaders in terms of the knowledge and skills of their experts and the capabilities of the experts in planning, organizing, leading, coordinating and controlling educational activities. This is due to the fact that most of the experts from WEOs, city and sub-city are subject matter specialists and so they possibly lack the knowledge and skills in the area of educational planning and management. Therefore, one can conclude that due to deficiency in the managerial skills of experts, there can be failure of the education quality. It is possible to conclude that it is hardly possible to realize the objectives of education particularly the achievement of quality education without availing the necessary and qualified personnel in our schools and educational offices. From the point of view of the discussants, one can infer that the current school leadership training modality has multivariate problems. the PGDSL / PGCPSS / PGCSSS/ programs, and MA in school Leadership training programs are held during the summer programs but the summer program modality is not the right option to prepare competent leaders and supervisors in the school system . Thus, preparing quality leaders and supervisors through the summer program modality is very difficult.

Generally, principal ship in Ethiopia is not an inviting job. Most people are not interested in becoming principals and in continuing in the role either. This is mainly due to the poor capability of the system of education in creating conducive and attractive working environment for school principals. The role of school principals could be symbolically expressed as ““Yehabesha Dabo” whereby principals are forced to work in demanding environment and sometimes conflicting demands from teachers. As a result most of the principals do not wish to stay in the profession.

The accumulated evidence from analyses of economic outcomes is that the quality of education measured on an outcome basis of cognitive skills has powerful effects. Much of the earlier discussion has concentrated solely on the quantity of education. This focus is unfortunate because it distorts analysis and the policy discussions. Individual earnings are systematically related to cognitive skills. The distribution of skills in society appears closely related to the distribution of income. And, perhaps most importantly, economic growth is strongly affected by the skills of workers. Other factors obviously also enter into growth and may well have stronger effects. For example, having well-functioning economic institutions such as established property rights, open labor and product markets, and participation in international markets have clear importance for economic development and may also magnify the benefits of quality education. Nonetheless, existing evidence suggests that quality of education independently affects economic outcomes even after allowing for these other factors. Moreover, the existing research provides strong reasons to believe that quality of education is causally related to economic outcomes.

- As the result of the study, it has been found out that the quality of school leaders in all position was affected by multiple of factors. These were lack / shortage of trained leaders, scarcity of resources.
- Poor planning and management to be the challenges in secondary school that affected the quality of education.
- A number of factors affected the accomplishment of leaders' roles and responsibilities. In this regard, lack of proper coaching and supervision as well as coordination was found to be practiced at low level.
- The study concluded that low salaries and high turnover, leaders' insufficient knowledge of leadership skills were the challenges identified in the study.
- Delivery of a high comprehensive, high quality education program to all level leaders and influencing and motivating staff to bring about a change were areas on which much had not been done in the all areas. Based on the conclusion of the study, the following recommendations have been suggested

5.3 Recommendations

The quality of education is triggered by many factors. The programs of the education system of a nation are a stepping stone to maintain quality education and promote positive learning organization. Hence, MoE should consider the existing conditions in terms of social, political, economy, audiences' background and even the global environment.

- Close supervision and follow up by MoE in collaboration with city, sub-city, woreda and school through instantaneous measure for challenges and obstacles faced in every hierarchy of the system.
- Creating conducive teaching learning environment, Recognizes and celebrates accomplishments and acknowledges, by giving opportunities for participate the stakeholders in the school activities, motivating educational leaders creating team work in the school, communicate the vision and direct all actions towards achieving the vision providing intellectual stimulation and offering individualized support, maintaining a safe and effective learning environment, monitoring teaching and learning activities, and empower and trust others to act.
- Most education systems are poorly suited to the demands of the labour market .As schools tend also to be dominated by cultures unhelpful to the development of quality education. There is a correlation in the literature between developmental forms of school leadership and positive school cultures. It is unsurprising, therefore, that top-down leadership styles in the city go hand-in-hand with unhelpful school cultures and comparatively poor attainment. School leadership in the city is important as it passes on a strong message that school leadership is a decisive factor in quality education.
- In order to achieve educational goals, providing quality education is essential. And to ensure the quality of education, availability of quality leaders is a requirement. To this end, leaders' training institutes should maximize efforts to produce well trained leadership available in the organization.

- Continuous in service trainings should be provided for leaders. Quality programs are operated by trained educators. Leadership training programmes must spring from a national strategy with a clear and well - articulated vision if they are to generate the intended outcomes.
- As studies in the educational leadership and management suggest leaders development programs should be based on human resource development plan. Besides trainee selection process should be merit based (academic qualification, experience and intuition). Hence, federal , Woredas , city , and sub city ought to
- design and implement workable career development structure in the education system to motivate and retain the educational leaders and apply other motivating factors like:
 - ✓ academic freedom to exercise and execute decisions by their own strategies,
 - ✓ housing by facilitating loan strategy from bank or pay reasonable house allowance which considers the existing cost of life,
 - ✓ Provision of sensible position allowance which retains them in the position and attracts potential candidates to the leadership position.
 - ✓ Further education opportunities with rational contractual agreement to serve in the position for certain years.
- Principals should develop personal initiation to improve their own leadership skills(formulating partnership plan and using effective communication means) so as to maintain partnership
- Heavily work load has been found impeding principals “ effort to support the teaching - learning process in their capacity. Administrative assignments other than the official instructional role were absorbing their time and effort. Thus, the education Bureau need to revise a clear job description that enables principals focuses on the growth and development of school community.

For policymakers emerge from this study:

1. Schools need to be both more autonomous and more accountable for their decisions and achievements. Greater freedom and less bureaucracy have been shown to have a significant impact on quality education around the world. School principals should be empowered and be prepared to mirror that approach by empowering their teachers in turn giving them greater professional autonomy.
2. The decentralization of schools should be accompanied by external quality-assurance arrangements; closely the external inspections are conducted and evaluate organizational performance and improvement.
3. A growing body of international literature emphasizes the importance of principals using instructional leadership to develop their schools. To that end, policymakers should review roles, responsibilities and levels of administrative support for principals, to ensure that they have the time to practice this form of leadership. Schools are hubs for student learning and anything that serves that end is of value. However, school learning communities should extend beyond students to include also teachers, leaders and administrators. Creating opportunities for school leaders to play instructional leadership roles can lead, over time, to the development of professional learning communities.
4. Revising the qualifications requirements for the role of school leader is a pressing need. Schools need to be led by experts in school leadership ideally with a professional qualification from one of the numerous colleges across the region which offers degrees in school leadership. Candidates for school leadership roles need more than just a degree in education and some experience in management. We need to professionalize leadership in schools.
5. Policies determining the period of appointment for school leaders need to be put in place. Principals should be contracted to a school for a specific, fixed period of time, after which he or she moves to a leadership position at another school. This would reduce the chances of leaders taking too authoritarian an approach and encourage

them to share and distribute leadership. It would also help motivate and challenge experienced principals across their careers. This in turn helps professionalize school leadership.

6. Aspiring and established school leaders (and deputies), particularly at secondary level
Aims development of competencies for leading schools and other institutions in the educational sector improving the chances of the participants to get employed in a leadership position due to a formal qualification.

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APPENDIX – A
QUESTIONNAIRES
ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTEMENT OF MANAGEMEN

General Directions

Questionnaire to be filled

Dear Respondent

This questionnaire is designed to collect data for the study aimed to assess “**The effects of school leadership in quality education in secondary schools**” in Addis Ababa Arada sub city . The data collected using this questionnaire is used by the researcher strictly for academic purpose and all information gathered from the respondents will be helpful to get pertinent findings and to forward timely and sound recommendation. Your careful and honest responses are confidential and are not used for any other purpose other than for this study. Therefore, in order to obtain relevant and reliable information that would contribute to the success of this study.

I kindly request your cooperation to answer all the questions frankly.

Thank you in advance

Part one

1. CLOSE ENDED ITEM SECTIONS

About the Questionnaires for Secondary School principals, vice principals

1. No need to write your name
2. Try to answer every question according to the instruction provided.
3. Each question has its own instruction and direction.
4. Give only one answer to each item unless you are required to do so.

SECTION 1

Personal Characteristics

Direction: Please, indicate your choice by **circling**, except those that require written answers in each of the following sentences.

1. Sub city (working place) _____
2. Name of the woreda (working place) _____
3. School Name _____
4. Sex: A. Male B. Female
5. Age: A. 20-30 B. 31- 40 C. 41-50 D. 50 & above
6. Marital status: A. Married B. Single C. Divorced D. Widowed
7. Educational / Academic Rank:
A. Diploma B. Degree C. Masters D. if any other
8. Your Major Subject (recently) Field of specialization _____
B) Natural science C) Social science D) Other
9. Do you take any advanced program A. EdPM B. EdMLTP C. PGDSL D. PGCPS
E. PGCSS F. others
10. Current position / title ----- service in current position in year -----
11. Service (total) year -----
A) 0-5 years B) 6-10 C) 11-15 D) 16-20 E) 21 & above
12. Do you want to stay in this job A. Yes B. No

SECTION 2

Research related questions

Five responses provided for each table. Choose only one responses from the given alternatives put (x) mark or sign in the space provided and also give a brief description of your opinions for open ended questions. The response is given based on your context.

Note: The abbreviations have the following meaning and scale value:

Key: Very High=5 High=4, Medium=3, Low=2, Very low=1

Instruction I : The following current practices of school leadership functions of the school leadership spend much of their times. Please rate each statement from very high to very low by **putting (x)** mark or sign in the given boxes.

Section A: school leaders' Role in Provision of Quality Education

| No | Statement | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|----------|---------------|
| 1 | I developed clear and specific plan. | | | | | |
| 2 | I facilitate stakeholders participatory in planning & preparation. | | | | | |
| 3 | I have the ability to give feedback on discussion to plan. | | | | | |

| No | Statement | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|----------|---------------|
| 1 | I ensure the development of strategic planning. | | | | | |
| 2 | I have the ability to see the expected future. | | | | | |
| 3 | I design changes needed to reform school culture | | | | | |

| No | Statement | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
|----|--|----------------|-----------|-------------|----------|---------------|
| 1 | The extent to which principals/ leaders need to motivate all individuals who are eligible to take part in the quality of education. | | | | | |
| 2 | The extent to which Principals / leaders identify training needs of teachers and provide short term training in organizational level | | | | | |
| 3 | The extent to which Principals / leaders allocates enough budget for organizational development activities. | | | | | |
| No | Statement | Very High 5 | High 4 | Medium 3 | Low 2 | Very Low 1 |
| 1 | The extent to which Principals / leader evaluate at each semester the ongoing achievements of the teaching learning process. | | | | | |
| 2 | The extent to which timely principals / leaders provide feedback to teachers. | | | | | |
| 3 | The extent to which principals / leaders focuses on performance results. | | | | | |

Instruction II : These are some educational leadership problems that principals / leaders face in the organization .so that indicate the appropriate responses by using (**x**) **mark** to the cross ponding items. Please use one of the following rating scales to indicate your responses.

Key: Strongly Agree=5 Agree=4 Undecided=3 Disagree=2 Strongly Disagree=1

Section B the major challenges encountered by school leaders’ that affect the quality of education\

| No | Statement | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1 | I usually overburdened administrative issues rather than educational tasks. | | | | | |
| 2 | Lack of budget and resources | | | | | |
| 3 | Shortage of training in leadership and management. | | | | | |
| 4 | 1 Do not know Role clarity & expectation | | | | | |
| 5 | lack of supervision and coordination | | | | | |
| 6 | Low salaries and incentives thus high turnover | | | | | |
| 7 | Poor management and leadership | | | | | |
| 8 | Have a good information management systems | | | | | |
| 9 | Commitment Performance | | | | | |

Questioners please rate the following items related to what extent help others (school community) to work together in the best interest of quality education? Based on the following keys rate by putting **tick mark** (√) in the boxes.

5= Very high; 4=high; 3=average; 2=low; 1=Very low

Section C: School Leadership Style in Provision of Quality Education

| NO | Statement | Keys | | | | |
|----|--|------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | I have High level of responsibilities of the work | | | | | |
| 2 | I try Better organizational management | | | | | |
| 3 | I try to design conducive organizational environment | | | | | |
| 4 | I Help others to develop more positive attitudes, and cooperative approaches to their work | | | | | |
| 5 | practice different methods of leadership styles | | | | | |
| 6 | I show a high degree of energy, commitment, confidence and ambition | | | | | |
| 7 | The placement of leaders/principals the right person to the right place/ according to their qualification in your organization | | | | | |
| 8 | I Allocates specific resources for the organization | | | | | |
| 9 | Has accounting control mechanisms in place | | | | | |

This questionnaire is designed to look in to the leader ship functions practiced in your organization team building. Thus, please rate your opinion and agreement with the statement stated below and put a tick (✓) mark along with the given options. The format used is a 5 point Likert scale, with

5 representing “strongly agree”, 4 “agree”, 3 “uncertain”, 2 “disagree” and 1 “strongly disagree”.

Section D School leaders' involvement and support in organization

| No. | Statement | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1 | Give each other help and support | | | | | |
| 2 | Play a variety of roles – serve as leader, teacher or coach | | | | | |
| 3 | Talk more about “we” and less about “I” and “me” | | | | | |
| 4 | More in control of their works | | | | | |
| 5 | Doing something worthwhile for themselves and the organization | | | | | |
| 6 | Are loyal to the group, its members, the leader and the organization | | | | | |
| 7 | Are clear on team goals and are committed to them | | | | | |
| 8 | Feel ownership for problems rather than blaming them on others | | | | | |

This questionnaire is designed to look in to the leader ship functions practiced in your organization team building. Thus, please rate your opinion and agreement with the statement stated below and put a tick (√) **mark** along with the given options. The format used is a 5 point Likert scale, with

5 representing “strongly agree”, 4 “agree”, 3 “uncertain”, 2 “disagree” and 1 “strongly disagree”.

Section E Dimensions of quality education

| No. | Statement | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1 | Teachers conduct continuous assessment exams to test students' progress through performance. | | | | | |
| 2 | Teachers use various teaching methods and teaching aids depending on the topic being covered. | | | | | |
| 3 | Student-teacher relationships affect overall school success (e.g academic achievement, school climate etc.). | | | | | |
| 4 | We have enough textbooks. | | | | | |
| 5 | Our school has enough teachers. | | | | | |
| 6 | Effective school discipline policies. | | | | | |
| 7 | Our school is a safe learning environment. | | | | | |
| 8 | Ongoing professional development. | | | | | |
| 9 | Outcomes related to community participation, learner confidence and life-long learning. | | | | | |
| 10 | Rules and regulations are proportionately applied in school according to an offense | | | | | |
| 11 | Student-centred, non-discriminatory, standards-based curriculum structures. | | | | | |

2. Open Ended Question (Write in Amharic or English)

1. How do you describe the role of educational leadership Practices to improve the quality of education in the country?

2. Please write major factors that affect effective leadership performance?

3. Does globalization affect the quality of education? Yes____ No_____

If yes, how?

4. Mention the root causes for low quality of education related to educational leadership in Ethiopia.

5. What are the main challenges and gaps in the quality of education in Ethiopian education system related to educational leadership?

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

APPENDIX – B

INTERVIEW/ QUESTIONES

Dear Respondent This Interviewee is designed to collect data for the study aimed to assess “**The effects of school leadership in quality education in secondary schools**” in Addis Ababa Arada sub city. The data collected using this interview is used by the researcher for strictly academic purpose and all information gathered from the respondents will be helpful to get pertinent findings and to forward timely and sound recommendation. Your careful and honest responses are confidential and are not used for any other purpose other than for this study. Therefore, in order to obtain relevant and reliable information that would contribute to the success of this study. I thank you in advance for your sincere cooperation Interview Questions

I kindly request your cooperation to answer all the questions frankly

Part two

OPEN ENDED / INTERVIEW/ QUESTIONES SECTIONS.

1. How do you describe the role of leaders in giving support to achieve quality education?
2. Describe the most important tasks and responsibilities of the school leader?
3. What types of leadership skills are essential for the transformation of the education sector at a digital age or 21st century?
4. How you express the quality of education
5. Do you believe perceived school / organization leader ship that contributes for quality education? What are they? (Please list out and explain)
6. In what way do you suggest that the school / organization leader ship that contributes for quality education?
7. To what extent the perception of leader ship contributes for quality education?
8. What is the importance of managerial skills for staff managers to ensure effectiveness?
9. What are the major challenges that the school / organization leadership faces in leading secondary schools?

10. What are the possible solutions and suggestions for the question number 10?
11. What factors affect the secondary school / organization leader in terms quality education?
12. What strategies do you suggest for the successful secondary school educational leadership?
13. What types of leadership capacity gaps/problems are acute at your organizational level?
14. What types of leadership capacity gaps/problems are acute at federal, and Addis Ababa city level?
15. What is your perception of quality control and failure prevention?
16. Rank the following factors which result in high performance of employees:

(Indicate the Ranking: 1 highest, 7 lowest)

- A. Effective Leadership_____
 - B. Working conditions_____
 - C. Extensive Communication_____
 - D. Job satisfaction_____
 - E. Organizational Culture _____
 - F. Commitment_____
 - G. Management Style_____
17. What are the basics of promotion policy in your organization?
 - I. Result /output a. yes b. no
 - II. Competency a. yes b. no
 - III. Work experience /seniority a. yes b. no
 - IV. Performance a. yes b. no
 18. If you have any additional comments or information related to the school leader ship that contribute for quality education? welcome

**THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS
INTERVIEW**

APPENDIX – C

FGD QUESTIONNAIRES

Dear Respondent

This interview questionnaire is designed to collect data for the study aimed to assess “The effects of school leadership in quality education in secondary schools” in Addis Ababa Arada sub city. The data collected using this questionnaire is used by the researcher for strictly academic purpose and all information gathered from the respondents will be helpful to get pertinent findings and to forward timely and sound recommendation. Your careful and honest responses are confidential and are not used for any other purpose other than for this study. Therefore, in order to obtain relevant and reliable information that would contribute to the success of this study.

I kindly request your cooperation to answer all the interview questions frankly.

Thank you in advance

Interview for Department heads and high school management bodies FGD

1. How do you describe the role of educational leadership Practices to improve the quality of education in the country?
2. What type of challenges that faced educational leadership during 21st century?
3. Please write major factors that affect effective leadership performance?
4. Does globalization affect the quality of education? Yes____ No_____ If yes, how?
5. Mention the root causes for low quality of education in Ethiopia.
6. Who are responsible stakeholders for the failure of education quality in Ethiopia?
7. How do you express the level of education in terms of quality?
8. What are the main challenges and gaps in the quality of education in Ethiopian education system?

THANK YOU VERY MUCH FOR YOUR HEART FULL COOPERATION AND

TAKING THE TIME