

**PRACTICES AND CHALLENGES OF PRINCIPALS LEADERSHIP IN
GOVERNMENTAL AND PRIVATE SECONDARY SCHOOLS IN KOLFE KERANIYO
SUB CITY**

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

JANUARY 2018

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ACRONYMS/ABBREVIATIONS

SSL	Secondary School Leadership
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PTSA	Parent-Teacher-Student Association
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s Emergency Fund

ABSTRACT

The purpose of the study was to Assess the practices and challenges of principals leadership in governmental and private secondary schools: The Case of KolfeKeranyo Sub-City Secondary Schools of Addis Ababa. It attempts to identify the major challenges and that encountered in relation to practice and challenges of principals leadership in governmental and private secondary schools. To address this basic study employed descriptive comparative study and survey questionnaire as its key method of collecting data that would assist to respond the research question. Interview and related documents review were also used as additional data collection tool. A total of 206 respondents (50 teachers, 14 principals, vice principals,135 students and 7 PSTA members selected from four secondary schools randomly. The data analysis and interpretation was carried out by using frequency, percentage, t-test, standard deviation and grand mean values were widely used to analysis the data.

The computed data affirmed that disciplinary problems ranked as the first major challenges and that encountered in relation to assess the practice and challenges of principal leadership of governmental and private secondary schools. The findings of the study indicated that the practice and challenges of school principals between and among government and private secondary school not satisfactory to the attainment of regional and national educational goals, the majority of the teachers, students and school principals did not have sufficient understanding about the setting of vision and goal of the school this items indicating that the leaders performance in formulating and vision and goal setting, risk taking and decision making, instructional leadership and people leadership, leaders performance ,competency are all inadequate. In order to alleviate or minimize the problems; the following recommendations have been forwarded. Since school culture is dynamic which is built by people who have different family backgrounds, learning experiences and seeing & managing things from their point of view regardless of others, members of school community should accept the inevitability of effects of the practice and challenges during school leadership practice. Despite these loopholes, principals encountered with frequent disputes and handled it according to their personal feelings and skills. Therefore, it is suggested to arrange continuous in-service training, workshop, and seminars so as to improve secondary school leadership practice knowledge and skills in leading.

CHAPTER ONE: INTRODUCTION

1. THE PROBLEM AND ITS SETTING

This chapter consists of background of the study, statement of the problem, objectives, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. BACKGROUND OF THE STUDY

Education is a primary indicator of development and a sign for the quality of growth in a given society. Attacking poverty and sustaining development is also unthinkable without sound education system. The centrality of education as a core and principal engine for development and nation building is unquestionable. However, in Ethiopia, despite a long tradition of education and a century old history of modern schooling, the education system remains backward and far behind the expectations. The 1999 UNICEF report ranked Ethiopia as the third to last country in primary education enrollment in the world, leave alone secondary, and tertiary education. (MoE, 2002)

School principals are key actors in education playing crucial roles to implement educational sector development. Therefore, the way principals respond to education reforms becomes a basic concern in policy formulation, public debate and research in both local and global communities (Cheng, 2003).

Cheng (2003) also identifies that three waves of principal leadership roles in managing changes in education as internal leadership, interface leadership and future leadership. The internal leadership wave is deeply rooted in the assumption that policy-makers should have clear education aims that could enable to find the best practices to enhance effectiveness for all schools at the grassroots level. The improvement of teacher and student performance is an important target for the educational reform. The way principals attempt to ensure the performance of teachers and students is a key concern in their roles (Brundrett, Burton, and Smith, 2003).

The school principals put their major effort for improving the internal environment and processes to achieve the planned objectives. Internal leadership has been considered as a basis for community of practice because it enables leaders to pay attention to help the community develop (Gronn, 2003). Similarly, the ‘Blue Print’ for School Improvement Program (MoE, 1999) and the directive for School Management, Community Participation and Finance-Amharic version (MoE, 1994) suggest that educational managers should play

the significant leadership and supervisory roles in order to ensure schools have the necessary input and are engaged in goal oriented and processes focused on positive outcomes.

The second wave of principalship-the 'interface principalship' is completely different from the traditional internal leadership in such way that it focuses on taking the initiatives to meet the diverse needs and expectations of parents, students, employers, policy-makers, and those concerned in the community (Cheng, 2002a).

The author also believes that the interface between schools and the community helps to meet the stakeholders' satisfaction and implement education reforms. In this way, the role of the school principal needs adaptation to the new conception of school effectiveness. As stated by Jackson and Lund (2000); Smith, Armstrong and Brown (1999); Glickman (2001); and Cheng (1997b), the practice of interface leadership for education effectiveness should involve institutional monitoring, institutional self-evaluation, quality supervision, quality data for educational indicators and benchmarks, survey of key stakeholders' needs and satisfaction, accountability of reporting to the local community, etc. This implies that the interface principal ship approach focuses on participatory management system. The practice of this approach seems to have been introduced to the Ethiopian education system since the inception of the current education and training policy which says "due attention will be given to popular participation in the production, distribution, utilization, upkeep, care and safety of educational materials, educational technology and facilities" (TGE, 1994) which in turn requires for qualified school principals.

The third wave of principal ship as suggested by Cheng (2002a) is the future leadership which aspires for issues of leadership in the 21st century. It is associated with the new era of globalization, information technology and new economic system. The future leadership also assumes that educational outcomes in the 21st century should fit to rapidly changing environment.

Accordingly, the development of knowledge-driven economy and information technology strongly emphasize the paradigm shift in learning and teaching from mere transformation of past experience and culture to demand-driven reforming management of education at different levels in order to ensure their relevance to the future (Cheng, 2000a; Daun, 2001; Burbules& Torres, 2000;).

Therefore, the future-oriented emerging education reforms need visionary school principals who emphasize strongly future effectiveness in terms of relevance to the new education functions. It is also concerned with contextualized multiple intelligences, globalization, localization and individualization of education (Cheng, 2002a).

The focus on future leadership has implication for principal ship in that leading and directing school should aim at ensuring school effectiveness and relevance to an era of globalization. The Blue print by MoE (1999) also suggests that principals should be visionary and play major roles in ensuring sustainable education sector development.

The current education and training policy (ETP) has adopted different implementation strategies. The policy document greatly stresses the integration of education and development to ensure problem solving capacity of the society in general and that of the individual in particular (TGE, 1994). It emphasizes the identification of the accessibility, relevance, quality, and equity of education provision as the major issue of the country's education system. In order to achieve the strategic goals set in the policy document, the country has adapted the concept of five-year Education Sector Development Program (ESDP).

The main purpose of the ESDP is to improve education quality, relevance, efficiency and equity with special emphasis on primary education in rural and underserved areas, as well as the promotion of education of girls as a first step to achieve universal primary education by 2015 (MoE, 2002). The implementation of ESDP requires designing different strategies such as working with stakeholders and the community at large. For instance the ESDP IV (MoE, 2010) suggests that a special leadership and management program has been initiated to build the capacity of school principals and supervisors towards planning and managing school activities. With the introduction of ESDPs, programs like leadership and administration (LAM) has been introduced with due attention to general education quality improvement programs (GEQIP) (MoE, 2009). However, the practice of school principal assignment to be incumbent is still more confined to nomination from among teachers. The nomination of school principals usually takes place at woreda or sub-city levels.

However, the majority of school principals do not meet the standard set in the blue print by Ministry of Education which suggests graduates of the first degree for primary schools and master's degree holders for secondary school (MoE, 1999)

1.2. STATEMENT OF THE PROBLEM

Education is the vital aspect of developmental process which contributes to the social, cultural and economic development of the society. To this effect, the Ethiopian government has put in place the comprehensive education program to satisfy the economic and social demand for skilled human power. (MOE, 2001).

However, according to the ESDP III (2005) education and training emphasized theoretical instruction, missing life long learning and company based training. Furthermore, there is inefficient leadership practice, insufficient number of qualified teachers, limited funding, poor curriculum implementation, and overall implementation of the program is found in a program to enable the students develop skill, knowledge and attitude which would enable them secure wage employment or create their own job (MoE, 2006).

Hence, it is found to be important to conduct comparative research that helps to know the actual situation and to recommend some possible policy alternatives on leadership practice on secondary school leadership in governmental and private school in Addis Ababa, kolfe keraniyo sub city Administration.

As already discussed in the background above, school leaders in general and the secondary school in particular need to be highly competent and skillful enough to lead the current highly changing situations in the education sectors.

School leaders should keep up to date with new administrative techniques and trends, especially through life long learning programs. They should receive special training in the methods and problems associated with specific features of secondary school leadership styles, methods that facilitate the allocation of the available resources and development methods (UNESCO, 2002).

A good quality education system should be flexible, adoptable and innovative, take advantage of local, regional and global opportunities. In addition, the school leadership is a prime role actor to maintain good quality education and training (MoE, 2007).

These requires well trained, experienced, motivated, devoted and professionally committed leaders and a lot must be done to assign the right people for the right place by the sub city education buearue executive.

Expansion of school in Ethiopia has been considered as important human capital investment. It has been justified that the bottlenecks for timely completion of capital projects, for instance, school construction the availability of sufficient number of skilled man power administratively and technically are highly attached to the expansion of school. Accordingly, secondary school has been established and supposed to carry out the responsibility of producing educated human power (MoE, 2002).

There is a difference in the results of students in the secondary schools of governmental and private secondary schools in kolfe- keraniyo sub-city, according to different reports (2008 k/k education office).

This student result of private school is more effective than governmental secondary school. This indicates there is a lack of awareness on how to utilize various leadership style for the effectiveness of students result, lack of relevant continuous training for principals, department heads and senior teachers who was supposed to carry out students to be effective in result activities at school level.

Hence, the research aimed to study and examine the present leadership practice in some selected government and private secondary school in kolfe keraniyo sub city to address the following basic questions.

1. Are there a difference between private and government secondary school staffs and students in the perception of the leadership in their institutions ?
2. What do the leadership practices look like in the government and private secondary school? as perceived by their staffs and students?
3. What are the challenges faced by secondary school leaders (principals) in exercising leadership roles?

1.3. OBJECTIVE OF THE STUDY

1.3.1. GENERAL OBJECTIVE

The general objective of this study was to assess the practice and challenges of leadership in government and private secondary schools in kolfe keraniyo sub City Administration.

1.3.2. SPECIFIC OBJECTIVES

- Identify leadership practices among private and government secondary school principals.

- To assess the difference and similarity of leadership practices among private and government secondary school principals.
- To identify challenges faced by secondary school principals in carrying out their leadership roles?

1.4. SIGNIFICANCE OF THE STUDY

Any education and training program should be implemented in order to respond to the social and economic demand of a country. To this end, assessing the leadership practice on secondary school and identifying the major problems encountered the leaders and there by generating necessary information for decision making and corrective action is essential. Thus, the study was significant for the following reasons.

- The study may help to examine the secondary schools in order to determine the practice of leadership in government and private institutions.
- The study might enable policy makers' development planners and other educational officers and authorities to get valuable information on the actual status of secondary school on leadership activities.

1.5. DELIMITATION OF THE STUDY

The scope of the study was delimited to some selected private and government secondary schools in kolfe keranio sub-city and on the practice and challenges of both private and government secondary school leadership.

Among the government and private schools the few were selected to make comparative assessment. This is because total population of secondary schools are numerous.

1.6. LIMITATIONS OF THE STUDY

During the performance of this thesis the following limitation could be attributed. Firstly, while conducting this thesis many respondents were very careless to fill out and return the questionnaires. Secondly, inadequate budget allocation in relation to the study, thirdly, delay of respondent to fill and forward the information were major problem in the case of conducting the study. However, the student researcher made at most effort to reach key information and get back sufficient copies of the questionnaires distributed to the participants by making repeated efforts.

1.7. DEFINITION KEY OF TERMS

- **Effectiveness:** is the process of attaining goals by doing the right things at the right time in the school at the appropriate circumstance of the targeted result
- **Practice:** It is the process of repeating something many times in order to improve performance.
- **Leadership:** is the process of influencing group activities to ward the achievement of goals.
- **Comparative study:** - The operational definition of the term, in the context of the study refers to the act of indicating to examine or justify the differences or the point of similarities between government and private secondary school in terms of leadership effectiveness.

1.8.ORGANIZATION OF THE STUDY

The study comprises five chapters. The first chapter presents the problem and its approach. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology whereas the fourth chapter asserts data presentation, analysis and interpretation of the major findings. The last chapter provides summary of findings, conclusions reached and recommendations made on the basis of conclusions derived from the data analyzed. Bibliography and appendices are also included at the end.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. INTRODUCTION

This chapter provides a brief theoretical framework on leadership of educational institutions in general and secondary school in particular. Moreover, the major works done by different scholars and authorities in the area of the problem have been reviewed and included.

2.1. CONCEPTS OF LEADERSHIP

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010).

Leadership is the process of making sense of what people are doing together so that people will understand and be committed (Drath and Palus, 1994:4). (Schein, 1992) leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs and Jaques, 1990).

Leadership can be seen as an ability of a person(s) to influence a group of other people toward the achievement of targeted goals of an organization. However, the term leadership has been defined by different authors and in different ways: such as Goddard Tim (1997) leadership as the act of working with a group of individual to achieve communal goals. Leadership involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2003 and House, 1999), defined leadership as the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization.

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers

to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchard and Jonson, leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down. In this regard, leadership is a concept that does not have yet universally accepted definition rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, a working definition may help us to have a common understanding.

Leithwood and Riehl (cited in Abebe Hunde; 2008) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives.

In the study of leadership, it is important to have a concern on similarities and differences between leadership and management.

“Leadership is frequently seen as an aspect of management, with real leaders often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others – even if they lack the managerial or administrative skills to plan, organize effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not (Abebe Hunde, 2008)”.

Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal. Management is a complex task that involves the process of planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performances depend to a large extent, on how resources are allocated and management's ability to adapt changing conditions.

Murgan (2005) attempted to pin down the significant difference between those two terms, as follows:

“Management cannot operate without formal organizational structure, where a manager directs people through the legitimate authority and he or she has to perform all the five functions: planning, organizing, staffing, directing and controlling. But leadership can exist in both organized and non organized groups. Leaders may/ or not have formal authority but direct people by influencing their behaviors.”

To Murgan, managers do their work to achieve their goals through regulatory and controlling methods, while leaders have empathy with other people and create excitement in works in order to influence people and make all opportunities of changes. Both managers and leaders have power to influence other people. However, most management positions provide opportunities to engage in leadership.

Although different stakeholders exist in a school, a principal is a prominent figure who has the power to influence others. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

Good leaders are informed by and communicate clear sets of personal and educational values which represent their purposes for the school (Day; 2001).

Leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience. This guide will help you through that process. To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels. (Yukl, 2010)

2.2. INDICATORS OF EFFECTIVE LEADERSHIP PRACTICE

The effectiveness of a group or an organization depends on the interaction between the leader's personality and the situation. An effective leader finds more influence over followers by switching behavior, from task-oriented to relationship-oriented and back, based on the situation at hand. Contingency theory is presented to explain the impact of environmental factors and relationships with followers on leadership (Fiedler, 1964).

Like definitions of leadership, conceptions of leader effectiveness differ from one writer to another. The criteria selected to evaluate leadership effectiveness reflect a researcher's explicit or implicit conception of leadership.

Most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a team or group, or an organization. One common indicator of leader effectiveness is the extent to which the performance of the team or organizational unit is enhanced and the attainment of goals is facilitated. Examples of objective measures of performance include sales, net profits, profit margin, market share, return on investment, return on assets, productivity, cost per unit of output, costs in relation to budgeted expenditures, and change in the value of corporate stock. Subjective measures of effectiveness include ratings obtained from the leader's superiors, peers, or subordinates. Follower attitudes and perceptions of the leader are another common indicator of leader effectiveness, and they are usually measured with questionnaires or interviews. How well does the leader satisfy the needs and expectations of followers? Do they like, respect, and admire the leader? Do they trust the leader and perceive him or her to have high integrity? Are they strongly committed to carrying out the leader's requests, or will they resist, ignore, or subvert them? Does the leader improve the quality of work life, build the self-confidence of followers, increase their skills, and contribute to their psychological growth and development? Follower attitudes, perceptions, and beliefs also provide an indirect indicator of dissatisfaction and hostility toward the leader. Examples of such indicators include absenteeism, voluntary turnover, grievances, complaints to higher management, requests for transfer, work slowdowns, and deliberate sabotage of equipment and facilities (Yukl, 2010).

Leader effectiveness is occasionally measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or by outside observers. Does the leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objectives? Does the leader enhance problem

solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way? Does the leader contribute to the efficiency of role specialization, the organization of activities, the accumulation of resources, and the readiness of the group to deal with change and crises?

A final type of criterion for leadership effectiveness is the extent to which a person has a successful career as a leader. Is the person promoted rapidly to positions of higher authority? Does the person serve a full term in a leadership position, or is he or she removed or forced to resign? For elected positions in organizations, is a leader who seeks reelection successful? It is difficult to evaluate the effectiveness of a leader when there are so many alternative measures of effectiveness, and it is not clear which measure is most relevant (Yukl, 2010).

Some researchers attempt to combine several measures into a single, composite criterion, but this approach requires subjective judgments about how to assign a weight to each measure. Multiple criteria are especially troublesome when they are negatively correlated. A negative correlation means that trade-offs occur among criteria, such that as one increases, others decrease. For example, increasing sales and market share (e.g., by reducing price and increasing advertising) may result in lower profits. Likewise, an increase in production output (e.g., by inducing people to work faster) may reduce product quality or employee satisfaction (Yukl, 2010).

According to (Adari.1993) Effective leadership practice is carefully structured to ensure a steady easily acquired insight in to leadership skills, that helping us. He further stated that effective managerial leaders are neither made nor born given the necessary psychological and organizational conditions, anyone who values managerial leadership work can exercises effective in role leadership. All of the conditions expect one are open to some degree of human influences and modification the non modifiable condition is that of cognitive complexity, but even that can be adjusted by enduring that everyone is appointed only to rocks with the level of work for which he/she has the necessary cognitive capability, and the level of works is increases as his or her cognitive capability matures. In order to be able to discharge the leadership accountability in a managerial role, it is necessary (as with any accountability).

2.3. LEADERSHIP PRACTICE IN SECONDARY SCHOOL

In this era of ever-expanding education, every group activity requires some sort of leadership to organize and direct the group's effort toward some previously decided goals. However, management and leadership are different from each other; they are remarkably close too, especially in the dimensions of human relationship.

Leadership is the process whereby one individual affects the other members of the group towards the attainment of defined group or organizational goals. Success of different organizations, particular educational institutions depend on effective and efficient leaders. (Al-Shuaiby, 2009) indicated that numerous studies have also been conducted by a variety of researchers on a number of issues related to leadership effectiveness in SSL. In the process of evaluating any human performances, the most important issue is to identify a set of appropriate criteria. In order to identify the criteria for measuring leadership effectiveness of secondary school principals, (McGoey, 2005) conducted a survey of v/principals, senior-level institutional officers, department heads and student leaders.

A study designed by (Beck-Frazier, 2005) attempted to investigate whether significant differences exist among the perceptions of leadership behaviors by v/director and Department Chairpersons. In SSL the middle managers are the academic v/director. The nature of the v/directors' role and responsibilities is often viewed from different perspectives by teachers , students and v/directors themselves (Gmelch, Wolverton, and Sarros, 1999).

The effectiveness of v/directors is often the result of informal assessments of their leadership style, the performance of their duties and individual traits or qualities (Rosser, 2000). A review of the literature identified a number of researchers have found significant relationships between leadership effectiveness and certain leadership styles (Corbin, 2000); (Wheatley, 2001). After an extensive review of the literature, the researchers were interested in determining the extent to which leadership effectiveness of selected secondary school principals can be predicted by a combination of variables including their competencies, roles as well as leadership styles to be a significant factor in leadership effectiveness (Billing & Alvesson, 1994) ;(Daugherty & Finch, 1997);(Eagly&Johannesen-Schmidt, 2003); (Moss & Jensrud, 1995); (Rosser, 2003).

The situational theory formulated by Hersey and Blanchard (2006) is utilized in this study in order to understand factors influencing leadership effectiveness of secondary schools. Based

on their situational theory, (Hersey and Blanchard,2006) have classified effectiveness of leaders into four different styles that could be drawn upon to deal with different situations: (a) Telling, which is considered as high task/low relationship behavior of the subjects; (b) Selling, which is considered as high task/high relationship behavior of the subjects; (c) Participating, which is considered as low task/high relationship behavior of the subjects; and (d) Delegating, which is considered as low task/low relationship behavior of the subjects.

2.4. LEADERSHIP STYLES

2.4.1. AUTOCRATIC OR AUTHORITARIAN LEADERSHIP STYLE

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 1998) and is similar to Likert's II and I leadership styles.

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power.

However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

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

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to (Mullins, 2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement.

Research findings by (Kasule, 2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize 'authority' as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.4.2. LAISSEZ-FAIRE LEADERSHIP STYLE

The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees, but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. (Dubrin, 1998)

2.4.3. DEMOCRATIC LEADERSHIP STYLE

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership.

However, as (Oyetunyi, 2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to

take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998).

This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions. (David and Gamage, 2007) argues that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders.

As pointed out by (Kouzes and Posner 2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Rowan, 1994).

2.5. PERSPECTIVES OF LEADERSHIP BEHAVIOR

2.5.1. OHIO STATE LEADERSHIP STUDIES

Questionnaire research on effective leadership behavior was strongly influenced by the early research at Ohio State University during the 1950s. The initial task of the researchers was to identify categories of relevant leadership behavior and develop questionnaires to measure how often a leader used these behaviors. The researchers compiled a list of about 1,800 examples of leadership behavior, and then reduced the list to 150 items that appeared to be

good examples of important leadership functions. A preliminary questionnaire composed of these items was used by samples of military and civilian personnel to describe the behavior of their supervisors (Fleishman, 1953; Halpin and Winer, 1957; Hemphill and Coons, 1957).

Factor analysis of the questionnaire responses indicated that subordinates perceived their supervisor's behavior primarily in terms of two broadly defined categories labeled "consideration" and "initiating structure." The two types of behavior were relatively independent, which means that a leader's use of one behavior was not necessarily the same as his or her use of the other behavior.

2.5.1.1. CONSIDERATION

This category of behavior involves leader concern for people and interpersonal relationships. The leader acts in a friendly and supportive manner and shows concern for the needs and feelings of subordinates. Examples include doing personal favors for subordinates, finding time to listen to a subordinate with a problem, backing up or defending a subordinate, consulting with subordinates on important matters, being willing to accept suggestions from subordinates, and treating a subordinate as an equal.

2.5.1.2. INITIATING STRUCTURE

This category of behavior involves leader concern for accomplishing the task. The leader defines and structures his/her role and the roles of subordinates toward attainment of task goals. Examples include assigning tasks to subordinates, maintaining definite standards of performance, asking subordinates to follow standard procedures, emphasizing the importance of meeting deadlines, criticizing poor work, and coordinating the activities of different subordinates.

Based on the results of the initial studies, two revised and shortened questionnaires were constructed to measure consideration and initiating structure: the Leader Behavior Description Questionnaire (LBDQ), and the Supervisory Behavior Description (SBD or SBDQ). Although these two questionnaires are often treated as equivalent, they differ somewhat with regard to the content of the behavior scales (Schriesheim & Stogdill, 1975). A third questionnaire, called the Leader Opinion Questionnaire (LOQ), has been treated by some researchers as a measure of behavior, but it is viewed more appropriately as a measure of leader attitudes.

Eventually, researchers at Ohio State University developed a fourth questionnaire, called the Leader Behavior Description Questionnaire, Form XII. In the LBDQ XII, the scope of consideration and initiating structure was narrowed, and 10 additional scales were added (Stogdill, Goode, and Day, 1962). Some of the new scales measured aspects of leadership behavior (e.g., representation, integration), but other scales measured traits (e.g., uncertainty tolerance) or skills (i.e., predictive accuracy, persuasiveness). It is interesting to note that, even after the new scales were added, most researchers continued to use only the consideration and initiating structure scales.

The Ohio State leadership questionnaires and modified versions of them have been used in hundreds of survey studies to determine how the two types of leader behavior are related to subordinate satisfaction or performance (Bass, 1990).

Scholars have used meta-analyses to examine the overall results (e.g., Fisher and Edwards, 1988; Judge, Piccolo, and Illies, 2004), but the results are difficult to interpret when several different behavior measures and several different types of criteria are included in the same analysis. The studies with all measures from the same source have inflated correlations and should not be analyzed with studies that have an independent measure of effectiveness. The only strong and consistent finding in the survey research was a positive relationship between consideration and subordinate satisfaction.

From the 1950s to the mid-1980s, research on leader behavior was dominated by a focus on two broadly defined categories of behavior. Most studies of leadership behavior during this period used questionnaires measuring leader consideration and initiating structure. Hundreds of studies were conducted to see how these behaviors were correlated with criteria of leadership effectiveness such as subordinate satisfaction and performance.

Recognizing involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization. Recognizing helps to strengthen desirable behavior, improve interpersonal relationships, and increase job satisfaction. A major problem in research on the content of leadership behavior has been the identification of behavior categories that are relevant and meaningful for all leaders (Yukl, 2010)

2.5.2. MICHIGAN STATE LEADERSHIP BEHAVIOR STUDY

A second major program of research on leadership behavior was carried out by researchers at the University of Michigan at approximately the same time as the Ohio State leadership studies. The focus of the Michigan research was the identification of relationships among leader behavior, group processes, and measures of group performance.

The initial research was a series of field studies with a variety of leaders, including section managers in an insurance company (Katz, Maccoby, and Morse, 1950), supervisors in a large manufacturing company (Katz and Kahn, 1952), and supervisors of railroad section gangs (Katz, Maccoby, Gurin, and Floor, 1951). Information about managerial behavior was collected with interviews and questionnaires. Objective measures of group productivity were used to classify managers as relatively effective or ineffective. A comparison of effective and ineffective managers revealed some interesting differences in managerial behavior, which were summarized by Likert (1961, 1967).

The research found three types of leadership behavior differentiated between effective and ineffective managers, and each type will be described.

2.5.2.1. TASK-ORIENTED BEHAVIOR

Effective managers did not spend their time and effort doing the same kind of work as their subordinates. Instead, the more effective leader concentrated on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment, and technical assistance. Moreover, effective managers guided subordinates in setting performance goals that were high but realistic. The task-oriented behaviors identified in the Michigan and Ohio State leadership studies are similar, but the Michigan researchers included a broader range of behaviors.

2.5.2.2. RELATIONS ORIENTED BEHAVIOR

The effective managers were also more supportive and helpful with subordinates. Supportive behaviors that were correlated with effective leadership included showing trust and confidence, acting friendly and considerate, trying to understand subordinate problems, helping to develop subordinates and further their careers, keeping subordinates informed, showing appreciation for subordinates' ideas, allowed considerable autonomy in how subordinates do the work, and providing recognition for subordinates' contributions and

accomplishments. The relations-oriented behaviors found in the Michigan and Ohio State leadership studies are similar, but here again the Michigan researchers included a broader range of behaviors. Likert proposed that a manager should treat each subordinate in a supportive way that will build and maintain the person's sense of personal worth and importance.

2.5.2.3. PARTICIPATIVE LEADERSHIP

Effective leader used more group supervision instead of supervising each subordinate separately. Group meetings facilitate subordinate participation in decision making, improve communication, promote cooperation, and facilitate conflict resolution. The role of the manager in group meetings should be primarily to guide the discussion and keep it supportive, constructive, and oriented toward problem solving. However, use of participation does not imply abdication of responsibilities, and the manager remains responsible for all decisions and their results.

2.6. TYPES OF LEADERSHIP

2.6.1. MANAGERIAL LEADERSHIP

This assumes that, the focus of leaders ought to be on functions, tasks and behaviors and that if these functions are carried out completely the work of others in the organization will be facilitated. This can be supported with (Bush, 2003) who said "Formal models are assumed that organizations are hierarchical systems in which managers use rational means to pursue agreed goals." Heads possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their institutions. Also (Caldwell, 1992) argues that manager and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions: Goal setting, Needs identification, Priority setting, Planning, Implementing and Evaluating.

Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. It has certain advantages notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If teachers do not own innovations but are simply required to implement externally imposed changes they are likely to do so without enthusiasm, leading to possible failure (Bush, 2003).

2.6.2. TRANSFORMATIONAL LEADERSHIP

This type of leadership assumes that the central focus of leadership ought to be commitments and capacities of organizational members. High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood, 1999). He conceptualizes transformational leadership along eight dimensions: Building school vision, Establishing school goals, Providing intellectual stimulation, Offering individual support, Modeling best practices and important organizational values, Demonstrating high performance expectations, Creating a productive school culture and Developing structures to foster participation in school decisions.

(Caldwell and Spinks,1992) argue that transformational leadership is essential for autonomous school, Transformational leaders succeed in gaining the commitment of followers to such a degree that, higher levels of accomplishment become virtually a moral imperative. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school criticized as being a vehicle for control over teachers and more likely to be accepted by the leaders than the led.

2.6.3. PARTICIPATIVE LEADERSHIP

It assumes that the decision making process of the group ought to be the central focus of the group (Leithwood, 1999). The model is underpinned with three assumptions; Participation will increase school effectiveness, Participation is justified by democratic principles and in the context of site-based management, and leadership is potentially available to any legitimate stakeholder.

(Sergiovanni, 1984) points to the importance of a participative approach. This will succeed in bonding staff to gather and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

2.6.4. INSTRUCTIONAL LEADERSHIP

This differs from the other models because it focuses on the direction of influence, rather than its nature and source. (Southworth, 2002) says that “instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth.”

(Bush and Glover 2003) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leaders influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself.

(Blasé and Blasé, 1998), suggest that effective instructional leadership behavior comprises three aspects: Talking with teachers (conferencing), promoting teachers professional growth and fostering teachers’ reflection.

(Southworth, 2002) said three strategies were particularly effective in improving teaching and learning: modeling, monitoring, professional dialogue and discussion.

2.6.5. CONTINGENT LEADERSHIP

The models of leadership discussed above are all partial. They provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership. However, none of these models provide a complete picture of school leadership. As (Lambert, 1995) notes, there is no single best type. Contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a one size fits all stances. This approach assumes that what is important is how leaders respond to unique organizational circumstances or problems, there are wide variations in the contexts for leadership and that, to be effective, these context require different leadership responses, individual providing leadership, typically those informal positions of authority, are capable of mastering a large repertoire of leadership practice. Their influence will depend, in large measure, on such mastery (Liethwood, 1999).

2.7. FACTORS OF LEADERSHIP

There are four major factors in leadership

2.7.1. FOLLOWER

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees' be, know, and do attributes.

2.7.2. LEADER

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

2.7.3. COMMUNICATION

You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

2.7.4. SITUATION

All are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Various forces will affect these factors. Examples of forces are your relationship with your seniors, the skill of your people, the informal leaders within your organization, and how your company is organized. (Antonakis, Avolio &Sivasubramaniam, 2003).

2.8. LEADERSHIP THEORIES

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life scenarios (Morrison, Rha& Hellman, 2003). Siegrist(1999) hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory producing volumes of literature legions of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio & Sivasubramaniam, 2003).

Bass' (1989 and 1990) theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are: Some personality traits may lead people naturally into leadership roles. This is the Trait Theory. A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory. People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

A review of the leadership literature reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership .Whilst early theories tend to focus upon the characteristics and behaviors' of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Great Man Theories: Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories.

Trait Theories: The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.

Behaviorist Theories: These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership.' This area has probably attracted most attention from practicing managers.

Situational Leadership: This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.

Contingency Theory: This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

Transactional Theory: This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

Transformational Theory: The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance From 'Great Man' to 'Transformational' Leadership.

Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of "dispersed" leadership. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated 'leader'. The emphasis thus shifts from developing 'leaders' to developing 'leader full' organizations with a collective responsibility for leadership. (Bolden, R., Gosling, J., Marturano, A. and Dennison, P. June, 2003)

2.9. LEADERSHIP COMPETENCIES

Competencies are probably most closely related to abilities. However, the term ability normally means either able to do or a special talent; while competencies relate more to expertise and experience. Competencies can be thought of as the state or quality of being well qualified to perform a task. A person gains competency through education, training,

experience, or natural abilities. (Klemp,1980) defined competence as an underlying characteristic of a person which results in effective and/or superior performance on the job. While a more detailed definition is “a cluster or related knowledge, skills, and attitudes that reflects a major portion of one's job (a role or responsibility), that correlates with performance on the job, that can be measured with well-accepted standards, and that can be improved with training and development (Parry, 1996).

While there are many definitions of competency, most of them have two common elements: first, the competency is an observable and measurable knowledge and skills. And second, the knowledge and skills must distinguish between superior performers (or exemplary performance) and other performers. Since its initial conception, attitudes, traits, or personalities have also played a major role in competencies, even though they are not normally thought of as being observable and measurable. Some people group [attitudes](#) with competencies, such as McClelland, while others, separate them by listing attitudes under attributes to create a [capability model](#)(Northouse, 2004):

Competencies are defined as personal traits, behaviors, skills, values, knowledge and many other existing frameworks. After an extensive, the researchers' agreed on the inclusion of four central leadership competencies or meta-competencies and their reviews are included of cognitive ability, vision, interpersonal effectiveness and managerial effectiveness. Within these four meta-competencies, seventeen broad competencies are identified (Spendlove, 2007)

Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage. (McCauley, 2006)

A focus on leadership competencies and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization. By using a competency approach, organizations can

determine what positions at which levels require specific competencies. Researchers at the Center for Creative Leadership have identified some essential leadership competencies that are consistent among organizations. They divide the overall structure into competencies for leading the organization; leading the self and leading others in the organization. When selecting and developing leaders, HR professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, organizations can make better informed decisions in hiring, developing and promoting leaders. (McCauley. C, 2006)

Leaders competencies consists of first Leading the organization; managing change, solving problems and making decisions, managing politics and influencing others, taking risks and innovating, setting vision and strategy, managing the work, enhancing business skills and knowledge and understanding and navigating the organization. Second, leading the self; demonstrating ethics and integrity, displaying drive and purpose, exhibiting leadership stature, increasing your capacity to learn, managing yourself, increasing self-awareness and developing adaptability. Third, leading others, communicating effectively, developing others, valuing diversity and difference, building and maintaining relationships and managing effective teams and work groups (McCauley, 2006).

2.10. PERFORMANCE LEADERSHIP

Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. In general terms performance can be seen as the result of activities (e.g. of an organization) over a given period of time. Performance measurement is the process of quantifying the efficiency and effectiveness of past action. More concrete performance measurement is the process of measuring how well organizations are managed against their targets and the value they generate for their stakeholders (Illmer, 2011).

Performance Leadership is a systematic, results oriented approach to management and leadership for high performing organizations, teams and individuals'. The approach consolidates the fundamentals of management and leadership within the organization, and then builds on clients' existing abilities by increasing the rigor, range and effectiveness of their capabilities.

This is achieved through the introduction of best-practice processes, tools and techniques together with the development of skills and competencies, brought together within an integrated system. The Performance Leadership System focuses on three interdependent areas of capability. First, what is done in terms of organizational capability, we call this organizational development. This area is focused on the development of core processes and associated tools and techniques that are fundamental to a performance-leading organization. Second, how things are done in terms of people capability we call this development. This area is focused on the development of core competencies, attitudes and behaviors that are fundamental to leading, managing and performing in a performance-leading organization. Third, how improvements are sustained in terms of knowledge sharing, innovation and continuous learning, we call this development. This area is focused on the development of core business intelligence to underpin the quality of all decision-making in a performance-leading organization (Illmer, 2011).

Various studies have presented solid evidence that organizations using these principles radically improve their business effectiveness on a wide range of performance measures, significantly outperforming those that continue to manage through bottom-line controls alone. Research shows that a key factor limiting organizational success is a systemic failure to provide effective development for people and teams in the fundamental skills of management and leadership.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. THE RESEARCH DESIGN

The research design applied was to be descriptive comparative study design. With in this, both quantitative and qualitative(mixed method)approaches were employed. Comparative study was selected because the study attempts to reveal the exiting situation regarding practice and challenges of leadership practice among secondary school principals of both governmental and private ownership.

3.2. SOURCES OF DATA

The study has used both primary and secondary sources of data.

Primary sources of data:-The major primary data sources for the study are principals, teachers/students in the schools.Principals,teachers and students are included because they are the front line respondents and able to share their experiences on the existing problems.

Secondary sorces of data:- Secondary sources such as different documents, reports, related literatures and other relevant materials were used as the source of secondary data particularly documnts from MoE and kolfe keraniyo sub city education buereau were reviewed and analyzed in order to substantiate the information gathered from primary sources.

3.4. SAMPLE AND SAMPLING TECHNIQUES

3.4.1. SAMPLE SIZE

Currently there are 8 governments and 25 private secondary school in kolfe keraniyo sub city. Among these, two government and two private secondary school were selected, which was selected randomly by using simple lottery system. The samples secondary schools were Repi secondary school and Yemane birhan secondary school from government and Atlas secondary school and Repi abel from private secondary schools.

3.4.2. SAMPLING TECHNIQUES

The sampling technique for this study was simple random technique, so as to give each secondary school an equal chance to be selected from the study. Respondents were selected based on available,purposive and simple random sampling techniques. Available sampling for the governmental and private secondary school principals, purposive sampling for sub

city education officers and coordinators and simple random sampling technique for private and government secondary school teachers,PTSA and students. This technique was chosen because of its relative advantages to collect relevant and detailed information from respondents who can share their experiences and insight to the study due to their involvement in issuing instructions and facilitations of the teaching learning.

Simple random sampling technique was used to seek relevant and reliable information from teachers,PTSA and students of the school. It is used because of its potential advantage to maintain the involvement of all stackholders in the study. The principals were selected through available sampling. Teacher, PTSA, and students were selected from each governmental and private secondary school randomly and sub-city education officers and coordinators were selected purposively from sub city education office.

Table 1. Sample of the study

No	Name of School	Principals			Teachers			Students			PTSA			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Repi Sec sch	3	1	4	10	5	15	20	30	50	1	1	2	34	37	71
2	Yemane birhan sec.sch	4	-	4	7	3	10	15	15	30	1	1	2	27	19	46
3	Atlas Sec. Sch	3	-	3	10	4	14	20	10	30	1	-	1	34	14	48
4	Repiabel Sec.Sch	2	1	3	6	5	11	15	10	25	1	1	2	24	17	41
Total		12	2	14	33	17	50	70	65	135	4	3	7	206		

3.5. DATA GATHERING INSTRUMENTS AND PROCEDURES

3.5.1. INSTRUMENTS FOR DATE GATHERING

To get reliable and adequate information different kinds of instruments were used. These were questionnaires both open ended and close ended items, and interview. The questionnaire was developed by the researcher and the reliability of the questionnaire was tested by pilot test. In order to check the reliability of the questionnaires were used the KR₂₁, the reliability index of the the questionnaire were $\alpha= 0.678$. The questionnaire was prepared for principals and Teachers. The interview was prepared for students, PTSA and kolfe keraniyo sub city education officers and coordinators and the information was captured by taking note.

Questionnaires:-were used as data collection instrument because of their appropriateness to obtain relevant information, opinions and attitudes from large population within short period of time. Depending on the types of question items, choices and rating scales were used as response alternatives.

3.5.2. PROCEDURES OF DATA GATHERING

To prevent possible misunderstanding and mis interpretation on the parts of the respondents the researcher got the english version of the data collection tools translated in to Amharic by the language expert. In addition to this the researcher clarified by interview the questions to the participants while administering.

In order to assess the practice and challenges of leadership in government and private secondary school in kolfe keraniyo sub City Administration,first, relevant literatures were reviewed to see what is going on in relation to the problem. Second, data gathering tools were prepared. After improving the questionnaires on the basis of feedback from the pilot test, it was administered to the respondents with the necessary explanations on how to complete it. Finally, the questionnaires were collected and the data analysis made using appropriate statistical tools.

3.6. TECHNIQUES OF DATA ANALYSIS

The raw data collected from the field organized and systematically framed with tables according to the similarities of issues raised in the questionnaires. The data analysis and interpretation carried out by using SPSS , percentage, t-test,standard deviation and grand mean values as appropriate.

To analyze the quantitative data, some data analysis techniques such as frequency distribution, percentage and mean and independent t-test vales were used. Percentage was used to explain the characteristics of respondents. Means, percentage, standard deviation independent t-test values were employed to see the significant relationship between the respondents on the leadership practice and the factors that influence the leadership practice. Independent t-test was used to test the significance of the difference between two independent variables.

The qualitative data was triangulated with the quantitative results using written descriptions accordingly. Based on both qualitative and quantitative data analysis interpretation were made to reach certain findings. Finally, conclusions and possible recommendations were made.

CHAPTER FOUR

4.1. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the thesis deals with presentation, analysis and interpretation of data that were collected using questionnaire, interview and document review. This chapter consists of two parts. The first part deals with characteristics of respondents. The second part presents, analysis and interpretation of data on presentation and implementation of educational plan. Data collected from the questionnaire was first presented in table and then various statistical tools were used for analysis.

A total of 185 copies of the questionnaire were prepared and distributed to 103 male and 82 females of the sampled respondents, Out of these, 50 teachers and 130 students were participated. Besides, interview was held with the school Principals, sub-city education officers and PSTA to triangulate the data collected through questionnaire. The data obtained from interview and document analysis were also narrated or quoted as it was stated in the methodology.

Data collected on secondary school leadership practice and challenges of governmental and private secondary school was organized by comparing statistical mean of the groups and interpretation of the five-point Likert Scale, for this section, were made based on the following Average Mean score ranges: mean=1(very low)mean=2 (Low), mean=3 (Moderate) and mean=4 (High) mean=5(very High).

4.2. DESCRIPTION ON THE NATURE OF RESPONDENTS

The following discussion was made to reveal the general view of the respondent's features only. This part specifically analyzed the characteristics of the respondent's interims of sex, age, academic qualification and service year of the teachers.

4.3. CHARACTERISTICS OF THE RESPONDENTS

The purpose of this section is to provide some basic background information about the characteristics of the selected sample respondents on their sex, age, educational level, and student training level, knowledge of how leadership position placed and years of service.

Table 2. Characteristics of respondents by their gender

No	Items	Respondents							
		Government Sec. School				Private Sec. School			
		Teachers		Students		Teachers		Students	
1	Gender	No	%	No	%	No	%	No	%
	Male	17	68	35	43.75	16	64	35	63.64
	Female	8	32	45	56.25	9	36	20	36.36
	Total	25	100	80	100	25	100	55	100

As it is indicated in table 2. 17 (68%) of the government secondary teachers and 35 (43.75%) government secondary school students were male, 16 (64%) private secondary school teachers and 35 (63.64%) private secondary school students were male and 8 (32%) government secondary school teachers, 45 (56.25%) government secondary school students were female and 9 (36%) private secondary school teachers and 20 (36.36%) private secondary school students were female. This indicates that the number of female teachers and in both private and governmental secondary school of the sub city were small as compare to male teachers. This may be the reflection of attitude of the people for females education in the past that was not encouraging females. This implies that it seeks further efforts in producing female teachers for high schools.

Table 3. Characteristics of Teachers respondents by their age

No	Items	Respondents			
		Government sec.school		Private sec. school	
		No	%	No	%
1	Age				
	21-25	2	8.0	-	0.0
	26-30	21	84	16	64
	31-40	2	8.0	1	4
	41-50	-	0.0	-	0.0
	51-55	-	0.0	7	28
	56	-	0.0	1	4
	Total	25	100	25	100

As shown in the table 3 Regarding to age of respondents years 2(8%) governmental secondary schools teachers were age 21-25 years. And 21(84%) of the respondents and 2(8%) of the teacher were in the age category of 26-30 and 31-40 respectively. Similarly, private secondary school teachers were age of the respondents 16(64%) of the teacher respondents were in the age range of 26-30 years and 1(4%) of the teacher were in the age category of 31-40 years. And 7(28%)of the respondents 1(4%)of the private secondary school teachers were in the age category 51-55 and >56 above respectively.. Thus, from the analysis we

could decide that the majority of the teachers in both private and governmental secondary schools were very young while the other teachers were matured enough. This implies that it needs different symposiums to share experiences from well experienced to young teachers.

Table 4. Characteristics of students respondents by their age

No	Items	Respondents			
		Government sec.school		Private sec. school	
		No	%	No	%
1	Age				
	13-15 years	58	72.5	43	78.18
	16-20 years	22	27.5	12	21.81
	>20 years	-	-	1	1.81
	Total	80	100	55	100

As indicated on the table 4. above out of 80 government secondary school students 58(72.5%) were within the age group of 13-15 years and 22 (27.5%) were within the age group of 16-20 years. And also out of 55 private secondary school students 43 (78.18%) were within the age group of 13-15 years, 12 (21.81%) were within the age group of 16-20 years and 1 (1.81%) were above 20 years. This indicates that in both governmental and private secondary schools the majority age of student were fulfill the requirements in which states in the Ministry of Education for the grade level. This implies the goal of the MDG of the ministry of education was on progress.

Table 5. characteristics of teachers respondents by their years of service

No	Item	Respondents			
		Government sec.school		Private sec. school	
		No	%	No	%
1	1-5	2	8.0	-	0.00
	6-10	2	8.0	2	8.0
	11-15	18	72	14	56
	16-20	1	4.0	2	8.0
	21-25	2	8.0	3	12
	26-30	-	-	2	8.0
	>30	-	-	2	8.0
	Total	25	100	25	100

As can be seen on the table 5 above out of 25 government secondary school teachers and 25 private secondary school teachers 2 (8%) government teachers were served 1-5 years, 2(8%) were served 6-10 years and private secondary teachers, 18 (72%) government teachers were served 11-15 years, and 14(56%) private secondary schools were served 11-15 years, 1(4%)government teachers were served 16-20 and 2 (8%) private secondary teachers were served 16-20 years,2 (8%) government secondary school teachers served 21-25 years,. This

shows that both government and private secondary school teachers are not well experience, that's why they have not enough knowledge of the school vision and goals especially governmental secondary school teachers were small experience in number as compare to private secondary school teachers. This may be the payment of private school teachers were better as compare to governmental.

- Out of 25 governmental secondary school 25 private secondary school teachers all of them (100%) were BA/BSc holders. This shows that there are degree holders in both government and private secondary school were fulfill the requirement to the level of secondary school set by MoE. This implies that the plan of ministry of education goals for secondary school teachers must to be fulfill BA/BSC were successfully.

Table 6. Characteristics of students respondents by their current grade level

No	Items	Respondents			
		Government sec.school		Private sec. school	
		No	%	No	%
1	Current grade				
	9 th	40	50	25	45.45
	10 th	40	50	30	54.55
	Total	80	100	55	100

As can be seen on the table 6 above out of 80 government students 40 (50%) were grade 9th and half of them are grade 10th students.and private secondary school students 25 (45.45%) were grade 9th and 30 (54.55%) were grade 10th. This indicates that the research finding was equally participatory for both grade level.

4.4. ANALYSIS AND INTERPRETATION OF DATA

This part presents the analysis and interpretation of the data collected for the study. The analyses were made in terms of the basic questions raised.

4.4.1. Analysis of Government and Private secondary school teachers Respondents practice and challenges of principal leadership

As indicated in the table 7 below government and private teachers' respondents were asked to rate on the extent of vision and goal setting. The calculated average mean values were interpreted as 1.00-1.50=very low, 1.51-2.50=low,2.51-3.50=moderate, 3.51-4.50=high and above4.50=very high.

Table 7. Government And Private secondary school teachers Respondents practice and challenges of principal leadership

No	Domains	Government N=25		Private N=25		T
		Mean	Sta.De viation	Mean	Sta.De viation	
1	Vision and Goal Settings	3.01	1.108	3.00	1.024	-.187
2	Risk Taking and Decision Making	2.59	1.196	2.51	1.023	.386
3	Instructional Leadership	2.84	1.174	2.63	1.021	.291
4	People Leadership	2.65	1.126	3.28	1.158	-.398
5	<i>Leaders Performance</i>	2.84	1.178	3.02	1.957	.401
6	<i>Leadership Behaviors</i>	2.74	1.231	3.06	1.023	-.423
7	Leaders Competencies	2.93	1.128	3.16	1.032	-.416
8	Leadership Styles	2.97	1.124	3.07	1.033	.450
9	Effective Leadership Practice	2.99	1.253	3.09	1.139	0.898
10	Types of Leadership	2.98	1.234	3.13	1.022	0.976

For first item the grand mean value of both government and private secondary school teachers on vision were rated with grand mean and standard deviation of 3.01 and 3.00 and 1.108 and 1.024 respectively, the grand mean and standard deviation difference was 0.01 and 0.084 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-1.187$, $df=87$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Concerning (item 2) risk taking and decision making the government and private secondary school teachers' respondents were asked to rate on risk taking and decision making with the grand mean and standard deviation value of 2.59 and 2.51 and 1.196 and 1.023 respectively, the grand mean and standard deviation difference was 0.08 and 0.173 and respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=.386$, $df=87$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Regarding item 3, instructional leadership, as indicated table 8 above government and private secondary school teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.84 and 2.63 and 1.174 and 1.021 respectively, the grand mean and standard deviation difference was 0.21 and 0.153 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=.291$,

df=87 and $\alpha =0.05$) also no depict any difference.This implies that both the government and private secondary schools rated moderate.

Concerning item 4 , peoples leadership government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.65 and 3.28 and 1.126 and 1.158 respectively, the grand mean and standard deviation difference was 0.65 and 0.032. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-.398$, df=87 and $\alpha =0.05$) also no depict any difference.This implies that both the government and private secondary schools rated moderate.

Concerning item 5, leadership performance government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.84 and 3.02 and 1.178 and 1.957 respectively; the grand mean and standard deviation difference was 0.18 and 0.779 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=.401$, df=87 and $\alpha =0.05$) also no depict any difference.This implies that both the government and private secondary schools rated moderate.

In regards of item 6 leadership behavior, government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.74 and 3.06 and 1.231 and 1.023 respectively, the grand mean and standard deviation difference was 0.32 and 0.208 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-.423$,df=87 and $\alpha =0.05$) also no depict any difference.This implies that both the government and private secondary schools rated moderate.

Regarding item 7, leadership competencies government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.93 and 3.16 and 1.128 and 1.032 respectively; the grand mean and standard deviation difference was 0.23 and 0.096 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-.416$, df=87 and $\alpha =0.05$) also no depict any difference.This implies that both the government and private secondary schools rated moderate.

Regarding item 8 , leadership style government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.97 and 3.07 and 1.124 and 1.033 respectively; the grand mean and standard deviation difference was 0.10 and 0.091 respectively. This shows that there was no statistically significant difference between the two groups of respondents and the t- test value ($t=0.450$, $df=87$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Concerning item 9, effective leadership practice government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.99 and 3.09 and 1.253 and 1.139 respectively; the grand mean and standard deviation difference was 0.10 and 0.114 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=0.898$, $df=87$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Finally, regarding item 10, type of leadership government and private secondary schools teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.98 and 3.13 and 1.234 and 1.022 respectively, the grand mean and standard deviation difference was 0.15 and 0.212 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=0.976$, $df=87$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

4.4.2. Analysis of Government and Private secondary schools students Respondents practice and challenges of principal leadership

Table 8. Government and Private secondary school students Respondents practice and challenges of principal leadership

No	Domains	Government N= 80		Private N=55		T
		Mean	Sta.Deviation	Mean	Sta.Deviation	
1	Vision and Goal Settings	2.96	1.028	3.02	1.014	-1.086
2	<i>Risk Taking and Decision Making</i>	2.89	1.031	3.01	1.036	-1.047
3	<i>Instructional Leadership</i>	2.95	1.048	3.07	1.028	-0.986
4	People Leadership	3.02	1.165	3.12	1.187	-0.931
5	<i>Leaders Performance</i>	2.98	1.137	3.33	1.168	-1.543
6	Leadership Behaviors	2.94	1.123	3.21	1.145	-1.685
7	<i>Leaders Competencies</i>	3.02	1.051	3.38	1.087	-2.014
8	Leadership Styles	2.99	1.083	3.43	1.061	-1.879
9	Effective Leadership Practice	2.97	1.097	3.32	1.178	1.789
10	Types of Leadership	2.95	1.183	3.18	1.184	0.984

As indicated on table 8 above government and private secondary schools students' respondents were asked to rate on the extent of vision and goal setting. The grand mean value of both government and private secondary schools were rated with grand mean and standard deviation of 2.96 and 3.02 and 1.028 and 1.014 respectively, the grand mean and standard deviation difference was 0.06 and 0.014 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-1.086$, $df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Concerning item 2, risk taking and decision making the government and private secondary school students' respondents were asked to rate on risk taking and decision making with the grand mean and standard deviation value of 2.89 and 3.01 and 1.031 and 1.036 respectively, the grand mean and standard deviation difference was 0.12 and 0.005 and respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-1.047$, $df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

According to Ubbert and Hughes(1997), good leaders seem to know when it is more important to take a risk than to ask permission. According to the scholars in educational leadership risk taking and decision making on raised problems immediately is what is expected of the school principals.

Regarding item3, instructional leadership, as indicated table 9 above government and private students' respondents were asked to rated with the grand mean and standard deviation value of 2.95 and 3.07 and 1.048 and 1.028 respectively, the grand mean and standard deviation difference was 0.12 and 0.02 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-0.986, df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Concerning item4 ,people leadership government and private secondary schools students' respondents were asked to rated with the grand mean and standard deviation value of 3.02 and 3.12 and 1.165 and 1.187 respectively, the grand mean and standard deviation difference was 0.10. and 0.022. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-0.931, df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Concerning item 5, leadership performance government and private secondary schools students' respondents were asked to rated with the grand mean and standard deviation value of 2.98 and 3.33 and 1.137 and 1.168 respectively; the grand mean and standard deviation difference was 0.35 and 0.031 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-1.543, df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

(Lewis, Packard, & Lewis, 2007)Leadership is often seen as a key factor in coordinating and aligning organizational processes as with any aspect of organizational functioning, it should focus on organizational performance, and most important, effectiveness in achieving desired outcomes.

In regards item 6 of leadership behavior, government and private secondary schools students' respondents were asked to rated with the grand mean and standard deviation value of 2.94 and 3.21 and 1.123 and 1.145 respectively, the grand mean and standard deviation difference was 0.27 and 0.022 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-1.685, df=91$ and $\alpha =0.05$) also no

depict any difference. This implies that both the government and private secondary schools rated moderate.

According to, Robert House (1971), goal- path theory, the essence of the theory is the proposition that leaders, to be effective, engage in behaviors that complement the environments and abilities of subordinates in a manner that compensates for deficiencies in individual and work unit performance, and is instrumental to subordinate satisfaction. The theory identifies four leader behaviors, achievement-oriented, directive, participative, and supportive, which are dependent on situation factors and follower characteristics.

Regarding item 7, leadership competencies government and private secondary schools students' respondents were asked to rated with the grand mean and standard deviation value of 3.02 and 3.38 and 1.051 and 1.087 respectively; the grand mean and standard deviation difference was 0.36 and 0.036 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=-2.014$, $df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

For Mumford, T., Campion, M., & Morgeson, F. (2007), leadership competencies can be used to effectively select, develop and promote leaders in an organization. Certain factors such as business strategy and future trends should be taken into account when creating leadership competencies. All business strategies are different and the leaders should use the business strategy, including the global business strategy, to drive the use of competencies in selecting and developing leaders. By effectively building a unique set of skills for the organization's leaders, the firm will sustain competitive advantage

Regarding item 8, leadership style government and private secondary schools students' respondents were asked to rate. With the grand mean and standard deviation value of 2.99 and 3.43 and 1.083 and 1.061 respectively; the grand mean and standard deviation difference was 0.44 and 0.022 respectively. This shows that there was no statistically significant difference between the two groups of respondents and the t- test value ($t=-1.879$, $df=91$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

A leadership style is a leader's style of providing direction, implementing plans, and motivating people. It is the result of the philosophy, personality, and experience of the leader. Rhetoric specialists have also developed models for understanding leadership (Robert Harriman(2009), and Philippe-Joseph Salazar, 1975). Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

Concerning item 9, effective leadership practice government and private secondary schools students' respondents were asked to rate with the grand mean and standard deviation value of 2.97 and 3.32 and 1.097 and 1.178 respectively; the grand mean and standard deviation difference was 0.35 and 0.081 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=1.789$, $df=91$ and $\alpha=0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

Early research on leadership sought to identify a list of personal characteristics that set effective

leaders apart from other people. No single list has been found to hold true for every leader in every context. As a result leadership research moved on in a different direction focusing instead on what effective leaders do. For decades traits were largely ignored. However, despite lacking 100% generalizability, contemporary leadership scholars have recognized that personal characteristics are important to effective leadership

particularly intelligence and aspects of personality such as dominance, extraversion, sociability, self-confidence, high levels of energy .

(Australian Leadership Development Centre,2007)

Finally, regarding item 10, type of leadership government and private secondary school students' respondents were asked to rated with the grand mean and standard deviation value of 2.95 and 3.18 and 1.183 and 1.184 respectively, the grand mean and standard deviation

difference was 0.23 and 0.001 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=0.984, df=87$ and $\alpha =0.05$) also no depict any difference. This implies that both the government and private secondary schools rated moderate.

CHAPTER 5:

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The aim of this study was to assess the practices and challenges of principals leadership in government and private secondary school in kolfe keraniyo subcity. The study was guided by the following basic questions in order to meet the required objectives.

- ❖ Are there a difference between private and governmental secondary school staffs on perception of the leadership in their institutions?
- ❖ What are the leadership practices in the government and private secondary schools?as perceived by their staffs and students.
- ❖ What are the challenges faced in secondary school leadership?

The study was conducted in two government and two private sampled secondary schools of kolfe keraniyo subcity Administration by employing descriptive comparative method. The subjects of the study were 25 government teachers ,8 principals ,4 PTSA and 80 students and 25 private teachers and 55 students,6 principals,3PTSA respectively.

As sampling technique, simple random was used to select respondents of government teachers ,students and private teachers and students while private and governmental principals and PTSA was taken all the available purposively.

To examine the leadership practice in the secondary schools ,ten main secondary school leadership domains were selected as leadership practice criteria to examine the practice of the leadership of the leaders in the school. Based on these domains information was obtained from the sample respondents through questionnaires and interwies. The data obtained were computed in SPSS and analyzed using frequency, mean score and independent t-test. As a result of the analysis made the following major findings were obtained.

- Experience government secondary school teachers 35 (63.64%) were served 1-5 years, 9 (16.36%) were served 6-10 years, 6 (10.91%) were served 11-15 years, 2 (3.64%) were served 26-30 and 3 (5.45%) were served above 31 years. This shows that the leaders of both government and private secondary school teachers are not well experience.
- All Government and private secondary school teachers 50 (100%) were BA/BSc holders. This shows that in both government and private secondary schools fulfill the requirement level set by MoE and Addis Ababa education bureau.
- Regarding vision and goal setting both government and private secondary school teachers and students rate with grand mean and standard deviation of 3.01 and 3.00 and 1.108 and 1.024 and 2.96 and 3.02 and 1.028 and 1.014 respectively, the grand mean and standard deviation difference was 0.01 and 0.084 and 0.06 and 0.014 respectively. This shows that there

was no significant difference between the two groups of respondents and the t- test value ($t=-1.187$, $df=87$ and $t=-1.086$, $df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Concerning risk taking and decision making the government and private secondary school teachers' and students respondents were asked to rate on risk taking and decision making with the grand mean and standard deviation value of 2.59 and 2.51 and 1.196 and 1.023 and 2.89 and 3.01 and 1.031 and 1.036 respectively, the grand mean and standard deviation difference was 0.08 and 0.173 and 0.12 and 0.005 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t= .386$, $df=87$ and $t=-1.047$, $df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Regarding, instructional leadership government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.84 and 2.63 and 1.174 and 1.021 and 2.95 and 3.07 and 1.048 and 1.028 respectively, the grand mean and standard deviation difference was 0.21 and 0.153 and 0.12 and 0.02 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t= .291$, $df=87$ and $t=-0.986$, $df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Concerning ,people leadership government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.65 and 3.28 and 1.126 and 1.158 and 3.02 and 3.12 and 1.165 and 1.187 respectively, the grand mean and standard deviation difference was 0.65 and 0.032 and 0.10 and 0.022 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t= .398$, $df=87$ and $t=-0.931$, $df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Concerning, leadership performance government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.84 and 3.02 and 1.178 and 1.957 and 2.98 and 3.33 and 1.137 and 1.168 respectively; the grand mean and standard deviation difference was 0.18 and 0.779 and 0.35 and 0.031 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t=.401$, $df=87$ and $t=-1.543$, $df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ In regards of leadership behavior, government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.74 and 3.06 and 1.231 and 1.023 and 2.94 and 3.21 and 1.123 and 1.145 respectively, the grand mean and standard deviation difference was 0.32 and 0.208 and 0.27 and 0.022 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t = -.423, df=87$ and $t = -1.685, df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Regarding, leadership competencies government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.93 and 3.16 and 1.128 and 1.032 and 3.02 and 3.38 and 1.051 and 1.087 respectively; the grand mean and standard deviation difference was 0.23 and 0.096 and 0.36 and 0.036 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t = -.416, df=87$ and $t = -2.014, df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Regarding, leadership style government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.97 and 3.07 and 1.124 and 1.033 and 2.99 and 3.43 and 1.083 and 1.061 respectively; the grand mean and standard deviation difference was 0.10 and 0.091 and 0.44 and 0.022 respectively. This shows that there was no statistically significant difference between the two groups of respondents and the t- test value ($t = .450, df=87$ and $t = -1.879, df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Concerning, effective leadership practice government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.99 and 3.09 and 1.253 and 1.139 and 2.97 and 3.32 and 1.097 and 1.178 respectively; the grand mean and standard deviation difference was 0.10 and 0.114 and 0.35 and 0.087 respectively. This shows that there was no significant difference between the two groups of respondents and the t- test value ($t = 0.898, df=87$ and $t = 1.789, df=91$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Regarding type of leadership government and private teachers' respondents were asked to rated with the grand mean and standard deviation value of 2.98 and 3.13 and 1.234 and 1.022 and 2.95 and 3.18 and 1.183 and 1.184 respectively, the grand mean and standard deviation difference was 0.15 and 0.212 and 0.23 and 0.001 respectively. This shows that

there was no significant difference between the two groups of respondents and the t- test value ($t=0.976$, $df=87$ and $t=0.984$, $df=87$) also no depict any difference. This implies that both the government and private rated moderate.

➤ Most of the government and private teachers in open-ended section of the questionnaires responded that the rigid financial and accounting procedures was one of the major obstacles for leadership practice.

➤ Most of the respondents were rated the practice of leadership in both government and private secondary schools almost in moderate ways. At some domains of the leadership practice relatively good in the private and low in government secondary schools and vice versa.

5.2. CONCLUSIONS

The following conclusions were drawn from the findings of this study.

The majority of the government and private principals don't have leadership background. Moreover the short term training in leadership required to make them effective leaders. No objective and reliable selection criterion was set for the placement of leadership position. This might have contributed the observed leaders' low performance in their leadership execution.

It is clear that strong instructional leaders should involve in designing curriculum instruction and assignment, closely work with department heads teachers and students, school stakeholders, PTSA and check the conformity of teachers activity with the plan hence discuss the feedback with teachers and students. However, as the finding shows that the secondary school leaders do not involve in designing curriculum instruction and checking conformity of every teachers activity.

The teachers and students who are daily working with leaders rated them moderate in most of the items indicating that the leaders performance in formulating and vision and goal setting, risk taking and decision making ,instruction leadership and people leadership, leaders performance, competency are all inadequate. Therefore, most likely because of the training and other influencing factors the secondary school principals' performance in participating in leadership activity or domains is unsatisfactory. Hence, what has come clearly from this study is that the overall leadership practice in both government and private secondary schools is not adequate.

There is low female or almost nil participation in the leadership position in the sampled secondary schools in my sampling I obtained only 2 principals out of 14 schools principals . This can be the reflection of low female participation in secondary school in kolfe keraniyo sub city Administration.

Based on the above findings the practice of leadership in both government and private secondary school was moderate and almost they are similar.

5.3 RECOMMENDATION

Based upon the results obtained from this study and conclusions drawn the following recommendations are made.

- It is clear that successful secondary schools and educational institutions are mainly the result of competent and well qualified leaders. If the leaders are not qualified and not well trained the secondary schools cannot be successful. As the findings of this study indicate the practice of leadership studied was not found good enough. Therefore, to capable school principals leadership knowledge through in service training, workshop, seminars have to be arranged so as to enhance their leadership gap, and also objective and competence based criteria should be developed to assign competent principals rather than assignment of authority.
- Everything is changing very fast these days within very short period of time. The knowledge someone has become obsolete within short period of time. This is also true for the secondary school principals with leadership training .They have to get continuous and professional training on school leadership by participating stakeholders, NGO,and financing in building of school principals leadership capacity to assurance of quality education.
- The instructional leadership is the key ingredient for successful educational institutions. As many literature indicate, the main practice in leading schools are coordinating the curriculum, directly involve in the design of the school curriculum, instruction and assignment practice, closely works with department heads, school stakeholders, PTSA, teachers and students by making different discussion, seminars, meetings, and project works to enhance the teaching and learning progress of the secondary schools.
- It is obvious that every expenditures of the school is not covered by government and private owner now a days. This makes very difficult for the government and private

secondary schools to cover every expense of the school. The secondary schools should establish income generating mechanism by building school lounge, different mini shops, by making project proposal and preparing concrete and functionable plan and problems of the school able to participating parents and school stakeholders, donors and non government organizations.

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APPENDICES

APPENDIX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRE TO BE FILLED BY TEACHERS

Dear Teachers!

The purpose of this questionnaire is to examine the leadership practice in the government and private secondary school in kolfe keraniyo. The questions are formulated on the current leadership practice of secondary schools principals .

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

Directions:

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

Thank you in advance for your kind cooperation

Part I

General information

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

Part II

Below are some statements that refer the engagements of principals of secondary school in kolfe keraniyo. Please rate by putting tick mark “√” in given agreement scale, to what extent leaders of secondary schools demonstrate leadership practice. **Likert scale 1= Very Low, 2= Low 3= Moderate, 4= High 5= Very high**

No	Item on leadership practice To what extent do the principals...	Agreement scale				
		5	4	3	2	1
1	(Items on vision and goal settings 1-4) Establish clear and concrete strategic goals of the school with participation of the staff					
2	Discuss the school goals with teachers ,students and stakeholders by assigning different meetings					
3	Encourage teachers to relate their lesson with student expectation and establish concrete goals					
4	Formulate and demonstrate vision long range planning of the schools					
5	(Items on risk taking and decision making 5-10) Secure to take risk to accomplish right things which are not stated in their duties and responsibilities					
6	Encourage staff to feel secure in taking risks so as to innovate ideas that contribute the schools development					
7	Solve most of problems according to the stipulated policies of the schools so as to achieve the goals					
8	Decide on raising problems immediately and systematically					
9	Use on group decision making					
10	Initiate individuals or groups to make decision within their scope of authority					
11	(Items on instructional leadership 11-13) Directly involve in the design of the school curriculum, instruction and assignment practice					
12	Closely works with teachers , students to enhance the teaching learning progress of the schools.					
13	Check the conformity of departments work with the school overall plan by receiving progress report monthly and quarterly					
14	(Items on people leadership 14-30) Establish a set of standard operating procedures and routines with participation of teachers ,students ,stakeholders in line to the existing school policy					
15	Introduce routines and procedures regarding the running of the school to be understood and followed by the staff and students					
16	Provide teachers with the necessary teaching materials for the successful execution of teaching learning process					
17	Coordinate teachers and staff members for effective students results					
18	Monitor the practice of the school and their impact on teaching learning					
20	Ensure the teachers have the necessary staff development opportunity which directly enhances the teaching learning process					
21	Easily accessible to teachers and staff					
22	Develop effective means for teachers to communicate with one another					

23	Maintain open and well lines of communications with staff on various important issues					
24	Demonstrate an awareness of the personal aspect of teachers and staff					
25	Ensure that departments and staff are aware of the most current theories and practices and make the discussion of those a regular aspect of the school culture					
26	Systematically and fairly recognize and fairly recognize and celebrate accomplishment of teachers and students					
27	Use hardworking, performance and results as the basis for reward ,recognition and advance					
28	Recognize teachers as colleagues and respect					
29	Appreciate teachers participation in the school activities					
30	Encourage the staff to assume certain responsibilities					
31	(Items on Leaders performance 31- 39) The school leader works for change and development					
32	The leader's be in touch students at their troubles properly					
33	The leader is cooperative to work with school community for good relationship among themselves					
34	The leader is provide various non- academic program for students					
35	The leader is giving a great attention for student's academic achievements					
36	The leader works to empower students and invite them to take a part in the school leadership activities.					
37	The leader works with great attention to improve student's disciplinary affairs.					
38	The leader invites the community to the school activities, to improve student's academic achievements.					
39	The leader is handle problems that occurs within the students					
40	(Items on leadership behaviors40-52) The leader has ability to organize until performance task successfully and attain the goals of the organization's					
41	The leader works on follower's attitude toward organizational goal achievements					
42	The leader works that innovation is a part of everyday life at the school					
43	The leaders capable to challenge the hindrance appearing in the organization					
44	The leader is capable to perform passion, energy to works with the staff towards goal achievement					
45	The leader is capable to build strong organizational culture					
46	The leader is proactive to works with the staffs, and has affiliation with community of the organizations.					
47	The ability to create new better way of doing things, take advantage of windows for success in the present or the future.					
48	The leader having capacity to challenge and change the statuesque					
49	Leader concentrated on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment, and technical assistance.					
50	The leader used participative leadership, more group supervision instead of supervising each subordinate separately.					
51	The leader concern for people and interpersonal relationships and acts in a					

	friendly and supportive manner and shows concern for the needs and feelings of subordinates. that is consideration					
52	The leader concern for accomplishing the task,the leader defines and structures his or her own role and the roles of subordinates toward attainment of task goals that is initiating structure					
53	(Items on Leaders competencies53-64) The leader has courage to lead himself before leading others firstly					
54	The leader has capability to criticize himself before criticize other staffs					
55	The leader has ability to lead groups and organizations in a modern way					
56	The leader encourages creative and innovative strategic thinking					
57	The leader makes confidence, sensitivity and tolerance of ambiguity within the organization					
58	The leader encourages continual learning, decisiveness and self motivation					
59	The leader encourage interpersonal skills, group based decision making and problem solving.					
60	The leader works to ensure coaching and counseling.					
61	The leader has ability to motivating others, and managing power.					
62	The leader has capability to develop strategic directions.					
63	The leader works to ensure managing change in the school					
64	The leader has ability to produce strategic analysis.					
65	(Items on leadership styles 65-67) Demonstrates democratic leadership approach in the school leadership activities. The manager shares decision-making with the subordinates.					
66	Demonstrate autocratic or authoritarian leadership approach in the school leadership activities, describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it.					
67	Demonstrate laissez - faire leadership approach in the school leadership activities. The manager delegates almost all authority and control to subordinates.					
68	(Effective leaders practice 68-70) The leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objective					
69	The leader enhances problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way					
70	The person serve a full term in a leadership position, or is he or she removed or forced to resign					
71	(Types of leadership 71-75) The focus of leaders ought to be on functions, tasks and behaviors and that if there functions are carried out completely the work of others in the organization will be facilitated.(managerial leadership) focused on managing existing activities successfully					
72	High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (transformational leadership) Demonstrating high performance expectations, Creating a productive school culture and Developing structures to foster participation in school decisions.					
73	The leader concerned with teaching and learning, including the					

	professional learning of teachers as well as student growth. (Instructional leadership).					
74	The leader assumes that what is important is how leaders respond to unique organizational circumstances or problems; there are wide variations in the contexts for leadership (contingent leadership)					
75	It assumes that the decision making process of the group ought to be the central focus of the group (participative leadership)					

Part II

Below are some statements that refer the engagements of schools principals in the schools. Please rate by putting tick mark “√” in given agreement scale, to what extent leaders of your schools demonstrate leadership practice. **Likert scale 1= Very Low, 2= Low 3= Moderate, 4= High 5= Very high**

No	Item on leadership practice To what extent do the principals...	Likert scale				
		5	4	3	2	1
1	(Items on vision and goal settings 1-4) Establish clear and concrete strategic goals of the school with participation of the students					
2	Discuss the school academic goals with students and stakeholders by assigning different meetings					
3	Encourage students to relate their lesson with students expectation and establish concrete goals					
4	Formulate and demonstrate vision long range planning of the schools.					
5	(Items on risk taking and decision making 5-9) Secure to take risk to accomplish right things which are not stated in their duties and responsibilities					
6	Encourage student to feel secure in taking risks so as to innovate ideas that contribute the school development					
7	Solve most of problems according to the stipulated policies of the school so as to achieve the goals					
8	Decide on raising problems immediately and systematically					
9	Use on students participation decision making					
10	(Items on instructional leadership 10-11) Directly involve in the design of the school curriculum, instruction and assignment practice					
11	Closely works with students union and students over all to enhance the teaching learning process of the school.					
12	(Items on people leadership 12-23) Establish a set of standard operating procedures and routines with participation of teachers students ,stakeholders in line to the existing school policy					
13	Coordinate students and students union for effective students results					
14	Monitor the practice of the school and their impact on teaching learning process					
15	Check the school facilities are properly handled and utilized					
16	Easily accessible to students and students union.					
17	Develop effective means for students to communicate with one another					
18	Maintain open and well lines of communications with staff on various important issues					
19	Ensure that departments and teachers are aware of the most current theories and practices and make the discussion of those a regular aspect of the school culture					
20	Systematically and fairly recognize and fairly recognize and celebrate accomplishment of teachers and students					
21	Use hardworking, performance and results as the basis for reward					

	,recognition and advance				
22	Appreciate students participation in the school activities				
23	Encourage the students to assume certain responsibilities				
24	(Items on Leaders performance 24- 32) The school leader works for change and development				
25	The leader's be in touch students at their troubles properly				
26	The leader is cooperative to work with school community for good relationship among themselves				
27	The leader is provide various non- academic program for students				
28	The leader is giving a great attention for student's academic achievements				
29	The leader works to empower students and invite them to take a part in the school leadership activities.				
30	The leader works with great attention to improve student's disciplinary affairs.				
31	The leader invites the community to the school activities, to improve student's academic achievements.				
32	The leader is handle problems that occurs with in the students				
33	(Items on leadership behaviors 33-44) The leader has ability to organize until performance task successfully and attain the goals of the school's				
34	The leader works on follower's attitude toward school goal achievements				
35	The leader works that innovation is a part of everyday life at the school				
36	The leaders capable to challenge the hindrance appearing in the school				
37	The leader is capable to perform passion, energy to works with the staff towards goal achievement				
38	The leader is capable to build strong school culture				
39	The leader is proactive to works with the staffs, and has affiliation with community of the school.				
40	The leader having capacity to challenge and change the statuesque -*				
41	Leader concentrated on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment, and technical assistance.				
42	The leader used participative leadership, more group supervision instead of supervising each subordinate separately.				
43	The leader concern for people and interpersonal relationships and acts in a friendly and supportive manner and shows concern for the needs and feelings of students. that is consideration				
44	The leader concern for accomplishing the task,the leader defines and structures his or her own role and the roles of subordinates toward attainment of task goals that is initiating structure				
45	(Items on Leaders competencies 45-58) The leader has courage to lead himself before leading others firstly				
46	The leader has capability to criticize himself before criticize other staffs				
47	The leader has ability to lead groups and schools in a modern way				
48	The leader encourages creative and innovative strategic thinking				
49	The leader makes confidence, sensitivity and tolerance of ambiguity within the school				
50	The leader encourages continual learning, decisiveness and self				

	motivation					
51	The leader works to ensure implementing the vision in the way of structure tactical, communication and delegation.					
52	The leader has ability to recognize groups' processes and dynamics for effectiveness.					
53	The leader encourage interpersonal skills, group based decision making and problem solving.					
54	The leader works to ensure coaching and counseling.					
55	The leader has ability to motivating others, and managing power.					
56	The leader has capability to develop strategic directions.					
57	The leader works to ensure managing change in the schools					
58	The leader has ability to produce strategic analysis.					
59	(Items on leadership styles 59-61) Demonstrates democratic leadership approach in the school leadership activities the manager shares decision-making with the students.,					
60	Demonstrate autocratic or authoritarian leadership approach in the school leadership activities. Describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it.					
61	Demonstrate laissez - faire leadership approach in the school leadership activities. The manager delegates almost all authority and control to students.					
62	(Effective leaders practice 62-65) The leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objectives					
63	The leader enhances problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way					
64	The leader contribute to the efficiency of role specialization, the schools of activities, the accumulation of resources, and the readiness of the group to deal with change and crises?					
65	The person serves a full term in a leadership position, or is he or she removed or forced to resign					
66	(Types of leadership 66-70) The focus of leaders ought to be on functions, tasks and behaviors and that if there functions are carried out completely the work of others in the school will be facilitated.(managerial leadership) focused on managing existing activities successfully					
67	High levels of personal commitment to schools goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (transformational leadership) Demonstrating high performance expectations, Creating a productive school culture and Developing structures to foster participation in school decisions.					
68	The leader concerned with teaching and learning, including the professional learning of teachers as well as student growth. (Instructional leadership).					
69	The leader assumes that what is important is how leaders respond to unique school circumstances or problems; there are wide variations in the					

	contexts for leadership (contingent leadership)					
70	It assumes that the decision making process of the group ought to be the central focus of the group (participative leadership)					

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

This guided interview questions will be responded by the PSTA (Parent-Student-Teacher-Association)

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

PART 1: Demographic Information

1. School Name: _____

2. Sex: Male , Female

3. Age: Below 30 , 31-40 , 41-50 , 51 & above

4. Educational Level:

Secondary Education , Diploma BA/BSC/BED MA/MSc Others

5. Work Experience (except students): 1-5 , 6-10 , 11-15 , 16 & above

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

You can use one of the two languages (English or Amharic) to give your response

1. To what extent have you been involved in leadership decision practices at your school level?
2. What kind of leadership style is applied in your school?
3. Do you believe that the school leadership and students achievement are integrated ?if yes how?-----

4. Have you ever been invited been to take part in any decision making?
5. What are the the practice and challenges of leadership in your school?
6. Do you know how the principals come to their leadership position?
7. How do you see leader invites the community to the school activities, to improve student's academic achievements?

Thank you for your cooperation!

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

This guided interview questions will be responded by the kolfe keraniyo officers and coordinators

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

PART 1: Demographic Information

1. Case team Name: _____

2. Sex: Male , Female

3. Age: Below 35 , 36-45 , 46-55 , 56 & above

4. Educational Level:

Secondary Education , Diploma A/BSC/BED A/MSC Others

5. Work Experience: 5-10 , 11-15 , 16-20 21 & above

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

1. How do you see the leadership practice of governmental and private secondary school according to students result?
2. Is it governmental or private secondary school leadership that follow participatory approach?
3. What do you think and why the private secondary school students are more successful than governmental secondary school students in result ?
4. What are the practice and challenges of leadership in private and governmental secondary school of Kolfe Keraniyo?

Thank you for your cooperation!

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

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

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

PART 1: Demographic Information

1. Case team Name: _____

2. Sex: Male , Female

3. Age: Below 35 , 36-45 , 46-55 , 56 & above

4. Educational Level:

Secondary Education , Diploma A/BSC/BED A/MSc Others

5. Work Experience: 5-10 , 11-15 , 16-20 21 & above

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

1.To what extent do you establish clear and concrete strategic goals of the school with the participation of the school communities?

2.How do you decide on solving problems immediately and properly?

3.What are the challenges in leadership practice in your school?

4.Do you encourage participation of teachers, students ,PTSA and other stake holders in setting vision and goals of the school?

5.What possible measures or solution do you suggest to tackle problems related to practice leadership of secondary school?

4.How do you evaluate whether your leadership is effective or not?

5. what do you think is there a difference in students academic result between private and government secondary school students? If you say “yes” why make difference?-----

Thank you for your cooperation!

APPENDIX F

አዲስአበባዩኒቨርሲቲ

ድህረምረቃትምህርትጥናት

የትምህርትናባህርይጥናትኮሌጅ

የትምህርትዕቅድናሥራአመራርትምህርትክፍል

በወ.ተ.መ.ሀ (ወላጅ፣ ተማሪዎች፣ መምህራንህብረት)የሚሞላመጠይቅ

አጠቃላይ መግቢያ

ይህ መጠይቅ የተዘጋጀው በወተመህ (ወላጅተማሪዎችመምህርህብረት) የሚሞላ ጥያቄዎች በማካተት ነው። ስለዚህ የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ አስተዳደር በኮልፌ ቀራንዮ ክፍለ-ከተማ በሚገኙ የመንግስትና የግል ሁለተኛ ደረጃ ትምህርት-ቤቶች በትምህርት-ቤት አመራር በኩል ያሉ ተግዳሮቶችንና እንቅፋቶችን በተመለከተ ጠቃሚ መረጃዎችን ለማግኘት ለወተመህ(ወላጅ ተማሪዎች መምህር ህብረት) የተዘጋጁ ጥያቄዎችን የያዘ መጠይቅ ነው ።

የጥናቱ ዋና ዓላማ የሁለተኛ ደረጃ ትምህርት-ቤቶች የአመራር ሁኔታ በተመለከተ ጠቃሚ ግብዓቶችን /መረጃዎችን በመሰብሰብ ወደፊት በተሻለ መልኩ የትምህርት-ቤት አመራር እውቀትና ክህሎት ይበልጥ ውጤታማ ለመሆን ነው። በዚህም መሰረት የእናንተ አስተዋፅኦ ላቅ ያለ እና ወሳኝ በመሆኑ እንዲሁም ለጥናቱ በጣም አስፈላጊ በመሆኑ እባክዎን ሁሉንም ጥያቄዎች በመመለስ ይተባበሩኝ። ከዚህ በፊት የነበረዎትን ልምድና ተሞክሮ በመጠቀም የመፍትሔ ሃሳብ የሚሉትንም በመግለፅ የቀረቡትን ሁሉንም ጥያቄዎች ይሞክሩ የርስዎት መረጃ (የሚሰጡትን ጥቆማ /አስተያየት) ለጥናትና ጥናት ብቻ የሚውል በመሆኑ ምንም አይነት ጉዳት /ችግር የማያስከትልና በሚስጥር የሚያዝ መሆኑን ላረጋግጥሎት እወዳለሁ።

ለትብብርዎ ከልቤ የመነጨ አክብሮት አለኝ!!

ምዕራፍ አንድ፡- ዝርዝር መረጃ

በተሰጠው ባዶ ቦታ ላይ በመጻፍ ይመልሱ፡፡

1. የትምህርት-ቤቱ ስም _____
2. ያታ፡ ወ ሴ
3. ዕድሜ፡ h30 ዓመት-በታች ፤ h31 ፤ h -50 ፤ h5
4. የትምህርት-ደረጃ፡ ሁለተኛ ደረጃ ፤ ዲፕሎማ ፤
ዲግሪ ፤ ማስተርስ ፤ ሌ
5. የስራ-ልምድ ፡- h1-5 h11-15 h16-20 h21 ዓመት-በላይ

ክፍል ሁለት ዝርዝር ጥያቄዎች

በትምህርት-ቤት በሁለተኛ ደረጃ ት/ቤቶች በትምህርት-ቤት አመራር በኩል ያሉ አሰራሮችና ተግዳሮቶችን የመፍትሔ ሃሳቦችን በተመለከተ የቀረቡ ምላሾችሁን ለመስጠት ከሁለት አንዱን (አማርኛ ወይም እንግሊዝኛ) ቋንቋን መጠቀም ትችላላችሁ

1. ምን ያክል በትምህርት-ቤቱ ማንኛውም ስራዎችና ውሳኔዎች ይሳተፋሉ?
2. በትምህርት-ቤትዎ ምን ዓይነት የአመራር ዓይነት ይተገበራል? (ማለትም ዲሞክራሲያዊ ነው፤ ለዘብተኛ፤ ጸረ ዲሞክራሲያዊ)
3. የትምህርት-ቤት አመራርና የተማሪዎች ውጤት ይያያዛል ብለው ያምናሉ? አዎ ከሆነ እንዴት?-----

4. ከዚህ በፊት የትምህርት-ቤትዎ በአመራር ሰጭነት ባለድርሻ አካል በመሆንዎ ተጋብዘው የውቃሉ?
5. በትምህርት-ቤትዎ ያሉ የአመራር እንቅስቃሴ ውይም ስራዎችና ተግዳሮቶች ምንድን ናቸው?
6. የትምህርት-ቤቱ ርዕሰ መምህር ወደ ሀላፍነቱ እንዴት እንደመጣ ያውቃሉ?
7. የትምህርት-ቤቱ አመራር በተማሪዎች ውጤት ማሳደግና የትምህርት-ቤቱ የስራ እንቅስቃሴ በተመለከተ ህብረተሰቡ ከመጋበዝ አንጻር እንዴት ያዩታል ?

አመሠግናለሁ!