

**PRACTICES AND PROBLEMS OF SECONDARY SCHOOL
LEADERSHIP IN WEST WOLLEGA ADMINISTRATIVE ZONE**

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

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**BY:
ABRAHAM YOHANNES**

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ADDIS ABEBA**

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

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By:

Abraham Yohannes Daba

Approved by Board of Examiners

Chairman, department Graduate Committee

_____	_____	_____
Advisor	Date	Signature
_____	_____	_____
Examiner, External	Date	Signature
_____	_____	_____
Advisor	Date	Signature
_____	_____	_____
Examiner Internal	Date	Signature
_____	_____	_____
	Date	Signature

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Acronyms and Abbreviations

EdPM-Educational Planning and Management

EL-Educational Leadership

ETP-Education and Training Policy

FGD-Focus Group Discussion

GEQIP- General Education Quality Improvement Package

LAMP-Leadership and Management Program

MoE-Ministry of Education

PTA-Parent Teacher Association

SIP-School Improvement Program

WEOs-Woreda Education officials

Abstract

This study was conducted to explore practices and problems of secondary School Leaderships in West Wollega Administrative Zone. To this effect, a descriptive survey method was employed. Questionnaire, interview, FGD and document analysis were used as data gathering tools. The data were collected from 5 secondary schools which are found in 5 woredas of the administrative zone. The schools and woredas were selected by simple random sampling technique. Based on this, a total of 112 teachers were selected by simple random sampling technique. 15 principals, 5 secondary school supervisors, 5 WEOs and 5 PTA leaders were selected by purposive sampling technique and included as a subject of the study. The data were tabulated and analyzed with the help of percentage, mean, frequency, and t-test. The finding of the study revealed that majority of the principals were not qualified in the position they hold currently and they were assigned to the position by merits only without keeping the directives of MoE. School leadership were found to be in good position in practices like inspiring the school vision, preparing appropriate school plan, participating the staff in decision making process and in developing mechanisms of sharing experiences. But the school leadership has limitations in practices like supervision and curriculum development practices. Moreover qualification and experience, organizing and situation related problems were the challenges that secondary school leadership faced. Based on the findings one can conclude that for assigning appropriate person the concerned body did not keep the directives set by MoE, school principals were not included themselves in supervising and visiting the classroom, The interest of a community to participate in school affairs was low (has no continuity), the school leadership were not integrate, coordinate and organize all managerial roles to implement at school level. More over problems related qualification, organizing and situational problems were the problems of school leadership. Based on conclusion to assign appropriate person to the position keeping the directives set by MoE, principals included the selves in supervising and visiting class room, to extend the interest of the community to participate in school affairs all concerned body arrange awareness raising conferences, to avoid problems related to qualification arranging short and long term training were advised and for organizing problem collaboration work with staff members were recommended to bring about the effectiveness of their tasks.

CHAPTER ONE

1. Introduction

This chapter presents the background of the study, statement of the problem, objectives, significance of the study, delimitation, limitation, and definition of key terms and Organization of the study

1.1. Background of the Study

Education is one of the major driving forces behind economic, social, cultural and political development of a country. It is a key instrument for the overall development of a country so that it is widely recognized as indicator of development. In Ethiopian context, education is highly expected to contribute for the overall development of a country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long term development of the country rests up on the expansion and provision of quality education (MoE, 2005).

In line with this, the most important institutions that support and promote development are schools. Schools like other organization have goal to be achieved. They are agents of transmitting knowledge, skills and desired attitudes to students. They also produce skilled and trained man power that could solve the problems of a country. It is generally believed that the society's future depends on the success of schools effectively carrying out their objectives. In line with this, attentions were given to educational leadership as a major concern, because it plays a considerable role in the process of change and development (Musaazik, 1988:1). Confirming this idea, Ubben and Hughes (1997:121) state that with increased value put on educational leadership, what comes to vision is the school as an environment of change the productivity of which depends mainly on the ability of its leaders in analyzing existing conditions and future challenges and implements strategies for attaining the goals.

In other words, of the forces affecting the school system probably none is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitate learning (Adesina, 1990:186) in realizing this Sammons (1999) cited, in Fullan (2010), asserts that almost every single change or improvement and effectiveness of the school will be rested on leadership. Regardless of this, the role to be played by educational leader is much, and great is expected from him or her because he/she is the one in a position to facilitate conditions and arrange the necessary inputs. However, lack training, experience; work over load, school related problems are those affect the effectiveness of school principals. According to Musaazi (1988:5) in adequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership. Hence, principals must have the necessary skills, knowledge and understanding in their major functions like, identifying organizational goal, developing and implementing best practices, organizing school activities identifying and solving school problem to be influential leaders in the schools.

As Hopkin (2003:55) argue, the most important single factor in the success of schools is the quality of leadership of the head. In support of this generalization, Millet as cited in Law and Glover (2000; 15) state that the quality of leadership makes the difference between the success and failure of school. MoE (1994) generalizes that although an attempt has been made to make the educational management system decentralized and professional, still a lot remains to be done particularly in the area of training and professionalizing principalship. Thus the main purpose of this study was to assess the current practices and major problems of secondary school principals in instructional leadership in West Wollega Administrative zone.

1.2. Statement of the Problem

Quality education is a prominent agenda across the world, and countries are looking for various quality improvement initiatives. The Ethiopian education system lasted for a long period is now in a process of implementing school improvement program (SIP) that gives emphasis for quality education. The education and training policy has been launched in 1994. The most promising results of the 1994 ETP are increasing access to education and

then to work with quality of education. Recently, the Ministry of Education has launched General Education Quality Improvement Package (GEQIP) which comprises six programs were school improvement program (SIP) and Leadership and Management (LAMP) are of among the others. The launching of GEQLP shows that the government has now found its attention to improve the quality of education. To this end, the role of leadership is vital to bring transformative change in the school improvement initiatives. Sergiovanni (1991:78) underlines that principals are key players in the school improvement.

School improvement is the constant theme of visionary school leaders. They scrutinize existing practice to assure that all activities and procedures contribute to quality of education. The success of any school improvement is highly linked to the leadership capacity of the principal. The effectiveness of the school could be described by strong instructional leadership to support the staff in improving instructions for best and high academic achievements of the students. Effective leadership in educational activities is important to achieve success in school objectives. Lassey (1971:14) also states that school leadership is one of the several significant variables in the life of the institution. Initiative must be taken by school leaders, because they act as a catalyst in the overall efforts of bringing about effective implementation of school plans and performing other managerial roles. To do so school leadership particularly principals have the necessary skills and knowledge. Principals should have the necessary administrative skills, conceptual skill, human and technical skill (Donelan 1993:419). For principals to gain the leading skill training plays a crucial role and educational leaders can be trained to be more effective leaders (Law and Glove, 2000:15).

Regarding this currently the government designed different programs to capacitate the leading approach of principals. Updating and upgrading in regular, extension and summer education program are the ways government today employed for improving the quality of education. But as the researcher is a teacher and principal of secondary school of West Wollega administrative zone, the observation shows from 30 (thirty) government secondary schools, those led by trained principals are not more than 10 (ten) secondary schools and turnover were seen in some secondary schools of the administrative zone. This is may be due to the school leadership lacks training and educational background in Educational

leadership. Then most of the school leadership faced great problem to accomplish their duty and responsibility especially in planning, organizing, leading and controlling different educational practices. As the researcher assumed it is because of lack of training in the field of educational planning and management, lack of experience and situational factors. Therefore, to achieve success in the implementation of leadership in West Wollega Administrative zone, it is very important to carry out a research in such a way to investigate the way secondary school leadership assigned to the position and to what extent schools have improved with high involvement of effective leadership. Therefore the research was guided by the following basic questions to achieve the objective stated.

1. How school leaders are selected and assigned in secondary schools for the positions?
2. What are the current practices of school leadership in secondary school of West Wollega Administrative zone
3. To what extent do secondary schools Principals practice their managerial role to improve the school?
4. What are the problems that school leadership faces in secondary schools of West Wollega Administrative Zone?

1.3. Objective of the study

1.3.1. General Objective

The general objective of this study was to assess the current practices and challenges of secondary school leadership in exercising educational leadership so as to achieve the desired objectives of secondary school.

1.3.2. Specific Objectives

The specific objectives of this study were :

1. To look how secondary school leadership are selected and assigned in secondary schools
2. To assess the current practices of school leadership of secondary school principals
3. To assess the extent to which secondary school principals are effectively and efficiently perform in discharging their educational leadership responsibility.

4. To identify the problems that hinder the effectiveness of school leadership in inspiring school vision, preparing school plan, involving the staff in decision making process, in supervision practices, staff development and curriculum development.

1.4. Significance of the Study

According to the statement of the problem, there were some challenges with the educational leadership of the secondary school principals. The statements of the problem show the gap between the intended school leadership practices and the observed actual practices of the school leadership of West Wollega Administrative zone. Therefore this study was expected to benefit as presented here under.

1. It may inform educational officials of different levels: MoE, regional educational bureaus, zonal and woreda education offices about the problems of secondary school leadership and the necessary measures to overcome the problems.
2. It may help informing policy makers about the problems of secondary school leadership and make them to create possible solutions.
3. It may help secondary school leadership to fully play their roles in solving the problems of educational leadership.
4. Give relevant information to school leaders and teachers of secondary schools in the zone on practice and problem of secondary school leadership
5. The study will initiate other researchers to undertake detailed research on the problem

1.5. Delimitation of the Study

It is quite unmanageable to study practices and problems of secondary school leadership of all thirty (30) government secondary schools that are found in 19 woredas and two (2) towns administrative of West Wollega Administrative Zone with in short time and limited materials and problems of school leadership observed in the zone. Due to this, the study was delimited to only five woredas of the administrative zone and five secondary schools of the woredas.

Besides to the delimited scope the content of the study was delimited to practices and problems of secondary school leadership placed under the variables such as the practices like inspiring vision, preparing school plan, supervision, curriculum and staff development and problems related to qualification and experiences, organizing and situational problems. Because leadership problems were directly or indirectly influence the quality of education.

1.6. Limitations of the Study

Many researchers believe that any research work cannot be free from certain constraints. So this research paper has its own constraints. The following points were some of the limitations that the researcher encountered on the course of the study.

1. Since the major source of information for this study was only the opinion of principals, teachers, supervisors and PTA leaders, it might not provide all the necessary information for the study and some respondents responded carelessly particularly in open ended questions and some respondents assume as it consume their time. Then the study was managed by discussing with the reluctant respondents.
2. Lack of previously recorded documents about the practices and challenges of principals in the sample area of this research study. Then to manage the study where there is no document is available the researcher used observation.
3. Besides, shortage of time and finance with held the researcher from conducting testing of the instrument. Then the study was managed based on the comments given by the thesis advisor and giving to correct and amend the items to seniors. So that the validity of the items can be seen by the return rate that produce an overall 95.28% of return rate.

1.7. Definition of Key Terms

Educational leadership:- at the school level it refers to the principal's influence on school community to set and accomplish educational objectives focusing on learning pedagogy and curriculum i.e. in diagnosing and solving problems in the teaching learning process (Dimnock, 2000;251)

Instructional leadership:-refers to the principals influences mainly on the behaviors of teachers as they engage in activities directly affecting the growth (Murphy and Louise, (1999:47).

Leading:-describes dynamic efforts such as translating in to action a vision for the organization
and creating change (Ubben and Hughes, 1997:2)

Principal:-the administrative head and professional leader in charge of secondary schools
(Good; (1973:436).

Secondary schools: The second educational level from grade 9 to grade 12 subdivided in to two
cycles grad 9-10 ad grade 11-12 (MoE), 1994)

1.8. Organization of the study

The research consists of five main chapters, Chapter one deals with the introduction part that includes background of the study, statement of the problems, objectives, and significances of the study, delimitation, limitation and operational definitions. Chapter two deals with the review of related Literature to the study, The third chapter presents the research design and methodology, Chapter four comes up with presentation, analysis and interpretation of the data. Finally the last chapter comprises the summary, conclusions and recommendations.

CHAPTER TWO

2. Review of the Related Literature

This chapter attempts to review some main ideas raised by different scholars in different times in reference to leadership theories in general and educational leadership (the instructional leadership of the principal ship) in particular. The definitions of leadership and principal ship, back ground history of the principal, major roles (practices and same qualities of a principal as instructional leader are going to be reviewed.

2.1. The Concept and Meaning of Leadership

Defining leadership has never been a problem for researchers and theorists. Discovering how to create or produce leaders has been same what more difficult. The classical theorists debated whether leadership was a function of individuals and their characteristics or whether the historical context served to shape individuals in response to societal need or events (McEwan 2003). The author further stated the most contemporary researchers, however, have found it far more constructive to study what leaders actually do, rather than to focus on traits like intelligence, friendliness, or creativity.

Moreover, Grint (2005) that there are almost as many definitions of leadership as there are people who have tried to define it and accepts that leadership has different meanings for different people. Therefore, Grint (2005) states the definition of “Leadership” that “it is a process whereby an individual influences a group of individuals to achieve the common goals” leadership has probably been defined in many ways Grint, (2007). Some representative definitions of leaderships, according to Grint (2007): Leadership is:-1, the interpersonal influence, directed through communication to ward goal attainment 2, the influential increment over and above mechanical compliance with directions and orders. 3, an act that causes others to act or respond in a shared direction 4,the art of influencing people by persuasion or example to follow a line of action 5, the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives.

In relation to the above ideas, Grint elaborate that a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in

an organization and can be practiced to same extent even by a person. Furthermore, Dubrin, (2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goal. Supporting the above ideas, Yukl, (2006) describes that there are almost as many definitions of leadership as there are persons who have attempted to define the concepts. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationship and occupation of an administrative position. So that YukL (2006) states that different scholars have defined leadership as follows.1, Leadership is the behavior of an individual directing the activities of a group toward a shared goal (Hemphill and Coons, 1957) 2, Leadership is “The influential increment over and above mechanical compliance with the routine directives of the organization” (Katz and Kahn, 1978) 3, Leadership is exercised when persons.. Mobilize... institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of the followers.’ (Bruns, 1978).leadership is realized in the process whereby one or more individuals success in attempting to frame and define the reality of others (Smirich and Margan, 1982). 4, Leadership is “The process of influencing the activities of an organized group toward goal achievement” Rauch and Behling, 1984), 5, Leadership is about articulating visions, embodying values and creating the environment within which things can be accomplished.

In general, although the concept of leadership is often debated, Cheng, (2005) recognized that there is no single definitions which holds in all contexts; two general characteristics are regardless universal. The first characteristics are that leadership is related to the process of influencing other’s behavior. The second is that the leadership is related to goal development and achievement, Cheng, (2005).

2.2. An Overview of Leadership Theories

The questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century. The focus of much the research has been on the determinants of leadership effectiveness. Social scientists have attempted to discover what traits abilities, behaviors, source of power, or aspects of the situation determine how well a leader is able to influence followers and accomplish task objectives. The reason why some people emerge as leaders and the determinants of the way

a leader acts are other important questions that have been investigated, but the predominant concern has been leadership effectiveness.

In light of the above concepts, Dubrin (2007) states that many different theories and explanations of leaderships have developed because of the interest in leadership as a practice and as a research topic several attempts have been made to integrate the large number of leadership theories in to one comprehensive frame work. The frame work resembled here focuses on the major sets of variables that influence leadership effectiveness. The basic assumption underlying the frame work can be expressed that the leadership process is a function of leader, group members (or followers), and other situational variables. In other words, leader ship does not exist in the abstract but takes in to account factors related to the leader, the person or persons being led, and a variety of forces in the environment. To confirm the aforementioned idea, Grint, (2005) concluded that leadership, above everything else, is not a position out a process.

2.2.1. Leadership Styles

Leadership style is the relatively consistent pattern of behavior that characterizes a leader (Dubrin, 2007). According to Dubrin the following are some of the leadership styles. a. **Participative leadership:** share decision making with group members. Participative leadership can be divided in to three sub types: consultative, consensus and democratic consultative leaders: confer with group members before making decisions'. b. **Consensus leaders:** strive for consensus. They encourage group discussion about an issue and then make a decision that reflects general agreement and that group members will support. c. **Democratic leaders:** confer final authority on the group they function as collectors of group opinion and take a vote before making a decision d. **Autocratic leadership:** In contrast to participative leaders, autocratic leaders retain most of the authority. They make decisions confidently, assume that group members will comply, and are not overly concerned with group members' attitudes toward a decision. e. **Leadership Grid style:** leadership grid style is a frame work for specifying the extent of a leaders' concern for production and people. f. **Entrepreneurial leadership:** entrepreneur is a person who finds and operates an initiative business.

Educational leadership refers to the leadership that encourages professional development and improvement, initiate educational innovations promotes educational values and professionalism and provides professional guidance on structural matters (Cheng, 2005) Hopins, (2003) stats that it is now more than twenty years since leadership was identified as one of key components of good school. And also states that the most important single factor in the success of the schools is the quality of leadership of the head. The relationship between high quality leadership and educational out comes is well documented and generations of research on school effectiveness shows that excellent leadership is one of the main factors in high performing schools (Brundrett and Silcock, 2003).

According to Harris and Muijs (2005), the quality of teaching strongly influences pupil motivation and achievement. It has been consistently, argued that the quality of leadership matters in determining motivation of teachers and the quality of teaching in the classroom. Thus, leadership, change and school environment are closely related.

It is clear from many school improvement studies that have been conducted. Leadership is a key factor in school ability to improve. This form of leadership has often been associated with the leadership of the head teacher or principals and it has been assumed that this individual's leadership ability or skill is a critical factor in promoting school improvement, change and development. While the education challenges are considerable and the route to reform is complex, the potential of leadership to influence pupil and school performance remain un equivocal. Harris, (2003) on the other hand, Sharma(2005) states that the key factor to the individual school' success is the building principal who sets the tone as the school educational leader, enforces the positive and convince the students, parents and teachers that all children can learn and improve academically.

2.3. Ideal Conception of the Principalship

Definitions of the principal' role and responsibility have change over time. Traditional definitions focused on change over time and administrative process and functions that must be emphasized for schools to work well. Effective principals, for example, are responsible for planning, organizing, leading and controlling. Planning:- means setting and developing goals, and objectives for the school, and also developing blue print and strategies for

implementing them. Organizing:- means bringing together the necessary human, financial and physical resources to accomplish goals efficiently. Leading has to do with guiding, motivating and supervising subordinates. Controlling, refers to the principal evaluation, responsibilities and included reviewing and regulation performance, providing feedback, and other wise tending to standards of goal attainment Sergiovanni (2009). Moreover, Good (1973), defines a word “principal” as the administrative head and professional head of a high school.

2.4. Historical Development of the Principalship

2.4.1. Countries Experience

There are various theories and concepts of management and organization that can be used to describe and direct the practice of school leadership in changing education environment. Due to the cultural, historical, social and other contextual influences and constraints, the application of these theories and the development of school leadership may be different in different countries (Cheng, 2005). It is not a surprise that the characteristics of principals leadership in one area (e.g. Australia) are different from those in other areas (e.g. Japan) to understand how the theories and their application are valid a cross countries or cultural context, it would be interesting to know how the development of characteristic of principals leadership interacts with the influence of social culture (Cheng 2005).

Traditional leadership theory, concentrates on principal’s management techniques skills. The duality of leadership measured by the leader behavior description questionnaire, as (Cheng, 2005) stated, in terms of initiating structure (Task orientation) and relationship (people orientation) was used extensively in leadership studies during the 1970s and 1980s. On the other hand Monhan and Hengst (1982) and Murphy (1995) stated that the term principal teacher “head master or head mistress” in England is similar to principal in USA.

The development of Principal is firmly attached with the history of the principal in the unit states of America. In the early history of American schooling there were no principals like that of today. School administration was not differentiated from teaching implying that everything was done by teachers (Murphy) As Murpy teachers have all rounded qualities

from teaching to administration of the condition. As the result in the schooling environment in the teaching learning process all teachers are qualified as having all entities of teaching and administering. So that day to day activities in the school which ranges from teaching to administration is carried out by teachers. Because in such countries schooling is largely abide by sciences and philosophy. Hong Kong being an international city exposed in both western and eastern cultures the development characteristics of principals' leadership in Hong Kong schools is an interesting case for international understanding of how principal's leadership interacts with the societal culture (Cheng, 2005). According to Cheng, (2005), the Honk Kong education system as repetitive example of an international education system has experienced numerous changes over the last decades. One of the most recent policy moves target the changing role of school principals, particularly in relation to quality education, change and the principal's place in school based management.

2.4.2. Ethiopian Experience

Principal ship in Ethiopia is strongly connected with the introduction of modern education in the country. According to MoE (2002), it is stated that prior to 1962, expatriate principals were assigned in elementary and secondary school of different provinces of Ethiopia during the 1930s and 1940s predominantly.

Indians were posted to principal ship although the criteria were not at all. Clear, may be for their educational standards and experience in leadership. After the restoration of independence in 1941 education was given high priority which resulted in opening of schools in different parts of the country. As there were no enough educated Ethiopians to teach and run the schools, most of the teachers and head masters in the schools were from foreign countries such as the UK, USA, Canada, Swden, Egypt and India (ICDR, 1999 as cited in Feseha, 2005).

In 1961/2 one year course in supervision and administration was started at Addis Ababa University. This continued until 1976. Still same periodical letters written before the year 1960 (MoE2002) reveals the Ethiopians who were graduated with first degree in any field were assigned as principals in secondary school by senior officials of the MOE. The major selection requirements were educational standards, services year and work experience. On

other hand ,scale promotion advertisements that had been issued from 1973-1976 show that ,secondary school principal were those who held their first degree prefer ability in educational managements field and those who had at least worked for a limited time as a unit leader or the department head .dean or teacher .Then it is stated in job description of the MOE issued in 1989 that secondary school administration including a sufficient work experience that shows an attention to consider principal ship as a professional (Feseha, 2005)

According to Haile Selassie, (1999), cognizant of the fact that any educational reform will not be sustainable without adequate and well qualified personnel and acknowledging that there exists a serious need for effective educational system, and leadership will be professional however, the trend in secondary schools in Oromia Regional State in the past six or seven years was same what different. The trend of placement to day in this region is that principals for this level were assigned based on the guideline prepared by the education bureau. The responsibility of selecting principals was taken by education offices in the woredas. The committee in these offices and political leaders of that woredas were in charge of properly applying the stated guideline in selecting from among the applicant teachers with BA degree and five years or more service or experience.

2.5. The Major Role of a Principal as an Instructional Leader

McEWan (2003) states that instructional leader must be knowledgeable, knowledge about learning theory, effective instruction and curriculum. In addition, she describe that instructional leaders must be able to communicate and represent to students, teachers, and parents what is of important and value in the school.

Furthermore, sergiovanni, (2009) believes that, given what we know about effective teaching and learning, principals must know and engage in matters of instructions to a greater extent and with greater depth than others. She suggests the following as examples of things that principals, who are instructional leaders, might do regularly 1.Plan details of professional development plan with individual teachers, student data, and characteristics of the adopted instructional program 2.Build professional development plan with individual teachers, based on classroom observations, student's data and characteristics of the adopted

instructional program 3. Visit classrooms daily to observe teaching after developing with teacher's descriptions and criteria of good teaching 4. Leading a grade level group of teachers in analyzing examples of students work from their classes with reference to benchmark work that meets state or district standards.

In light of the above ideas Sergovanni, (2006) states that a strong consensus is emerging that whatever else do, principals must be instructional teachers who are directly involved in the teaching and learning life of the school. Supporting the above idea, Kruger, Richardson, and Bailey (2002), states that the main function of the principals as instructional leader is making teaching learning effective inside and outside the classroom.

The principal as instructional leader is, therefore expected to make teaching and learning effective and performing a managerial responsibility as well. So, the instructional leader must be knowledgeable about learning theory, effective instructional curriculum, (McEwan, 2003). Besides other scholars have also identified and elaborated some of the roles of the instructional leaders or managerial practices as follows.

2.5.1. Planning

Schools as any institutions require an organizational plan to realize success in this organization. Educators in the field have given a number of definitions for the conduct of planning in school. Ubben and Hughes (1997:25) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable outcomes.

School plan must be democratically oriented and should involve every one concerned teacher, students, parents and community. It is essential to create additional resources both in terms of human and material inputs. So, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation.

Supporting the idea, Talesra et.al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at

the system as whole, assess the strengths and weaknesses and carefully create a feeling of readiness for change.

Principal or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra-curricular activities.

2.5.2. Organizing

Organizing is a basic activity of school principal. It is performed to assemble and arrange all required resources including people so that the required work can be accomplished successfully once the objective of the organization and the plans have been established. Knezevich (1969:37) stated that, organizing the institution is one dimension of the tasks of achieving objectives. It is the part of administrative process concerned with determining: 1. how work shall be divided 2 the nature and, number of position to be created 3. What relations shall exist between various positions, and 4. Establishment of communication between positions?

Further he said that, organizing provides a systematic means of differentiating and coordinating resources (both human and materials) to attain purposes of the institution. It is a means of harnessing the action of many individual to group members.

Good organization provides the administrative structure, arrangements, and coordinating mechanisms needed to facilitate teaching and learning (Seirgiovanni, 2001:69) on the top of this, he proposed some basic principles of organizing as follows. 1. The principle of cooperation: - Cooperative teaching arrangements facilitate teaching and enhancing learning. In successful schools, organizational structures enhance cooperation among teachers. 2. The principle of empowerment: Feeling of empowerment among teachers contributes to ownership and increase commitment and motivation to work. When teachers feel like pawns rather than originators of their own behavior they respond with reduced commitment, mechanical behavior, indifference, and in extreme cases, dissatisfaction and alienation. In Successful schools, organizational structure enhances empowerment among teachers. 3. The principle of accountability:- Accountability is related to empowerment and

responsibility. It provides the healthy measure of excitement, challenge and importance. In successful schools, organizational structures allow teachers to participate in setting local standards and achievements. 4. The principle of responsibility: - Most teachers and other school professionals want responsibility. Responsibility upgrades the importance and significance of their work and provides a basis for recognition of their success. In successful schools, organizational structures encourage teacher responsibility.

In general, school performs well when leaders recognize the need for agreement on goal when resources or both human and material are organized to support goal achievement and when all parts school work consistently and collaboratively towards changing the school environment.

2.5.3. Leading

Leading is one of the key managerial roles of school principals. According to MoE (2002:34), the school principal plays high roles in coordinating, leading and controlling teachers, students and parents to bring them toward education goal in the school. School principals are expected to provide leadership in important educational activities such as organizational planning and goal setting, guiding instruction and monitoring staff and facilitates for effective teaching-learning process.

Leadership is the key way principals use themselves to create school climate characterized student productivity, staff productivity, and creative thought. Because, an orderly school climate which is efficient and well managed provide the precondition for enhanced student learning (Ubben, 1997:10). Moreover, as Kotter (1990) stated, leadership is not only to bring about change but to set the direction and to lead people to that change. Therefore, a school principal as a leader, he has to encourage staff members creativity by seeking out the special talents of individual members and their innovations and experimentation; he assets the need for the use of resources, personnel and deploys them to spots where they may be effective.

2.5.4. Communicating

Communicating is, in effect, a means to accomplish the objectives of an organization (Knezevich 1969:67). He also stated that, communication is central for all administrative function such as planning, organizing, decision making, assembling and allocating resources, coordinating, leading and apprising. This indicate that as communication is one of the duties of leader /principal/ to integrate organized activities and to change people behavior by making information useful to productive and for achievement of objective of the organization.

Communication skills and techniques are necessary for effective educational leader who wants to bring change. Because, it projects how students, staff, parents and community perceive the school. In addition, effective communication helps educational leader to reach subordinates with instruction, directives, policies; and subordinate tasks, performances, problems and suggestions reach to superiors.

In light of the above idea, Gorton (1972:34) suggested that, as a communicator, an administrative needs to be aware of six basic aspects of communication. These are: 1.the purpose achieved by the message 2. The person(s) to whom the message is directed 3.the sender of the message. 4. The attractive channels for communicating the message, the contact of the message 5. The need for feed back to respond to the message

Generally, school principals should facilitate upward, downward, horizontal and diagonal communication to create conducive environment in order to change the school environment.

2.5.5. Supervising

The secondary school principals are responsible for supervision in the school. In order to improve the teaching-learning process, principals must understand some aspects of good teaching. They must be able to offer suggestion for the general improving of the instructional program.

Bradfield (1964:21) points out the principal supervisory responsibility include the following: 1.helping teachers plan for improvements of teaching and learning conditions 2. Helping teacher's in various class room activities. 3 .Helping teacher's with various school activities for the purpose of improvement of teaching. 4. Helping teachers in conference and meeting

The supervisory practices that have been conducted by the principal must be influenced heavily by the concept of clinical supervision in which emphasis is placed up on improvement of class room teaching and instruction. Clinical supervision is predicted on teacher supervisor mutual trust and close interaction, a presumed desire of teachers to improve and a systematic approach to the observation and analysis of teaching behavior (Guthrie 199:340). Furthermore, he explained as clinical supervision model consists of eight steps. These are: 1. Supervisor teacher trust is established and purpose of clinical supervision is explained 2. Focus on lesson planning, including teaching goals and objectives, teaching techniques and Materials, anticipated problems, general concerns and kinds of teacher feedback desired 3. Determine what classroom techniques will be used and how specific data will be collected 4.The actual classroom observation and data collection from teaching sessions 5. Analysis of classroom observation data by teacher's and supervisor's independently or jointly 6. Planning the teacher-supervisor feedback conference 7. Conduct feedback conferences. 8. Renew plan to use new targets for classroom outcomes or teaching behavior. Generally, supervisors are a key component of quality monitoring system. Therefore, the role played by the principal is an important element to bring change in school environment.

2.5.6. Curriculum Development

McNergney and Robert (2004) state that the school principals use their visibility to advance ideas that influence curriculum. Public opinion, professional education groups and vocal individuals all work to influence the curriculum in its many forms. In relation to the above idea, Sergovanni (2001:4) confirms that a principal has the proficient persons tends to facilitate the establishment of a curriculum frame work that provides direction for teaching and learning of curriculum and instruction, the proficient representatives to identify a curriculum framework and common care of learning the school and demonstrates to all

state holders knowledge of the school's curriculum frame work and common care of learning that support the mission and the goals of the school.

2.5.7. Principal's Role and Responsibility for Staff Development

The principal plays vital role throughout all of the stages of staff development. The principals must show a positive attitude. The administrator's attitudes and reactions will have a profound effect up on the success of a staff development program Smith, (2009), Smith (2009) that "If the premise is that people are the key to school improvement, then it follows that the fundamental role of the principal is to help create the conditions that enable the staff to develop so that the school can achieve its goals more effectively. In this regard, MoE (1994) EC states that principals have to develop mechanism by which competent teachers share their experience with staff.

Furthermore, Ediger and Rao, (2003) explain that he present day principal vital goals of assisting teachers to guide pupils to achieve objectives as whichever level is required be it national, state, district, and or individual classroom level. It should definitely be the principles responsibility to encourage teachers to help pupils achieve optimally.

To generalize the above concepts, smith (2009) states that designed to make a significant difference in the teaching lives of the staff, and thus, make a similar difference in the learning lives of student, the staff development function will take on a greater role in the improvement of instructional and the achievement of students. The principal, likewise, will have greater responsibility for the development of the staff. The principal is the key person in the staff development process, much like the teacher for students.

2.5.8. School Community Relation

School' does not exist apart from the society to be served according to Gamage, (2006). School is a social system that exists to serve the society by educating and training its younger generation. So that, in exercising leadership behavior the proficient principal demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values demonstrates moral and ethical judgment and also demonstrates creativity and innovative thinking (Sergiovanni, 2001).

With respect to the internal school community relation MCN Mergeny and Robert, (2004) describe that in effective school, a school act as a community where separate classrooms are connected through a clear and vital mission where by teachers serve as leaders, and the principal act as lead teacher and parents are viewed as partners in the learning process. Furthermore, Demmock (2000) stated that it is the school leader that has to play central roles in linking internal and external environment of the school.

Regarding the external school community relation, Govinda and Diwan (2007) indicate that the school principals as well as the local community of parents have to acquire new skills in human relations. Parents and the school principals, therefore, have to adopt a positive outlook in their mutual relationship. In addition, principals must also facilitate and engage in activities ensuring that the stake holders are involved in decisions affecting schools and effective conflict resolution skills (Sergiovanni 2001) Ubben and Hughes, (1997) stated that principals involve parents who prepare school policy and let the policy to be implemented. Supporting the above ideas, Vashist, (2008) writes that public school principals must always remember that the schools are subject to public control. Therefore, process should be included for the appropriate participation of parents and other citizens in planning activities and establishing goals.

2.5.9. Evaluation of Teachers

Smith, (2009) states that the evaluation of teachers Coaches and the classified staff are very important to the performance based school. However, the teacher evaluation may be the principal's most important activity. The evaluation proves presents the principal with the opportunity to stimulate growth and improve teacher performance as well as to recognize quality instruction. The improvement of teacher performance is critical because it is directly correlated to improved student performance. The success of students depends on the success of the teachers.

2.6. Qualities of Good Principal as an Instructional Leader

A principal needs to have certain qualities to perform his/her instructional roles effectively. That is why own in Ayalew (2000) writes that qualities of a good principal in his/her leader

ship of the instruction are reflected in identifying the needs and preferences of his teachers and students and also to motivate and inspire teachers, and a one who share responsibility, build team work. To achieve instructional goals and to elicit maximum contribution of each teacher and group for development and children is another best quality of principals as an instructional leader, (Kochhar, 1988).

2.7. Challenges to Principals

The leadership responsibilities of principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership, principals, usually face a lot of challenges, stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include lack of training and skills, lack of resource, the press of duties, the personal quality of the principal, shortage of time, the problem of limited acceptance in the nature of the school.

2.7.1. Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities, principal need to have skills and training that make them effective and efficient leader. In line, with this Glatter (1988:15) states that professional knowledge skill and attitude have great impact on the achievement of organizational goals and objectives and the lack of skills will create an impediment to principals. According to Bennaars (1994:258) Principals are selected from teacher. All of them have barely any leadership experience or prior training in school administration and management.

Suddenly a head teacher finds himself in a leadership position which calls for a lot of commitment dedication and tolerance. Confirming the idea, McWan (2003:12) states that while many institutions are restructuring their administration programs to provide more opportunities to leadership skills in addition to academic knowledge, a gap remains between the academic and real world. Thus lack of skills and training is the common impediments to educational leadership effectiveness.

2.7.2. Lack of Resources

Resources are the means to the end. They matter in terms of school improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that relate to resource is evident Ubben and Hughes (1997:304). In other words, a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership but if the resource necessary to implement his or her leadership are inadequate, the principals will face a significant impede (Gorton, 1983:264)

2.7.3. The Press of Duty /Work Overload/

The principal is the one person in a school who oversee the entire program and holds great responsibility of his/her school. Confirming the above idea, Barth, (In Sergiovanni, 2001:13) states that the principal is ultimately responsible for almost everything that happens in the school and out. Strengthen the idea Gorton (1983:263) states the exercising instructional leadership takes time and energy over and above that which must be spent on administering a school or school district.

Responsibility other than instructional leadership will frequently press for the principals time and drain his/her energy leaving him/her with the feeling that he/she is spread too thin and even though the principal would like to be an instructional leader he/she real does not have the time to function as one. Explain in the above idea, Shields (2004:111) state that principals are expected to develop learning communities, build the professional capacity of teacher, take advise form parents, engage in collaborative and consultative decision making, resolve conflicts, engage in effective instructional leadership, and attend respectfully, immediately and appropriately to the needs and requests of families with diverse cultural ethnic and socio-economic grounds.

2.7.4. The Personal Quality of the Principal

Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of the school Ubben and Hughes (1997:104). The principal's own personality, vision,

extent of commitment, human relation skills etc can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorton (1983; 264) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be seen constraining in carrying out leadership responsibilities properly.

2.7.5. Shortage of Time

Principals are school representative. They have responsibilities over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole work days. According to Ubben and Hughes (1997:327) a school executive day is characterized by one encounter after another with staff members, student's parents, community members, politicians and others kind of individual or sub groups are myriad and diverse, all of whom have questions and requests and problems demanding principal's time. Thus, lack of time, due to variety of tasks that principals deal with is another biggest problem in principals work (McEwane, 2003:13)

2.7.6. The Nature of the School

There are many different institutions that exist to give different services for human being. Among them, school is one. Schools are different from these social institutions and perhaps are the most complex of all our social inventions. In relation to this Hanson (1996:1) states that unlike most other formal organizations, the school has a human product that gives rise to unique problem of organization and management. This is because the main participants in the school system are parents, students, teachers, principals and other staff with different backgrounds and interests. However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious and conflicts may be some of the outcome thus the process of school governance became exceedingly complex. The challenge of educational leadership becomes even more complex as the school can again be differentiated from other type of institutions in relation to values structure of the community.

Schools bring individuals of different backgrounds and culture that may hold quite different values yet be thrown as to increasingly closer interactions with each other (Ayalew, 1991:11 and Dimmock 1993:96).

2.7.7. Lack of Experience

Harris, Day, Hopkins Hadfield, Hargreaves and Chapman (2003) state that beginning, in experienced head teaches principals usually face greater amount of uncertainty difficulties than the previously experienced principals to perform their jobs. Moreover, the variety of new roles that beginner, in experienced head teachers/principal perform during the first year of their leadership create confusion to them, where their vital task in the beginning would be to learn about these roles.

2.7.8. Other School Related Problems

Jaiyeoba and Jibril, (2006) explain that same of the problem that secondary school principals may face include over population of students, problem with school plant, ill equipped and inadequate teachers, to cope with the work load, students with poor academic background, poor funding that affects management, students negative attitude towards learning, parents am bivalence towards the educational well being of their children, low motivation, low performance and personal problems including role conflict, social problems and pressures, financial problems and a lot more. Confirming the above idea, Vashist, (2008) added that due to the great growth of pupils enrollments heavy leadership burdens up on school administrators to provide new school plant facilities which costs many billions of dollars. In general, MoE (2006-2007) writes that as important as sufficient teachers are for the quality education, so is the overall quality of the teachers. In contrast with primary education over all the percentage of qualified teachers is lower in secondary education.

Nationally only 49.8% of all secondary school teachers are qualified for their level of teaching. Even if yet we do not have exact statistics it is likely that preparatory cycle (11-12) teachers may be even less qualified for their level than those teaching first cycle (grade 9-10), general secondary. This means teachers teaching on preparatory cycle still majority of them were first degree holders. They were not fulfilling the requirement set by ministry of education.

CHAPTER THREE

3. Research Design and Methodology

3.1. The Research Method

To undertake the study, combination of quantitative and qualitative approaches were employed to address basic research questions. These approaches would help to improve the quality of research since it enables to collect multiple sets of data using different research method (Johnson and Christenson, (2008:51). In order to undertake this research descriptive survey method was used. It helps to provide a description of current practices, trends, attitudes or opinions of a population by studying a sample of that population. Hence, it is believed that this method would help the researcher to obtain contemporary data on the practices and problems of secondary school leadership, Supporting this Kamar (2005) has suggested that the choice of a research method has to based on its objectives and the research questions that ask about the current state or condition require a strategy of descriptive method.

3.2. Sources of Data

To achieve the objectives of this study the combination of both primary and secondary source of data would be employed. Primary data were collected from teachers, principals, PTA leaders, supervisors of government secondary schools, and WEOs of the sampled woredas. Secondary sources of data were collected from quarter and annual reports and supervision comment document at school and woreda Education office.

3.3. Sampling and Sampling Techniques

According to statistical data obtained from Oromia Educational Bureau, there are eighteen (18) zones and six (6) administrative Towns in the region. Among these, the researcher selected west Wollega Administrative zone using purposive sampling method. Because the researcher observe the problem of school leadership in providing the necessary leading practices and familiar with the study area since he has taught and educated there and thus hope that he can obtain adequate information from the respondents. And also I am working in the area of school leadership, then wants to conduct aresearch to investigate the practices

and problems in the area of school leadership. Therefore, with regard to West Wollega Administrative zone, there are nineteen (19) woredas and two (2) towns' administrative. In this zone and there were a total of thirty (30) government secondary school with a total number of 1,149 teachers.

However, the nineteen (19) woredas and two (2) administrative towns were clustered into four according to the directions where they are found from the zonal and considering their similarity of the resource they have and geographical conveniences. The middle woredas are (cluster 1) Gimbi administrative town, Gimbi woreda and Lalo Assabi. Cluster 2 (South directions) are Haru, Sayyo Nole, Nole, Ganji and Homa. Cluster 3 (South West directions) are Yubdo, Gulliso, Bodji-Chokorsa and Aira and cluster 4 (West directions) are Bodji Dirmaji, Nejo, Jarso, Kiltu Kara, BaboGambel, Begi, Kondala, Mene Sibub, and Najo administrative town. By simple random sampling technique cluster four was drawn. Because simple random sampling techniques were used in selecting a sample in a such way that all individuals in the defined population have equal and independent chance of selecting for the sample. Again from the drawn clustered 4 woredas by using simple random sampling technique: Nejo administrative town, Jarso, Kiltukara, Mene Sibub and Bodji Dirmaji were selected. The sampled woredas contain 10 secondary Schools. Out of 10 Secondary Schools, 5 secondary Schools were also selected using similar technique. Nejo secondary school, Mena Sibub secondary school, Kiltu kara secondary school, Jarso secondary school and Bodji Dermeji secondary school.

Out of 282 secondary school teachers in 5 selected woredas of selected secondary schools 112 (39.72) teachers were selected through simple random sampling techniques by considering their proportionality. 15 principals, 5 PTA leaders, 5 supervisors and 5 WEOs were included through purposive sampling technique. Because their involvement in this study recognized their critical role in the school leadership and it was believed that they were offer adequate, quality and relevant information to the issue under study.

Table1. Total sampled population of the study with the respective school and Woreda

No	Name of Woreda and city administrative	School name	Total principals and V/P	School supervisors	WEO	PTA from each school	Teachers population	Sample teachers
1.	Menesibu	Menesibu secondary school	3	1	1	1	62	22
2.	Kiltukara	Kiltukara secondary school	3	1	1	1	46	20
3.	Nejo city administration	Nejo secondary school	3	1	1	1	74	30
4.	Jarso	Jarso secondary school	3	1	1	1	44	20
5.	Bojidirmaji	Bojidirmaji secondary school	3	1	1	1	56	20
6.	Total		15	5	5	5	282	112

3.4. Instruments and procedures of Data Collection

In this study in order to collect data on the practices and problems of secondary school leadership questionnaire, interview, FGD and observation were used. It was believed that the selected instrument fit the study method appropriately.

3.4.1 Instruments of Data Collection

3.4.1.1 Questionnaire

Both open and closed ended questionnaire items were used in this study. The need to use the questionnaire as a research instrument in this study was related for the following reasons. First, the researcher enables to obtain information about the thought, feeling, attitudes, beliefs, value, personality and intentions of the research participants (Johanson and Christensen 2008:203). Hence different kinds of characteristics from participant's perspective can be measured by questionnaire. Second, the questionnaire enables the research to collect data involving large number of participants in an efficient way.

Finally, since the researcher used the survey method, it is the most important method in collecting data than others. Five point Likert Scale question was developed for the closed ended questionnaire so as to elicit information about how the practice of secondary school

leadership is carried in promoting instructional, curriculum and staff development and on challenges related with leadership practices of secondary school. The need to use this scale stems from the reason that it offers high coverage of all significant aspects of the content, and permits detailed and accurate comparability between sets of data (Sarantakos, 2005). Thus the closed ended questionnaire constructed in the form of five point Likert scales that presents items in a continuum that covers the whole range of possible responses allowing respondents to choose the answer that fit their opinions, Open ended questions prepared to allow participants to respond by writing their answers in their own words about their general perceptions, understanding and views toward the practices and problems of school leadership in leading and implementing of the managerial roles [practices]. Thus open ended questions used to elicit general information so as to supplement information obtained from close ended questions.

3.4.1.2. Interview

Semi structured interview were conducted so as to elicit an in-depth information about the participants point of view, thoughts, reasoning and feelings about the issues under the study. Interview held with 5(five) PTA leaders. The researcher used interview guided approach by specifying issues related to the questionnaire in order to triangulate and realized the issue studied. That means the researcher used the same or similar questions used in open and closed ended questions.

3.4.1.3 Focus Group Discussion

Focus group discussion has special importance to the study hence it is suitable to gather qualitative data that goes in a step further than interview. For this study it was found appropriate to generate in depth information from community members. On the basis of the guideline prepared for this purpose, discussions were carried out with 5 secondary school supervisors and 5 Woreda Education Officials. Especial care was taken to meet the objective of the study upholding the most convenient time, place and space for the study subject.

3.4.1.4 Observation Checklist

An attempt was made to structurally observe the existing behavior of conditions by the help of checklist that prepared in advance. The intention was to get the factual data about real classroom teaching and learning process as well as physical environment of the school such as buildings, classroom facilities and educational materials as well as equipment.

3.4.1.5 Document Analysis

In order to substantiate the data obtained from other sources and documents the researcher reviewed documents which are related to secondary School leadership. For example strategic plan, reports from School and Educational offices and policy documents were used in this regard.

3.4.2 Procedures of Data Collection

With the intention of investigating the practices and problems of secondary school leadership in promoting teaching learning processes in West Wollega Administrative zone, the following procedures were followed while gathering data. First of all, the researcher developed questionnaires based on existing literature and duplicate it in a single copy on which the advisor comment on. After the thesis advisor commented on, corrections were made secondly, once the instruments well developed the researcher made contact with the secondary school principals prior to the collection of data. After orientation provided to school principals about the study purpose and then the researcher received the list of all teachers with their full name in sampled secondary school. After having the lists of participants the researcher employed simple random sampling technique to select the sample teacher and purposively taking principals, supervisors, WEOs and PTA leaders. Finally the researcher administered and collected the questionnaires in collaboration with the school principals or the representative person from each sampled secondary school. Besides, interview held with PTA leaders and FGD with secondary school supervisors and WEOs, after the researcher obtain the willingness and consensus of the participants.

3.5 Methods of Data Analysis

Data analysis consists of examining, categorizing, tabulating or recombining the evidence to address the initial propositions of the study (Yin in Gentry 2002:62). Therefore, data analysis requires going through all the raw data and bringing order and meaning to all the information gathered. Therefore the gathered data were edited for accuracy and completeness. Then the edited data were classified and tailed in the respective group and schools. And then, arranged and organized in table. Data that obtained from questionnaire were analyzed quantitatively through descriptive statistical computations. Among various descriptive statistics percentage, mean score and were preferred to analysis all the basic questions. Because they are very important in identifying the difference and similarity of respondent's judgments on variables and easily understood by different stakeholders at different levels. Percentage was used to analyze the difference and similarity of respondents judgments to each variable out of hundred. The mean score was used to analyze the middle of the two extremes (extremely agree and extremely disagree in each item). T-test was used to test and compare the opinion of teachers and principals. Data obtained from interview, FGD and observation were analyzed qualitatively by using narration in line with the data obtained from closed and open ended questions.

3.6 Ethical Considerations

First contact made with secondary school principals, teachers, and PTA representative and information was given to them about the purpose of the research project. The respondents were told about the confidentiality of the data that is obtained through the interview made with them. Hence, after gaining verbal consent the interview was conducted and pseudo names are used to quote the response to be collected from interview.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This Chapter deals with description of the sample population, analysis, and interpretation of the data based on the information obtained from questionnaires, interview, FGD and observation. It consists two parts. The first part is concerned with description of the background information of the sample population and the second part concerned with analysis and interpretation of data.

4.1 Background Information

Based on the sampling procedure described in Chapter three from the sampled woredas five government secondary schools were included that consisted of a total of 142 respondents. That is 15 principals, 30 percent of teachers from sampled Secondary School, 5 Secondary School supervisors of sampled School, 5 WEOs from Sampled woredas and 5 PTA members from sampled Schools were included.

Accordingly a total of 127 copies of questionnaires were prepared and distributed to 112 secondary School teachers and 15 principals. Out of this 95.54% of teachers and 93.33% of principals were filled and returned the questionnaires to the researcher. That producing an overall 95.28% return rate. This high return rate increases the validity of the study. The interview held with PTA and FGD held with WEOs and Supervisors and observation were used as supplementary information and not quantified. Thus, the analysis was made on the basis of the information obtained from questionnaires.

Personal characteristics of respondents

Table 2: the sex and age of the Respondents

	Items	Teachers		Principals		WEO officials		Supervisors		PTA	
		F	%	F	%	f	%	f	%	f	%
SEX	Male	95	88.79	14	100	5	100	5	100	5	100
	Female	12	11.21	-	-	-	-	-	-	-	-
	Total	107	100	-	-	5	100	5	100	5	100
AGE	18-20	2	1.87	-	-	-	-	-	-	-	-
	21-30	51	47.66	9	64.29	-	-	-	-	-	-
	31-40	32	29.91	5	35.71	3	60	3	60	3	60
	41-50	18	16.82	-	-	1	20	2	40	2	40
	51 and above	4	3.74	-	-	1	20	-	-	-	-
	Total	107		14		5	100	5	100	5	100

Table 2 of item 1 above indicated that 88.79% of sample teacher's respondents were males and only 11.21% of the sample teachers were females and 100% of sampled secondary School principals, Supervisors, WEOs were males. None of females was participating in assignment related to Secondary school leadership, supervisors and WEOs except they are assigned as the performer in WEO and none in PTA. So that as female teachers involvement in secondary school was low they could not participate equally in sampled population with their male counter parts

As can be seen from table 2 of item 2 only 1.87% of teachers were in the age range of 18-20 years, 47.66% of teachers and 64.29% of principals were in the age range between 21-30 years. 29.92% of teachers, 35.71% of principals, 60% of WEOs and 60% of Secondary School supervisors were in the age range between 31-40 years. Moreover 16.82% of teachers, 20% of WEOs, and 20% of Secondary School supervisors were in the age range between 41-50 years. 3.74% of teachers and 20% of WEOs were in the range of 51 and above years. As reflected in table majority of teachers, principals, WEOs and supervisors of the sampled Secondary Schools were found to be in the age range of 21-40 years. So that as the information obtained from the age of the respondents it is possible to obtain matured idea about the practices and problems of secondary school leadership.

Table 3: Educational qualification and services year of respondents

Table 3 reflects respondents by qualification [Educational level] and year of services of respondents

	Items	Teachers		Principals		WEO officials		Supervisors		PTA	
		f	%	f	%	f	%	f	%	f	%
	Below grade 12	-	-	-	-	-	-	-	-	4	80
Qualification	Diploma	2	1.87	-	-	-	-	-	-	1	20
	B.A/B.SC/B.Ed	104	97.19	13	92.86	5	100	5	100	-	-
	MA/MSC	1	0.94	1	7.14	-	-	-	-	-	-
	Total	107	100	14	100	5	100	5	100	5	100
Year of services	1-5	21	19.63	2	14.29	-	-	-	-	-	-
	6-10	33	30.84	5	35.71	-	-	-	-	-	-
	11-15	12	11.22	3	21.42	1	20	-	-	-	-
	16-20	16	14.95	2	14.29	2	40	4	80	-	-
	21 and above	25	23.36	2	14.29	2	40	1	20	-	-
	Total	107	100	14	100	5	100	5	100	-	-

Regarding the qualification of respondents as indicated in table 3 above of item 1.80% of PTA leaders were below grade 12 and 20% of PTA leaders and 1.87% of teachers were diploma holders.

But majority of teachers (97.19%), principals (92.86%) and all of WEOs (100%) and supervisors (100%) were BA/BSC/BEd holders. Thus, it can be concluded that most secondary school teachers have necessary minimum requirement needed qualification for secondary school level. But only 0.94 % of teachers and 7.14% of principals were MA/MSC degree holders. From what the researcher observe most of the principals were not qualified or trained in educational leadership. From the sampled woreda only 7.14% of principals were qualified in educational leadership that indicates under the minimum requirement assigned for secondary school leadership by the MoE and it was the same to supervisors and WEOs except they were specialized in subject area. 80% of the PTA

leaders were not qualified (That is, they have educational level below grade 12. Then, from the data it can be seen that majority of the principals (92.8%) were assigned in leadership position without having educational background in EL/EdPM. Therefore, leading a school without having the necessary qualification in the position will not bring the school improvement effectively and will not facilitate different practices in the school. As Okumber (1998) stated that modern educational reform places a great amount on the effective leadership and management of school. Due to this fact, principals should be professionally trained in educational leadership.

As indicated in the Table 3 of item 2 of the total work experience of the respondents 19.63% of teacher respondents have the work experience of 1-5 years and majority of teacher respondents (30.84%) had the work experience of 6-10 years and 23.36% of teachers had 21 and above years. The remaining teacher respondents had 11-15 years been 11.23% and 16-20 years were 14.95%. Principals had the range of work experience between 6-10 years were 35.71%, between 11-15 years were 21.42%, year of service between 16-20 years were 14.29 % and 21 and above year of service were 14.29%. Majority of woreda education officials had the work experience between the range of 16-20 years and 21 and above years of services. Supervisors had the work experience between the range of 16-20 years were 18% and about 20 % of the supervisors had the work experience of 21 and above year of services.

From the data one can observe that majority of teachers, principals; supervisors and woreda educational officials have more than 6 years of total work experience. Due to this it was believed that this group could give relevant information for the purpose of the study. Because as one stay for a long time in a specific job, can observe the way the school leadership acts or implement the good practices and solve the problems that the school faces; and having more experience has a great contribution in leading and supervising a school for effective teaching and learning process for school leaders, supervisors and woreda educational officials. In light of this point, Fielder and Chemers (1983) indicate that without adequate training and work experience leadership task structuring ability will be lower or lack of experience can decrease his potential for effectiveness.

4.1.1. Respondents View towards Principals Interests and Ways of Assignment

Principals are regarded by many educationalists as having the central and leading role in the successful operation of the teaching and learning process. Therefore, the following table illustrates briefly respondents view ways of assignment and interest.

Table 4: Interest and ways of assignment of the School leadership (principals)

No	Item	Response	Respondents			
			Teachers		Principals	
			f	%	F	%
1	Before you were a principal of this School, did you want to be a principal?	Yes			10	71.43
		No			4	28.57
2	Position attainment condition of school leadership	By competition based on their merit	65	60.7	10	71.43
		Based on the directives set by MoE	15	14.01	4	28.57
		Close involvement in Supporting government policy	27	25.2	-	-
3	How do you rate the extent of your School leadership success?	Very good			10	71.43
		Good			3	21.43
		Fair			-	-
		Poor			-	-

Item 1 of Table 4, 71.43% of principals had interest to be in a leadership position before holding the position. Whereas 28.57% of principals did not have any interest before they came to leadership position. This item was accompanied with open ended question for why principals did like or didn't like the position. Accordingly about 71.43% suggested that they liked because they want to develop experience how to lead organization and to get advantage in case of better salary than when they were a teacher. The rest 28.57% of principals reasoned out that, they disliked the position due to its complexity of work and challenging work.

Item 2 of table 4 respondents were asked how the School leadership was assigned in leadership position. Regarding this 71.43% of principal's and 60.7% of Teachers responded

that they were assigned to the position by competition based on their merit and 28.57% of principals 25.2% of teachers responded that they were assigned to the position by close involvement in supporting the government policy. 14.01% of teachers responded that they were assigned to position based on the directives set by MoE, However, it can be concluded that majority of the school leadership were assigned by competition on the basis of their merit. Regarding to this, Stoops (1981:90) suggested that the selection and placement of the School leadership should be up on the basis of merit and merit only. But the information that was obtained from personal suggestion of teachers in the open ended question and interview made with PTA leaders revealed that, selection and placement of School leadership were not all in all by competition and not according to the prerequisite criteria set by MoE and regional educational bureau. Rather, the main criteria seen to select and place a school leadership in a position is close involvement in supporting the government policy. But it's better to select and assign school leadership according to the directives set by MoE. As the result of this school leadership face problem in leading school for effective teaching-learning process.

Item 3 of table 4 show that, the extent to which School leaderships success in managing the School. Based on this 7.1% of principals rated excellent, 71.43% of principals rated very well and 21.43% principals rated good. Therefore, it is possible to conclude that principals were in a very good position in managing the Schools under the study.

4.2. Managerial and the Leading Practices of the school Leadership

The primary purpose of a school leader ship is to facilitate teaching and learning in the school. To perform effective educational leadership, the secondary school leadership must be able to practices a direct relationship between the acts in which he engages and the improvement teaching and learning conditions (Corbally1961:62). School leaderships are accountable for the overall operation of the school. That is as contemporary educational reform places importance of effective leaderships and management of schools. The reason for this position is that, an orderly school environment which is efficient and well managed provides the pre condition for enhanced student learning. Therefore, it can say that the School leader is the pivot person who has an evolvment in all aspects of the School operation and responsibility for all activities that place his/her School. On the top of this,

secondary School leadership are expected to practice the major managerial roles, such as, providing clear vision, planning, creating collaborative work, supervision, working with community, staff development and curriculum development in order to improve the school. With regard to this in order to identify to what extent the secondary School leadership practices the major managerial roles, So that the research was done in secondary Schools of West Wollega Administrative Zone. Based on this questionnaire was prepared to secure enough information from multiple sources, principals themselves and teachers. Therefore, the key managerial practices of secondary school leadership presented below are believed to reflect the practices of secondary school principals. Hence to evaluate to what extent the school leaderships practices the managerial roles 39 Likert type items were forwarded to the respondents. The items were rated on 5 points frequency indicators (Extremely agree = 5, Agree =4, Undecided =3, Disagree =2, extremely disagree =1). The practices and problems of the school leaderships were interpreted using the mean obtained as follows. < 1.49 = extremely disagree 1.52 - 2.49 = disagree, 2.5 - 3.49 = undecided 3.5 - 4.49 = Agree, > 4.5 = Extremely agree

Moreover, the data obtained through interview, FGD and observation were used to supplement the findings. Remarks on the table, X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=119

4.2.1. The Practices of School Leadership In line with School Vision

The quality and effectiveness of leadership towards school improvement vary as to the situation and capacity of leaders. The school leadership's skills and knowledge about the field of leadership can create the ability in developing different practices which lead to success. In this study an attempt was made to examine the secondary School leadership practices in the formulation of School vision to promote enabling environment for School improvement program.

Table 5: Items describing about the practices of visionary leadership

No	Item	Respondents	Response[N&%]							x̄	SD	Overall X	P-Value(t-test)
				5	4	3	2	1					
1.	The School Leadership is capable in providing clear vision	Teachers	f	23	58	15	11	-	3.87	0.87	4.15	0.39	
			%	21.5	54.2	14	10.3	-					
		Principals	f	6	8	-	-	-	4.43	0.5			
			%	42.9	57.1	-	-	-					
2.	The School Leadership is skilled in developing the school mission, goals and objective	Teachers	f	24	54	13	13	3	3.78	1.02	4.14	0.12	
			%	22.43	50.47	12.15	12.15	2.8					
		Principals	f	7	7	-	-	-	4.5	0.51			
			%	50	50	-	-	-					
3.	The School Leadership is communicating the vision in order to have common understanding with staff and community	Teachers	f	37	48	6	15	1	3.98	1.02	4.16	0.69	
			%	34.58	44.86	5.61	14.02	0.93					
		Principals	f	7	6	-	1	-	4.36	0.84			
			%	50	42.86	-	7.14	-					
4.	The school principal brought change based on school vision which is perceived by the school community	Teachers	f	20	44	20	22	1	3.56	1.04	3.89	0.00	
			%	18.7	41.1	18.7	20.6	0.93					
		Principals	f		9	1	-	-	4.21	0.57			
			%	28.6	64.3	7.14	-	-					
5.	The School Leadership is capable in setting directions to word the implementation of School vision.	Teachers	f	22	49	19	17	-	3.71	0.97	4.14	0.11	
			%	20.6	45.8	17.8	15.9	-					
		Principals	f	9	4	1	-	-	4.57	0.65			
			%	64.3	28.6	7.14	-	-					

Item 1 of Table 5 indicated that 54.2% of teachers and 57.1% of principals rated agree. 21.1% of teachers and 42.9% of principals rated extremely agree. 14% of teachers and 10.3% of principals rated undecided and disagree respectively. So that as it indicated in table 4 item 1 respondents were asked whether or not the school leadership is capable in providing clear vision, teachers and principals with the ($X = 3.87$, $SD = 0.87$) and ($X = 4.43$ $SD = 0.5$) respectively agree that, School leadership were capable in providing clear vision. The overall $X = 4.15$ shows the agreement the total respondent with the point. Therefore based on the overall score value, it can be concluded that School leadership were capable in providing clear vision. In supporting the significant level ($P = 0.39$) greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals.

In line with this the information gathered through Interview made with PTA leaders and FGD made with secondary School supervisors and WEOs were also confirmed that School leadership was capable in providing clear vision. Leadership can be defined as providing vision, direction and support towards a different and preferred state suggesting change (Harris and Muijis 2005). Also Louis and Miles (in Harris and Muijis 2005) suggests that successful change leaders consistently articulated a vision for their Schools, so that everyone understood the vision, most importantly; they shared influence, authority, responsibility and accountability with the staff in shaping the vision. Scholars also underlined the importance of inspiring school vision. Leaders are able to bring their vision to everyone's level, breathing life into other individuals' hopes and dreams. This strengthens the individuals, strengthens the team, and strengthens the vision. When leaders believe that they can make a difference, others see that the vision can be for the common good of all involved (Kouze and Posner, 2010). A vision is an image that heals the psychological and material wounds that leaders and followers share. It soothes present anxieties and offers hope for the future (Black, 2007). Supporting this during the interview one PTA leader stated that: *'... Our school vision was wrote in visible form and posted in the school compound and it always inspired me...'*

Item 2 of table 5 indicates that 50.47% of teachers and 50% of principals rated their response agree. 22.43% of teachers and 50% of principals rated extremely agree. 12.15% of

Teachers rated undecided, 12.15% of Teachers rated disagree and 2.8% of Teachers were rated extremely disagree. So that majority of teachers and principals rated agree and extremely agree. The mean value of Teachers and Principals were found to be ($X=3.78$, $SD=1.02$) agreed that School Leadership was skilled in developing the school mission, goals and objective and principals with ($X =4.5$, $SD=0.51$) extremely agreed that school leadership was skilled in developing the school mission, goals and objective. The overall $X=4.14$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluded that School leadership was skilled in developing the school mission, goals and objective. The t-test revealed that the significance level ($p=0.12$) is greater than 0.05 this shows there is no significance difference between Teachers and principals views regarding School leadership were skilled in developing the school mission, goals and objective .

Item 3 of table 5 reflected that 44.86% of teachers and 42.86% of Principals were rated agree. 34.58% of Teachers and 50% of Principals were rated extremely agree on the School leadership practices of communicating the vision in order to have common understanding with the staff and community. 5.61% of teachers rated undecided. 14.02% of teachers and 7.14% of principals were rated disagree. 0.93% of Teachers was rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.98$, $SD=1.02$) and ($X =4.35$, $SD=0.84$) respectively agreed that, school leadership was communicating the vision in order to have common understanding with staff and community. The overall $X=4.16$ shows the agreement of the total respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that School leadership was communicating the vision in order to have common understanding with staff and community. The significance level ($p=0.69$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and Principals regarding the point.

Item 4 of Table 5 indicates that 41.1% of teachers and 64.3% of principals were rated agree. 18.7% of teachers and 28.6% of principals rated extremely agree. 18.7% of teachers and 7.14% of Principals rated undecided. But 20.6% of Teachers rated disagree and 0.93% of Teachers rated their response extremely disagree. The mean value of teachers and

principals were found to be ($X=3.56$, $SD=1.04$) and ($X =4.21$, $SD=0.57$) respectively agreed that, school principal brought change based on school vision which is perceived by the school community. The overall $X=3.89$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that School principal was brought change based on school vision which is perceived by the school community. The significance level ($p=0.00$) is less than 0.05, this indicates that there is significance difference between the opinions of Teachers and Principals regarding the point .Although the mean value falls in the same range.

Item 5 of Table 5 reflects that 45.8% of teachers and 28.6 % of principals rated agree. 20.6% of Teachers and 64.3% of Principals rated their response extremely agree. But less than half of the respondents, means 17.8% of teachers and 7.14% of Principals rated undecided. 15.9% of Teachers show their responses disagree. None of Teachers and Principals rated extremely disagrees. The mean value of teachers and principals were found to be ($X=3.56$, $SD=1.04$) and ($X =4.21$, $SD=0.57$) respectively agreed that the school leadership was capable in setting directions to word the implementation of School vision. The overall $X=3.89$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that school leadership was capable in setting directions to word the implementation of School vision school leadership was capable in setting directions to word the implementation of School vision. The significance level ($p=0.11$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the capability of principals in setting directions.

4.2.2. Analysis of the Planning Practices of School Leadership

Planning is one of the front lines of management function through which all the other functions are carried out. Therefore the following table illustrates briefly to what extent secondary School leadership carry out planning and its related activities.

Table 6: Planning Practices of School Leadership

No	Item	Respondents	Response[N&%]									Overall X	P-value(t-test)
				5	4	3	2	1	\bar{x}	SD			
1.	The School Leadership carry out analysis the School environment before preparing school plan	Teachers	f	27	44	25	8	3	3.79	1.00	4.14	0.78	
			%	25.2	41.1	23.4	7.5	2.8					
		Principals	f	7	7	-	-	-	4.5	0.52			
			%	50	50								
2.	The School Leadership plans and work toward changing the school	Teachers	f	34	46	17	10	-	3.97	0.93	4.30	0.33	
			%	31.8	42.99	15.9	9.35						
		Principals	f	10	3	1	-	-	4.64	0.63			
			%	71.43	21.43	7.14	-	-					
3.	The School Leadership is making the school plan flexible	Teachers	f	23	42	26	14	2	3.65	1.01	4.00	0.17	
			%	21.5	39.25	24.3	13.1	1.9					
		Principals	f	7	5	2	-	-	4.36	0.74			
			%	50	35.7	14.3	-	-					
4.	The School Leadership is encouraging the staff to participate in school planning	Teachers	f	36	37	15	13	6	3.79	1.18	4.18	0.01	
			%	33.64	34.6	14.02	12.15	5.61					
		Principals	f	8	6	-	-	-	4.57	0.51			
			%	57.14	42.86	-	-	-					

Item 1 of Table 6 shows that the practice of school leadership in practicing, the analysis of the School environment before preparing Schools plan. Regarding this 25.2% of teachers and 50% of Principals rated extremely agree. 41.1% of teachers and 50% of principals rated agree. 23.4 % of teachers rated undecided. 7.5% of teachers rated disagree and 2.8% of teachers rated extremely disagree. The mean value of teachers and Principals were found to be ($X=3.78$, $SD=1.00$) agreed that the school leadership carry out analysis of the school environment before preparing school plan and Principals with ($X=4.50$, $SD=0.52$) extremely agreed that the school leadership carry out analysis of the school environment before preparing school plan. The overall $X=4.14$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be

concluding that school leadership carry out analysis of the school environment before preparing school plan. The significance level ($p=0.78$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. Every organization exists in an environment with which it is independent. In case of school, the local community, the school district, region, state and the national system can be considered as its environment. It is important to think of school in the context of their environment, requiring the heads of schools to spend more time managing transaction between their school and environments, especially when the authority is developed on to the schools and all relevant stakeholders in the school community are given opportunities to participate (Gamage, 2006).

Item 2 of table 6 deals the leadership practices of plan and working toward changing the school. Accordingly 31.8% of teachers and 71.43% of principals rated extremely agree. 42.99% of teachers and 21.43% of Principals rated agree. 15.9% of teachers and 7.14% of principals rated undecided. They were not sure that weather the school leadership plans and work toward changing the school. The rest 9.35% of teachers rated disagree. Majority of teachers and Principals respondents agree or extremely agree that the school leadership plans and work toward changing the School. The mean value of teachers and principals were found to be ($X=3.97$, $SD=0.93$) and ($X =4.64$, $SD=0.63$) respectively agreed that, the school leadership plans and work toward changing the school. The overall $X=4.30$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that the school leadership plans and work toward changing the school. The significance level of t-test ($p=0.33$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals showing consensus or agreement of responses

Item 3 of table 6 deals the practice of the school leadership in making School plan flexible. Accordingly 21.5% of teachers and 50% of principals rated extremely agree. 39.25% of teachers and 35.7% of principals rated their response agree. 24.3% of teachers and 14.3% of principals rated undecided. The rest 13.1% of teachers and 1.9% of teachers rated disagree and extremely disagree respectively. The mean value of teachers and were found to be ($X=3.65$, $SD=1.01$) and ($X =4.35$, $SD=0.74$) respectively agreed that school leadership was making the school plan flexible. The overall $X=4.00$ shows the agreement

of the total respondents with the point. This implies that the majority of respondents agreed with the issue. Therefore, from the response of the majority, it is possible to conclude that, the school leadership is making the school plan flexible. Supporting this significance level of t-test ($p=0.17$) is greater than 0.05, indicating that there is no significance difference between the opinions of teachers and principals.

Item 4 of table 6 deals School leadership practices in encouraging the staff to participate in the School Planning. Accordingly 33.64% of teachers and 57.14% of principals rated extremely agree. 34.6% of teachers and 42.86% of Principals rated agree. The rest 14.02% of teachers rated undecided. 12.15% of teachers rated disagree and 5.61% of teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.79$, $SD=1.18$) agreed with that the School Leadership was encouraging the staff to participate in school planning and principals with the ($X=4.57$, $SD=1.18$) extremely agreed that the school leadership was encouraging the staff to participate in school planning. The overall $X=4.18$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that, the school leadership was encouraging the staff to participate in school planning. The significance level ($p=0.01$) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and principals regarding the point where principals agreement was found to be higher than that of teachers.

In addition, document analysis in all sample secondary schools revealed that there was the trend to participate all teachers in school planning. On the top of this the interview made with PTA and FGD made with supervisors and WEOs, even though they have trends in encouraging the staff to participate in school planning. They show weak initiation to participate all stake holders during the preparation of school planning except they include SIP committee emerged at school level from Teachers. Due to this most of the time the school leadership face problem in implementing the plan through the participation of the stake holders. Therefore it would be possible to conclude the school leaders in preparing the school plan in collaboration with the staff were not to the level required. In this Ubben and Hughes (1997:25) indicated for effective implementation of intended goals, the School leadership should allow concerned bodies such as Teachers, students and the community to participate in planning and goal setting. Here it is possible to conclude that school

principals in the study area were in better position to participate all teachers in school planning. It is believed that collaboration is the heart of successful planning and implementation. Supporting this Hopkins (2001) suggest that, collaborative planning is a base to set common goals, resolve differences and to take action. Also the quality of school level planning has been identified as a major factor in a number of studies of school effectiveness. For instance, Purkey and Smith (in Hopkins 1994) describe that both collaborative planning and clear goals as a key process dimensions. Caldwell and Spinks(as cited in Hopkins 1994) also indicate that goal-setting and planning as the two of the phases of the collaborative school management model which, linking this two activities within one cycle of the management process.

4.2.3. Participatory Practices of School Leadership

Table 7: Views on Participatory Practice of School Leadership

No	Item	Respondents		Response[N&%]					x̄	SD	Overall X	P-Value(t-test)
				5	4	3	2	1				
1.	The School Leadership work with the staff members to improve the School	Teachers	F	34	51	11	11	-	4.00	0.91	4.18	0.66
			%	31.8	47.7	10.3	10.3	-				
		Principals	F	6	7	1	-	-	4.36	0.63		
			%	42.86	50	7.14						
2.	The School Leadership have the ability to delegate and share responsibility	Teachers	F	34	39	20	14	-	3.87	1.01	4.25	0.02
			%	31.78	36.45	18.69	13.08					
		Principals	F	9	5	-	-	-	4.64	0.49		
			%	64.29	35.71							
3	The School Leadership provide opportunity for shared decision making	Teachers	F	27	39	18	20	3	3.99	1.14	3.92	0.28
			%	25.23	36.45	16.82	18.69	2.80				
		Principals	F	7	4	2	1	-	4.21	0.97		
			%	50	28.57	14.29	7.14	-				
4	School Leadership making relationship based on collegiality and mutual trust	Teachers	f	23	45	21	16	2	3.66	1.04	3.93	0.65
			%	21.49	42.06	19.63	14.95	1.87				
		Principals	f	7	3	4	-	-	4.21	0.89		
			%	50	21.43	28.57	-	-				

Item 1 of table 7 indicates that the respondents were asked whether or not the school leadership work with the staff members to improve the school. Based on this 31.8% of Teachers and 42.86% of Principals rated extremely agree. 47.7% of Teachers and 50% Of Principals rated agree. The rest 10.3% of Teachers and 7.14% of Principals rated undecided. 10.3% of Teachers rated disagree. None of Teachers and Principals rated extremely disagrees. The mean value of teachers and Principals were found to be ($X=4.00$, $SD=0.91$) and ($X =4.36$, $SD=0.63$) respectively agreed that, the school leadership work with the staff members to improve the school. The overall $X=4.18$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership works with the staff members to improve the school. The significance level ($p=0.66$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and Principals regarding the point. In line with this the information gathered through interview with PTA leaders and supervisors and WEOs were also confirmed that school leadership was working with the staff members to improve the school. Here it is possible to conclude that school principals in the study area were in better position in working with the staff members to improve the school. So that effective leaders give more attention to work with the staff members to improve the school.

Item 2 of table 7 shows that the ability of school leadership in delegating and sharing responsibility. Accordingly 31.78% of Teachers and 64.29% of Principals rated extremely agree. 36.45% of Teachers and 35.71% of principals rated agree. 8.69% of Teachers rated undecided. 13.08% of Teachers rated disagree. The mean value of teachers and Principals were found to be ($X=3.87$, $SD=1.01$) agreed that school leadership have the ability to delegate and share responsibility and principals with the ($X=4.64$, $SD=0.49$) extremely agreed that school leadership have the ability to delegate and share responsibility. The overall $X=4.25$ shows the agreement of the respondents with the point. This implies that majority of the respondents agree with the issue. The significance level ($p=0.02$) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and principals regarding the point. So that, the school leadership's under the study were effective in delegating tasks. In organizations a single man cannot perform several

duties unless shared with others. In addition delegation and sharing of responsibilities reduces burden of work and facilitate staff empowerment.

Item 3 of table 7 indicates that the practice of school leadership in providing opportunity for shared decision making. Based on this 23.23% of Teachers and 50% of Principals were rated extremely agree. 36.45% of Teachers and 28.57% of Principals rated agree. 16.82% of Teachers and 14.29% of Principals rated undecided. 18.69% of Teachers and 7.14% of Principals rated disagree. 2.80% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.63$, $SD=1.14$) and ($X =4.21$, $SD=0.97$) respectively agreed that, the school leadership provide opportunity for shared decision making. The overall $X=3.92$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership provides opportunity for shared decision making. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point.

In line with this the information gathered through interview with PTA leaders and supervisors and WEOs were also confirmed that the school leadership provides opportunity for shared decision making. Here it is possible to conclude that school principals in the study area were in better position in participating teachers in decision making process. In line with Somech (2002) suggested that involving teachers in the decision-making process offers a variety of potential benefits, which can generate the social capacity necessary for excellent schools: improving the quality of the decisions, enhancing teacher motivation and contributing to the quality of their work life. In addition to these allowing teachers in decision making process can develop trust and initiation between school leadership and teachers. Because, the school improvement is the result of a joining and coordinated activities of the school community in decision making processes. The principal has to involve the staff in the process (Hoy and Miskel cited in Morphet, Reller, and Johns 1982:126). In supporting this during interview one of PTA leaders stated that: *“...principals always willing to involve teachers in decision-making process but teachers work load not allowed them to do so...”*

Item 4 of table 7 reveals that the practices of school leadership in making relationship based on collegiality and mutual trust. Accordingly 21.49% of Teachers and 50% of Principals rated extremely agree. 42.06% of Teachers and 21.43% of Principals rated agree. 19.63% of Teachers and 28.57% of principals rated undecided. 14.95% of Teachers rated disagree and 1.8% of Teachers were rated extremely disagree. The mean value of Teachers and principals were found to be ($X=3.66$, $SD=1.04$) and ($X =4.21$, $SD=0.89$) respectively agreed that the school leadership making relationship based on collegiality and mutual trust. The overall $X=3.93$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the School Leadership making relationship based on collegiality and mutual trust. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. So that the school leadership can play a leading role in facilitating and improving the School environment by creating a strong link with a school community and stakeholders.

4.2.4. Supervision related Practices of leadership

The secondary school leaderships are responsible for supervising the school. They must be able to offer their teachers assistance for improvement of school condition. Table 7 shows the extent school leaderships play their supervisory practices.

Table 8: Views on Supervision related practice of School leadership

No	Item	Respondents	Response[N&%]							SD	Overall X	P-value(t-test)
			5	4	3	2	1	\bar{x}				
1.	The School Leadership visits the classroom to ensure classroom instruction align with the school goal	Teachers	f	30	48	14	15	-	3.89	0.98	4.11	0.08
			%	28.04	44.86	13.08	14.02	0.93				
		Principals	f	8	4	1	1	-	4.36	0.92		
			%	57.14	28.57	7.14	7.14					
2.	The School Leadership observe teachers for professional development rather than evaluation	Teachers	f	26	38	16	25	2	3.57	1.15	3.85	0.06
			%	24.29	35.51	14.95	23.36	1.87				
		Principals	f	6	7	1	-	-	4.36	0.63		
			%	42.86	50	7.14						
3.	The School Leadership encourage in built supervision within the school	Teachers	f	31	45	19	10	2	3.87	0.68	3.07	0.00
			%	28.97	42.06	17.76	9.35	1.87				
		Principals	f	7	5	1	1	-	4.29	0.81		
			%	50	35.71	7.14	7.14					
4.	The School Leadership supervise teachers to improve instructional practices	Teachers	f	31	46	17	11	2	3.87	1.01	4.10	0.08
			%	28.97	42.99	15.89	10.28	1.87				
		Principals	f	7	5	1	1	-	4.29	0.74		
			%	50	35.71	7.14	7.14	-				

Table 8 item 1 deals with the practices of school leadership in visiting the classroom to ensure classroom instruction align the School goal. Accordingly 28.04% of Teachers and 57.14% of Principals rated extremely agree. 44.86% of Teachers and 28.57% of Principals rated agree. 13.08% of teachers and 7.14% of Principals rated undecided. 14.02% of Teachers and 7.14% of Principals rated disagree and 0.93% of Teachers was rated extremely disagree. The Mean value of Teachers and Principals were found to be ($X=3.87$, $SD=0.98$) and ($X =4.36$, $SD=0.92$) respectively agreed that, the school leadership visits the classroom to ensure classroom instruction align with the school goal. The overall $X=4.11$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude

that the school Leadership visits the classroom to ensure classroom instruction align with the school goal. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point.

The data obtained through supervision document analysis shows that the feedback which is given to the teacher seems that the supervision that the school made were simply for purpose of data because the document could not tell somebody that what were the plan, what were the level of success and the purpose was not known but simply problems were listed. So from this the researcher tried to conclude that even though teachers and principals were satisfied with the supervision service it lack plan which exactly show what to supervise and when to supervise and its purpose as a result the activities were below the expectation and standard. In addition to this there were inadequate in visiting a classroom to ensure the classroom instruction aligns with the school goal. This implies that school leadership has very limited contact with instructional process of the school. This may be because of school leaderships give great attention to administrative work than instructional practices as suggested by supervisors and WEOs while FGD made with them.

Item 2 of table 8 deals with the practices of school leadership's in observing teachers for professional development rather than evaluation. Accordingly 24.29% Item 2 of Teachers and 42.86% of Principals rated extremely agree. 35.51% of Teachers and 50% of Principals rated agree. 14.95% of Teachers and 7.14% of Principals rated undecided. 23.36% of Teachers rated disagree and 1.87% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.60$, $SD=1.15$) and ($X =4.10$, $SD=0.63$) respectively agreed that the school leadership observe teachers for professional development rather than evaluation. The overall $X=3.85$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership observes teachers for professional development rather than evaluation. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. Even though majority of the respondents agree with the issue, from the different frequencies of the

respondents and FGD made with secondary school supervisors and WEOs. The practice of school leadership in observing teachers for professional development is inadequate. Because school leadership has limited contact with instructional processes as they give great attention to administrative work. Unless the school leadership frequently contact with instructional process they cannot observe and supervises teachers for professional development. Since, developing someone (teachers) need the frequent observation of leadership.

Item 3 of table 8 deals with the practice of school leadership in encouraging in built supervision within the school. 28.97% of Teachers and 50% of Principals rated extremely agree. 42.06% of Teachers and 35.71% of Principals were rated agree. 17.76% of Teachers and 7.14% of Principals rated undecided. 9.35% of Teachers and 7.14% of Principals rated disagree and the rest 1.87% of Teachers rated extremely disagrees. The mean value of Teachers and principals were found to be ($X=1.86$, $SD=0.68$) were not sure about the issue, on the other hand principals with the ($X=4.25$, $SD=0.81$) agreed that the school leadership encourage in built supervision within the school. The overall $X=3.07$ shows no response of the respondents with the point. This implies that the majority of respondents said nothing about the issue.

As the researchers attempt to observe and revised the documents and interview made with the PTA leaders and FGD made with supervisors and WEOs revealed that, the responses of principals were lack reality. Therefore, based on the responses of the majority of teachers and the researcher's document analysis, it can be said that the school leadership was not properly encourage in built supervision within the school. The significance level ($p=0.00$) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and principals regarding the school leadership encourage in built supervision within the school. This implies principals agreed and teachers replied no response concerning the school leadership encourage in built supervision within the school. So that the variation of response of teachers and principals show that the school leaderships were deficient in encouragement of inbuilt supervision. Because developing inbuilt supervision in school needs the knowledge of supervision or training in the area of supervision.

Item 4 of table 8 deals with the practices of school leadership's in supervising teachers to improve instructional practices. Accordingly 28.97% of Teachers and 50% of Principals rated extremely agree. 42.99% of Teachers and 35.71% of principals rated agree. 15.89% of Teachers and 7.14% of Principals rated undecided. 10.28% of Teachers and 7.14% of Principals rated disagree. The mean value of Teachers and Principals were found to be ($X=3.86$, $SD=1.01$) and ($X =4.35$, $SD=0.74$) respectively agreed that the school leadership supervise teachers to improve instructional practices. The overall $X=4.10$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership supervises teachers to improve instructional practices. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the school leadership supervise teachers to improve instructional practices.

Generally secondary school leaderships are responsible for supervision in the school. As Shukl (1983) stated supervision is one of the most important areas in instructional work that addresses mainly the principals as instructional leaders in teaching learning process. If planned visit were practiced regularly, it enables to identify good practices that to be shared with others and also help to identify problems that need to be corrected and even to rate or evaluate individual teachers. Moreover, since the major objectives of schooling lies at the heart of teaching-learning, school leaders should have intended to visit classes in order to obtain valuable insights into the quality of teaching learning process. Observation of the class was highly recommended by the authors in the field.

4.2.5. School Leadership Practices in Creating School Community Relationship

There should be a partnership linkage between the school and community. Effective school leadership establishes a variety of methods for communicating as well as working with parents and community. The school leaders involve parents and community members in all practices of the school. They make sure that parents are involved in aspects of their children's learning. Table 8 shows the extent to which the school leadership practices in creating relation with the school and community.

Table 9: Views of respondents in creating school community relationship

No	Item	Respondents		Response[N&%]					x̄	SD	Overall X	P-Value(t-test)
				5	4	3	2	1				
1.	The School Leadership invite parents and guardians to actively involved in their children's learning	Teachers	f	26	39	15	22	5	3.55	1.15	3.83	0.12
			%	24.2	36.45	14.0	20.5	4.6				
		Principals	f	9		2	6	7	4.07	0.91		
			%	35.7	42.86	14.2	7.14					
2.	The School Leadership create effective communication between the School and parents	Teachers	f	25	35	16	25	6	3.45	1.17	3.98	0.12
			%	23.3	32.71	14.9	23.3	5.6				
		Principals	f	6	3	4	1	-	4.00	1.03		
			%	42.8	21.43	28.5	7.14					
3	The School Leadership encourage community, parents school relationship to bring change in students academic achievements	Teachers	f	26	32	19	25	5	4.11	1.17	3.74	0.28
			%	24.2	29.91	17.7	23.3	4.6				
		Principals	f	9		6	6	7	3.93	1.07		
			%	35.7	35.71	14.2	14.2					
4.	The School Leadership works to strengthen PTA and allows them take part in school leadership	Teachers	f	21	53	16	12	5	3.68	1.16	3.84	0.13
			%	19.6	49.53	14.9	11.2	4.6				
		Principals	f	3		5	1	7	4.2	0.8		
			%	50	28.5	2.80	-	-				

Item 1 of table 9 deals with the practices of school leadership in inviting parents and guardians to actively involved in their children's learning. Accordingly 24.29% of Teachers and 35.71% of Principals rated extremely agree. 36.45% of Teachers and 42.86% of Principals rated agree. 14.02% of Teachers and 14.28% of Principals rated undecided. 20.56% of Teachers and 7.14% of Principals rated disagree. 4.67% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.58$, $SD=1.15$) and ($X =4.07$, $SD=0.91$) respectively agreed that the school leadership invite parents and guardians to actively involved in their children's learning. The overall $X=4.11$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership invite parents and guardians to actively involved in their children's learning. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the school leadership invite parents and guardians to actively involved in their children's learning. Here it is possible to conclude that school principals in the study area were in better position in involving parents to improve students' learning. In line with this (EIC, 2000) pinpoint that Parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it.

Item 2 of table 9 deals with the practices of school leadership's in creating effective communication between parents and School. Based on this 23.36% of Teachers and 42.86% of principals rated extremely agree. 32.71% of Teachers and 21.43% of Principals rated agree. 14.95% of teachers and 28.57% of Principals rated undecided. 23.36% of teachers and 7.14% of Principals rated disagree. 5.61% of Teachers were rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.49$, $SD=1.17$) and ($X=4.00$, $SD=1.03$) respectively agreed that the School Leadership create effective communication between the school and parents. The overall $X=3.98$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership creates effective communication between the school and parents. The significance level ($p=0.12$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and

principals regarding the school leadership create effective communication between the school and parents.

Item 3 of table 9 deals with the practices of school leadership's in encouraging community, parents, school relationship to bring change in student academic achievement. Regarding to this 24.29% of Teachers and 35.71% of Principals rated extremely agree. 29.91% of Teachers and 35.71% of Principals rated agree. 17.76% of Teachers and 14.28% of Principals rated undecided. 23.36% of Teachers and 14.28% of principals rated disagree. The mean value of Teachers and Principals were found to be ($X=3.57$, $SD=1.17$) and ($X=3.92$, $SD=1.07$) respectively agreed that the school leadership encourage community, parents school relationship to bring change in students academic achievements. The overall $X=3.74$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership encourage community, parents school relationship to bring change in students academic achievements. The significance level ($p=0.28$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership encourage community, parents school relationship to bring change in students academic achievements. School leadership plays a great role to establish link with parents, other organizations and the wider community to promote care of students and enhance learning (ACT Government, 2009).

Item 4 of table 9 deals with the practice of school leadership in working with strengthen PTA and allow them take part in School leadership. Regarding this 19.63% of Teachers and 50% of Principals rated extremely agree. 49.53% of Teachers and 28.57% of Principals rated agree. 14.95% of Teachers and 2.80% of Principals rated undecided. The rest 11.21% of Teachers rated disagree and 4.67% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.68$, $SD=1.16$) and ($X=4.01$, $SD=0.89$) respectively agreed that the school leadership works to strengthen PTA and allows them take part in school leadership. The overall $X=3.84$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the School Leadership works to strengthen PTA and allows them take part in school leadership. The significance level ($p=0.13$) is greater than 0.05, this indicates that

there is no significant significance difference between the opinions of teachers and principals regarding the school leadership works to strengthen PTA and allows them take part in school leadership. This implies that PTA's are actively involved in the school management. Here it is possible to conclude that school principals in the study area were in better position to strengthen PTA and allows them take part in school leadership. Developing partnerships with parents and society enables schools to provide quality education. So, it is vital to mobilize pupils, parents, and other members of the community in support of the school activities (Hopkins, 1994).

4.2.6. Curriculum development practice of School leadership

Curriculum development work of course takes place over and above the actual teaching program of each individual staff members. Therefore the School leaderships with his staff should have a strong and recognizable plan for curriculum improvement and development in their schools. Table 9 addresses to what extent the School leadership practices the development of curriculum.

Table 10: Views on Curriculum Development Practices of School Leadership

No	Item	Respondents		Response[N&%]								Overall X	P= Value(t-test)
				5	4	3	2	1	X	SD			
1.	The School Leadership identify students and community need so as to improve curriculum	Teachers	f	15	32	28	23	9	3.19	1.16	3.44	0.01	
			%	14.02	29.91	26.17	21.49	8.41					
		Principals	f	3	6	2	3	-	3.64	0.91			
			%	21.43	42.86	14.29	21.43	-					
2.	The School Leadership work as a resource person in curriculum improvement	Teachers	f	11	41	28	21	6	3.28	1.07	3.45	0.09	
			%	10.28	38.32	26.17	19.63	5.61					
		Principals	f	3	6	4	1	-	3.79	0.89			
			%	21.43	42.86	28.57	7.14	-					
3.	The School Leadership identifies the problems in implementing the existing curriculum as per the education policy	Teachers	f	17	39	26	22	3	3.42	1.07	3.51	0.33	
			%	15.89	36.45	24.29	20.56	2.80					
		Principals	f	3	5	5	1	-	3.71	0.91			
			%	21.43	35.71	35.71	7.14	-					
4.	The School Leadership involves stake holders in curriculum improvement	Teachers	f	17	41	16	30	3	3.36	1.13	3.47	0.18	
			%	15.89	38.32	14.95	28.04	2.80					
		Principals	f	4	4	5	1	-	3.79	0.97			
			%	28.57	28.57	35.71	7.14	-					

Item 1 of table 10 deals with the practices of school leadership's in identifying students, and community needs so as to improve curriculum. Based on this 14.02% of Teachers and 21.43% of Principals rated extremely agree. 29.91% of Teachers and 42.86% of Principals rated agree. 26.17% of Teachers and 14.29% of principals rated undecided. 21.49% of Teachers and 21.43% of Principals rated disagree. 8.41% of Teachers rated extremely disagree. The mean value of Teachers were found to be (X=3.39, SD=1.16) were not sure about the issue and principals with the (X=3.50, SD=0.91) agreed that the school leadership identify students and community need so as to improve curriculum. The overall

$X=3.44$ shows the neutrality of the majority of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership was not in a good position to identify students and community needs so as to improve curriculum. The significance level ($p=0.11$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the school leadership identify students and community need so as to improve curriculum.

Item 2 of table 10 deals the practices of school leaderships' work as a resource person in curriculum improvement. Regarding this 10.28% of Teachers and 21.43% of principals rated extremely agree. 38.32% of Teachers and 42.86% of Principals rated agree. 26.16% of Teachers and 28.57% of Principals rated undecided. 19.63% of Teachers and 7.14% of Principals rated disagree. 5.61% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.38$, $SD=1.06$) were not sure about the issue and principals with the ($X=3.51$, $SD=0.89$) agreed that the School Leadership work as a resource person in curriculum improvement. The overall $X=3.45$ shows neutrality of the majority of the respondents with the point. Thus, it is possible to conclude that principals attempt to work as resource person in curriculum improvement were not satisfied teachers, as they expressed not sure about leadership work as a resource person in curriculum improvement. The significance level ($p=0.09$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the School Leadership work as a resource person in curriculum improvement. Therefore the effort of School leadership as a resource person in curriculum improvement was not satisfactory.

Item 3 of table 10 deals with the practices of School leadership's in identifying the problems in implementing the existing curriculum as per the education policy. Based on this 15.89% of Teachers and 21.43% of Principals rated extremely agree. 36.45% of Teachers and 35.71% of Principals rated agree. 24.29% of Teachers and 35.71% of Principals rated undecided. 20.56% of Teachers and 7.14% of Principals rated disagree and the rest 2.80% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.50$, $SD=1.07$) and ($X=3.52$, $SD=0.91$) respectively agreed

that, the School Leadership identifies the problems in implementing the existing curriculum as per the education policy. The overall $X=3.51$ shows the agreement of the majority of the respondents with the point. Thus, it is possible to conclude that School Leadership identifies the problems in implementing the existing curriculum as per the education policy. This implies that the school leadership in the study area was in a good position to understand and implement education policies. The significance level ($p=0.33$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the School Leadership identifies the problems in implementing the existing curriculum as per the education policy. School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

Item 4 of table 10 deals with the practices of School leadership's in involving stakeholders in curriculum improvement. Accordingly 15.89% of Teachers and 28.57% of Principals rated extremely agree. 38.32% of Teachers and 28.57% of Principals rated agree. 14.95% of Teachers and 35.71% of Principals were rated undecided. 28.04% of Teachers and 7.14% of Principals rated disagree. 2.80% of Teachers rated extremely disagree. The mean value of Teachers were found to be ($X=3.32$, $SD=1.13$) were not sure about the issue and principals with the ($X=3.63$, $SD=0.97$) agreed that the School Leadership involves stake holders in curriculum improvement. The overall $X=3.46$ shows neutrality of the majority of the respondents with the point. Thus, it is possible to conclude that the School Leadership involves stake holders in curriculum improvement were not satisfied teachers, as they expressed they were not sure about the issue. The significance level ($p=0.18$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the School Leadership involves stake holders in curriculum improvement. In line with this Managing the instructional program dimension of instructional leadership involves working directly with teachers in areas related to curriculum and instruction (Hallinger & Murphy, 1985). Job functions included in this dimension consist of supervising and evaluating instruction, coordinating the curriculum,

and monitoring student progress. Coordinating the curriculum refers to principal activities that provide opportunities for staff and stakeholders collaboration on alignment of curriculum to standards and achievement tests. The instructional management job function of monitoring student progress refers to the principal's use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger & Murphy, 1985)

4.2.7. Staff Development Practice of School Leadership

Staff development implies the ways and means by which the School leadership shows interest in ensuring the staff needs are meeting through programs that would improve the qualitative and quantitative of staff to overall goals of the system. Therefore table 10 shows to what extent the School leadership practices activity related to staff development.

Table 11: Views on Staff Development Practice of School Leadership

No	Item	Respondents	Response[N&%]								Overall X	P= Value(t-test)
			5	4	3	2	1	X	SD			
1.	The School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues	Teachers	F	26	41	19	20	1	3.66	1.11	3.98	0.11
			%	24.29	38.32	17.76	18.69	0.93				
		Principals	F	5	8	1	-	-	4.29	0.61		
			%	35.71	57.14	7.14						
2.	The School Leadership helps the teacher to attend CPD/continuous professional development	Teachers	F	33	55	7	10	2	4.00	0.57	4.32	0.57
			%	30.84	51.40	6.54	9.35	1.87				
		Principals	F	11	2	-	1	-	4.64	0.61		
			%	78.57	14.29	-	7.14					
3.	The School Leadership helps the teachers to read different current educational publications	Teachers	F	18	37	25	22	5	3.38	1.10	3.87	0.38
			%	16.82	34.58	23.36	20.56	4.67				
		Principals	F	6	7	1	-	-	4.36	0.86		
			%	42.86	50	7.14	-	-				

Item 1 of table 11 deals the practices of School leaderships' in developing mechanisms by which competent Teachers share their experiences with their colleagues. Accordingly 24.29% of Teachers and 35.71% of Principals rated extremely agree, 38.32% of Teachers and 57.14% of Principals rated agree. 17.76% of Teachers and 7.14% of Principals rated undecided. The rest 18.69% of Teachers and 0.93% of Teachers rated disagree and extremely disagree respectively. The mean value of Teachers and Principals were found to be ($X=3.66$, $SD=1.11$) and ($X=4.29$, $SD=0.61$) respectively agreed that the School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues. The overall $X=3.89$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the School Leadership develops mechanisms by which competent teachers share their experiences with their colleagues. The significance level ($p=0.11$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues.

Item 2 of table 11 deals with the practices of School leadership's in helping teachers to attend CPD (Continuous Professional Development) at their School. Regarding this 30.84% of Teachers and 78.57% of Principals rated extremely agree. 51.40% of Teachers and 14.29% of Principals rated agree. The rest 6.54% of teachers rated undecided. 9.35% of Teachers and 7.14% of Principals rated disagree. 1.87% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=4.00$, $SD=0.57$) and ($X=4.64$, $SD=0.61$) respectively agreed that the School Leadership helps the teacher to attend CPD/continuous professional development. The overall $X=4.18$ shows the agreement of the respondents with the point. From this the researcher is interested to conclude that there were good attempts of school leadership to improve quality instruction by helping teacher to attend CPD/continuous professional development. The significance level ($p=0.57$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the School Leadership helps the teacher to attend CPD/continuous professional development. In line with this Marezely (1996) pinpoint that in addition to a supportive attitude and creating an atmosphere where there is a love of learning, school principals must be the primary CPD

developers, because it is the principal who has the greatest direct control over the factors affecting school environment. Marezely further stated that identifying the development needs of each teacher and the school staff as a whole, developing and arranging CPD opportunities, monitoring progress and evaluating performance must be undertaken by school principal.

Item 3 of table 11 deals with the practices of School leadership's in helping teachers to read different current educational publications. Regarding to this 16.82% of Teachers and 42.86% of Principals rated extremely agree. 34.58% of Teachers and 50% of Principals rated agree. 23.36% of Teachers and 7.14% of principals rated undecided. 20.56% of Teachers rated disagree and 4.67% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.38$, $SD=1.10$) and $x=4.36$, $SD= 0.86$ respectively agree that the school leadership helps the teachers to read different current educational publications. The overall $X=3.87$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the School Leadership was helping teachers to read different current educational publications. In addition, as was learned from document analysis, the researcher has observed curriculum materials, class room magazines and print references most of them were in their libraries. The significance level ($p=0.38$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding that the School Leadership helps teachers to read different current educational publications.

4.3. Problem of Secondary School Leadership

These day's organizations are growing complex and complex. As a result the modern leaders face problems. Educational administrators as well as people in management position in School system have often argued that the problem of the instruction and the system are so different from those of all other instructional that they do not require the application of general principles of management (Adesina, 1990:39).

The School leadership is the most visible and directly accessible representative of the School management. Moreover, the School leaders retain ultimate accountability for the

overall operation of the School. Most studies on educational leadership revealed that the main function of Principals as instructional leader is making effective teaching and learning. She/he also expected to practice managerial responsibility as well. In practicing both instructional and managerial responsibility in School setting, he/she was facing different problems. Based on this assumption to identify the problems that secondary School leadership faces 11 major points were listed in the questionnaire under part IV using the Likert scale extremely agree=5, agree=4, undecided=3, disagree=2, extremely disagree=1. For the purpose of analysis this major problems were categorized under 3 groups. These were qualification and experience related problems, organizing problem and situational problems. Finally, to see the effect of the problems on the practice of School leadership the expected analysis was given accordingly in the section that follows.

4.3.1. Qualification and Experience Related Problems

Educational background or qualification can be one of the determinants which help School leadership to discharge their responsibilities. Experience, training and qualification increase our understanding to the way objective achieved (Dubale, 1997:39).

Accordingly in table 12 respondents attitudes were presented and analyzed to show that qualification and experience related problems were to be the problems of School leadership in practicing or implementing School activities or to carry out their duties.

Table 12: View on Qualification and Experience Related Problems of School Leadership

No	Item	Respondents	Response[N&%]								Overall X	P-value(t-test)
				5	4	3	2	1	X	SD		
1.	Lack of educational background in Preparing the school plan	Teachers	f	21	37	10	20	19	3.1	1.4	3.42	0.27
			%	19.63	34.58	9.35	18.69	17.76	9	1		
		Principals	f	4	6	-	3	1	3.6	1.2		
			%	28.57	42.86	-	21.43	7.14	4	9		
2.	Lack of training on the educational management to give professional support for teacher	Teachers	f	31	41	12	11	12	3.6	1.3	3.67	0.55
			%	28.97	38.32	11.21	10.28	11.21	4	0		
		Principals	f	6	4	-	3	-	3.7	1.2		
			%	42.86	28.57	-	21.43	-	1	9		
3.	Lack of experience to tackle the problem that encounter the school leadership	Teachers	f	24	48	9	14	12	3.5	1.2	3.55	0.94
			%	22.43	44.86	8.41	13.08	11.21	4	8		
		Principals	f	4	5	-	5	-	3.5	1.2		
			%	28.57	35.71	-	35.71	-	7	8		
4.	Lack of clear understanding of the educational policy to carry out the leadership activities accordingly	Teachers	f	16	40	12	27	12	3.1	1.2	3.34	0.1
			%	14.95	37.38	11.21	25.23	11.21	9	7		
		Principals	f	3	7	-	2	2	3.5	1.4		
			%	21.43	50	-	14.29	14.29		0		

Item 1 of table 12 deals with the lack of educational background of School leadership's in preparing the School plan. Accordingly 19.63% of Teachers and 28.57% of Principals rated extremely agree. 34.58% of Teachers and 42.86% of Principals rated agree. 9.35% of teachers rated undecided. 18.69% of Teachers and 21.43% of Principals rated disagree. 17.76% of teachers and 7.14% of Principals rated extremely disagree. The mean value of Teachers were found to be (X=3.19, SD=1.41) and (X=3.64, SD=1.29) show that the neutrality to the point. And the mean value of principals were found to be X=3.64, SD=1.29

agree that lack of educational background of the school leadership in Preparing the school plan. The overall $X=3.42$ shows the neutrality of the respondents with the point. From this the researcher is interested to conclude that even though most of secondary school principals in the study area were qualified with first degree in different field of education rather than in educational leadership they are skilled to develop school plan from the knowledge obtained from short training. The significance level ($p=0.27$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding lack of educational background of the school leadership in Preparing the school plan. On the top of this as Dubale (1997:39) stated formal educational background is the very determinant factor to run an organization like School, since individuals acquire knowledge, skill and attitude through education.

Item 2 of table 12 deals with lack of training on the educational management of School leadership's to give professional support for Teachers. Based on this 28.97% of Teachers and 42.86% of Principals rated extremely agree. 38.32% of Teachers and 28.57% of Principals rated agree. 10.28% of Teachers and 21.43% of Principals rated disagree. 11.21% of Teachers were rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.64$, $SD=1.30$) and ($X=3.71$, $SD=1.29$) respectively agreed that lack of training on the educational management to give professional support for teacher. The overall $X=3.67$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that lack of training on the educational management to give professional support for teacher. The significance level ($p=0.55$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding lack of training on the educational management to give professional support for teacher. On the top of this as Fielder and Chemers (1983:30) indicated without adequate training principals task structuring ability will be lower.

Item 3 of table 12 deals with the lack of experience to tackle the problems that encounter the School leaderships' Regarding the item 22.43% of Teachers and 28.57% of Principals rated extremely agree. 44.86% of Teachers and 35.71% of Principals rated agree. 8.41% of Teachers were rated undecided. 13.08% of Teachers and 35.71% of Principals rated

disagree. 11.1% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.54$, $SD=1.28$) and ($X=3.57$, $SD=1.29$) respectively agreed that lack of experience to tackle the problem that encounter the school leadership. The overall $X=3.55$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that lack of experience to tackle the problem that encounter the school leadership. The significance level ($p=0.94$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding lack of experience to tackle the problem that encounter the school leadership. Regarding to this Fielder and Chemers (1983:30) indicated that lack of experience can decrease their potential for effectiveness.

Item 4 of table 12 deals with the lack of clear understanding the educational policy of a School leadership's to carry out the leadership activities accordingly. Regarding this 12.95% of Teachers and 21.43% of Principals rated extremely agree. 37.39% of Teachers and 50% of Principals rated agree. 11.21% of Teachers rated undecided. 25.23% of Teachers and 14.29% of Principals rated disagree. 11.21% of Teachers and 14.29% of Principals rated extremely disagree. The mean value of Teachers were found to be ($X=3.19$, $SD=1.27$) were not sure about the issue and principals with the ($X=3.5$, $SD=1.4$) agreed that lack of clear understanding of the educational policy to carry out the leadership activities accordingly. The overall $X=3.34$ shows the neutrality of the respondents with the point. Thus, it is possible to conclude that the School leadership lack clear understanding of the educational policy, as the respondents expressed not sure about the issue. The significance level $p=0.1$ is greater than 0.05. This indicates that there is no statistically significant difference between the opinion of teachers and principals regarding the School leadership having clear understanding of the educational policy to carry out their activities accordingly.

4.3.2. Organizing Problem

With regard to the impact of some organizational problems in effectiveness of School leadership practices, most leadership studies revealed that the organizational context influence the principals (leaders) success in their practices. Taking this assumption into

account three organizational problems treated below under table 13 to examine whether they influence the practice of School leadership or not in the School.

Table 13: Views of respondents on Organizing Problem

N	Item	Respondents		Response[N&%]					X	SD	Overall X	P-Value(t-test)
				5	4	3	2	1				
1.	Lack of delegating the job to the staff member to carry out their responsibility	Teachers	F	14	49	12	23	9	3.34	1.21	3.38	0.43
			%	13.08	45.79	11.21	21.49	8.41				
		Principals	F	3	6	1	2	2	3.43	1.28		
			%	21.43	42.86	7.14	14.29	14.29				
2.	Work overloaded in the school enables the success of School practices	Teachers	F	15	33	12	39	8	3.07	1.10	3.57	0.11
			%	14.02	30.84	11.21	36.45	7.48				
		Principals	F	6	5	1	2	-	4.07	1.07		
			%	42.86	35.71	7.14	14.29	-				
3.	Unable to create team building for collaborative work in the School	Teachers	F	17	45	12	20	13	3.31	1.20	3.26	0.41
			%	15.89	42.06	11.21	18.69	12.15				
		Principals	F	2	5	1	6	-	3.21	1.26		
			%	14.29	35.71	7.14	42.86	-				

Item 1 of table 13 shows that lack delegating the job to satisfy the staff members influences or the school leadership or not. Accordingly 13.08% of Teachers and 21.43% of Principals rated extremely agree. 45.79% of Teachers and 42.86% of Principals rated agree. 11.21% of Teachers and 7.14% of Principals rated undecided. 21.49% of Teachers and 14.29% of principals rated disagree. 8.41% of Teachers and 14.29% of Principals rated

extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.34$, $SD=1.21$) and ($X=3.43$ $SD=1.28$) respectively were not sure about the issue. The overall $X=3.38$ shows the neutrality of the respondents with the point. Thus, it is possible to conclude that delegating the job to the staff member to carry out their responsibility were not satisfied teachers, as majority of teachers expressed they were not sure about the issue. The significance level ($p=0.43$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding delegating the job to the staff member to carry out their responsibility.

Item 2 of table 13 deals with whether work over loaded in the School enables the School leadership or not to the success of the School practices. Based on this 14.02% of Teachers and 42.86% of Principals were rated extremely agree. 30.84% of Teachers and 35.71% of Principals rated agree. 11.21% of Teachers and 7.14% of Principals rated undecided. 36.45% of Teachers and 14.29% of Principals rated disagree. 7.48% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.07$, $SD=1.10$) and ($X=4.07$, $SD=1.07$) respectively agreed that Work over loaded in the school unable the success of School practices. The overall $X=3.57$ shows the agreement of the respondents with the point. Thus, it is possible to conclude that Work over loaded in the school unable the success of School practices. The significance level ($p=0.11$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the issue.

Item 3 of table 13 deals whether unable to create team building for collaborative work in the School influence the School leadership or not. Accordingly 15.89% of Teachers and 14.29% of Principals rated extremely agree. 42.06% of Teachers and 35.71% of Principals rated agree. 11.21% of Teachers and 7.14% of Principals rated undecided. 18.96% of Teachers and 42.86% of Principals rated disagree. The rest 12.15% of Teachers rated extremely disagree. The mean value of Teachers were found to be ($X=3.31$, $SD=1.20$) were not sure about the issue and principals with the ($X=3.21$, $SD=1.26$) also were not sure about the issue. . The overall $X=3.53$ agreement of respondents that shows the uncertainty of the respondents with the point. Thus, it is possible to conclude that create team building for collaborative work in the School were not satisfied teachers as they expressed they were not

sure about the issue. The significance level ($p=0.41$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the issue.

4.3.3. Situational Problems

A wide variety of people and things make up the situation that influences the practice of School leadership in the School. The nature of the community, the teaching staff, the non-teaching staff and other stakeholders all influence the effectiveness of various kinds of School leadership practices. Taking this into account the following situational problems treated under table 13 in order to identify whether they were affect practice of secondary School leadership or not.

Table 14: View of respondents on Situational Problems

No	Item	Respondents	Response[N&%]								Overall X	P-Value(t-test)
			F	5	4	3	2	1	X	SD		
1.	Lack of good relationships and support of community to improve the School.	Teachers	F	21	48	7	20	11	3.4	0.8	3.84	0.60
			%	19.63	44.86	6.54	18.69	10.28				
		Principals	F	3	6	1	4	-	3.5	0.8		
			%	21.43	42.86	7.14	28.57	-				
2.	Weak initiation of PTA to participate in school leading activities	Teachers	F	11	54	8	23	11	3.5	1.0	3.60	0.50
			%	10.28	50.47	7.48	21.49	10.28				
		Principals	F	4	7	1	2	-	3.9	1.3		
			%	28.57	50	7.14	14.29	-				
3.	Lack of Professional support from external school supervisor to provide better leadership in the School.	Teachers	F	16	49	9	23	10	3.6	1.0	3.72	0.41
			%	14.95	45.79	8.41	21.49	9.35				
		Principals	F	5	5	1	3	-	3.8	1.1		
			%	35.71	35.71	7.14	21.43	-				
4	Lack of internal and external facilities to facilitate the instructional process and to provide effective leadership	Teachers	F	28	50	7	13	9	3.7	1.2	3.92	0.19
			%	26.17	46.73	6.54	12.15	8.41				
		Principals	F	5	6	1	2	-	4.0	0.8		
			%	35.71	42.86	7.14	14.29	-				

Item 1 of table 14 deals lack of good relationships and support of community to improve the School influence the School leadership or not. Based on this 19.63% of Teachers and 21.43% of Principals rated extremely agree. 44.86% of Teachers and 42.86% of Principals rated agree. 6.54% of Teachers and 7.14% of Principals rated undecided. 18.69% of

Teachers and 28.57% of Principals rated disagree. 10.28% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.45$, $SD=0.88$) and ($X=3.57$, $SD=0.89$) respectively agreed that lack of good relationship and support of community to improve the School. The overall $X=3.84$ shows the agreement of the respondents with the point. Thus, it is possible to conclude that lack of good relationship and support of community to improve the School. The significance level ($p=0.41$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding the issue. In line with this (Kocher 1991) suggest that the existence of smooth school community relation enables the school to make all sorts of change required in a given community. If the school fails to do so, it will not keep pace with the change it tends to be outdated, backward looking, when this happens, schools cease to be meaningless institute.

Item 2 of table 14 deals weak initiations of PTA to participate in School leading activity influence the School leadership or not. Accordingly 10.28% of Teachers and 28.57% of Principals rated extremely agree. 50.47% of Teachers and 50% of Principals rated agree. 7.48% of Teachers and 7.14% of Principals rated undecided. 21.49% of Teachers and 14.29% of Principals rated disagree. 10.28% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.50$, $SD=1.05$) and ($X=3.93$, $SD=1.38$) respectively agreed that weak initiation of PTA to participate in school leading activities. The overall $X=3.60$ shows the agreement of the respondents with the point. Thus, it is possible to conclude that weak initiation of PTA to participate in school leading activities in the study area. The significance level ($p=0.5$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding weak initiation of PTA to participate in school leading activities. Supporting this (MoE, 2005) suggest that, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired.

Item 3 of table 14 deals whether lack professional support from external School supervisor to provide better leadership in the School influence secondary School leadership or not. Regarding this 14.95% of Teachers and 35.71% of Principals rated extremely agree. 45.79% of Teachers and 35.71% of Principals rated agree. 8.41% of Teachers and 7.14% of

Principals rated undecided. 21.49% of Teachers and 21.43% of Principals rated disagree. The rest 9.35% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.60$, $SD=1.07$) and ($X=3.85$, $SD=1.16$) respectively agreed that lack of Professional support from external school supervisor to provide better leadership in the School. The overall $X=3.72$ shows the agreement of the respondents with the point. Thus, it is possible to conclude that lack of Professional support from external school supervisor to provide better leadership in the School. The significance level ($p=0.41$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding lack of Professional support from external school supervisor to provide better leadership in the School.

Item 4 of table 14 deals whether lack of internal and external facilities to facilitate the instructional process and to provide effective leadership influence the School leadership or not. Based on this 26.17% of Teachers and 35.71% of Principals rated extremely agree. 46.73% of Teachers and 42.86% of Principals rated agree. 6.54% of Teachers and 7.14% of Principals rated undecided. 12.15% of Teachers and 14.29% of Principals rated disagree. 8.14% of Teachers rated extremely disagree. The mean value of Teachers and Principals were found to be ($X=3.70$, $SD=1.22$) and ($X=4.00$, $SD=0.89$) respectively agreed that lack of internal and external facilities to facilitate the instructional process and to provide effective leadership. The overall $X=3.92$ shows the agreement of the respondents with the point. Thus, it is possible to conclude that lack of internal and external facilities to facilitate the instructional process and to provide effective leadership. The significance level ($p=0.19$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and Principals regarding lack of internal and external facilities to facilitate the instructional process and to provide effective leadership.

According to Hussen and Postlethraite (1994), there are factors that influence any educational change in general, these are, the internal and the external context of the school and also as Bibit (cited in Temesgen, 1999:48) suggested that "as trained personnel are important for the success of School curricula, so are equipment and supplies or facilities." So the availability of educational resource (external and internal facilities) facilitates the

School leadership practice (activities). But, as Gorton (1983:263) indicated, the lacks of resources (facilities) are serious problem to School leadership.

In general secondary School leadership is accountable for overall operations of the School. According to MOE (2005:50) secondary School leaderships are required to coordinate in and outside of the School community to fulfill the Schools requirement: plan the School improvement program in order to implement successfully; Facilitate the improvements of students achievements and inculcate the support of self confidence and get them motivated to earn good results; assure quality education in the School and create good learning atmosphere in the school. Therefore, this indicates that duties and responsibilities of School leaderships are complex. So that, to be successful in their duties and responsibilities, School leadership expected to have basic knowledge in managerial skills (technical, human and conceptual). Additionally the availability of essential internal and external facilities with active involvement of stakeholders in the School improvement program enhances the success of the School leaderships.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

A summary of the study, research basic questions and major findings, Conclusions and recommendations are presented in this chapter.

5.1. Summary

A school leadership plays great role in the improvement of teaching learning process by giving continuous professional support to teachers, which in turn results in improved students learning. The purpose of this study was to examine the practices and problems of secondary schools of west Wollega administrative zone and recommending possible ways of reducing those problems. To this end the following basic questions were entertained in the study.

1. How school leaderships are assigned in secondary school?
2. What are the current practices of school leadership in secondary schools?
3. To what extent secondary school leadership practices the managerial role to improve the school?
4. What are the problems that secondary school leadership faces in west wollega administrative zone?

Descriptive survey design was employed to address the basic question raised. The subjects of the study were to be school principals, teachers, secondary school supervisors, woreda education officials and PTA leaders. Both primary and secondary sources of data were used and review of the related literature was also made to treat the basic questions. The researcher employed different instruments of data collection as they helped him to combine the strength and amend some of the inadequacies. Accordingly, questionnaires (closed and open ended questions) were used to collect data from principals and teachers. Interview made with PTA, FGD were made with secondary school supervisors and woreda education officials of the sampled woredas and in some instances document analysis and observation were undertaken.

Based on this a total of 127 copies of questionnaires were distributed to 15 principals and 112 teachers. The returned were 121 (95.28%) which comprised of 14 principals and 107 teachers. The data obtained through questionnaire were tabulated and analyzed using percentage, mean and t-test. Whereas the data obtained through interview, focus group discussion, observation and document analysis were analyzed qualitatively by using narration in line with the data obtained from closed and open ended questions. As a result the following findings were drawn from the analysis.

1. Among 14 principals, 1(one) principal had educational qualification in educational leadership and the rest were all specialized in subjects. The supervisors and WEOs were not qualified for the position except having short training.
2. In relation to principals' interest in the leadership position, before they became principal of the Schools, majority (71.43%) of them had an interest in order to be a principal of a school. This is because; they have an interest to develop experience how to lead an organization and to get advantage in case of better salary than they were a teacher.
3. 71.43% of principals and 60.7% of Teachers were responded that school leadership was assigned by competition on the basis of their merit only without following the directives set by MoE. However majority of the school leadership don't fulfill the prerequisite criteria like educational qualification, experiences and training in educational leadership. As the result the study revealed that the directives of MoE and the regional education bureau were not kept by the assigning bodies while selecting and assigning the school leadership to the position.
4. As far as concerning the vision of school leadership, the finding disclosed that 70.84% of Teachers and 95.72% of Principals responded that the School leadership were capable in providing clear vision, skilled in developing the School mission, goals and objectives, communicating the vision in order to have common understanding with staff and community, can brought change based on School vision and capable in setting directions toward the implementation of School vision was in a good position.
5. Concerning the planning practices of School leadership the finding disclosed that 67.52% of Teachers and 91.07% of Principals responded that School leadership

carryout analysis of environment before preparing School plan, plan and work toward changing the School, making the School plan flexible and encouraging the staff to participate in School planning was in a good position. So that both respondents confirm that the school leadership played their role in preparing the school plan and makes the prepared plan flexible. Without plan and rigged plan implementing success full leadership practices was impossible.

6. Concerning the participatory practices of School leadership, 68.22% of teachers and 91.07% of principal agreed on the School leadership work with the staff members to improve the School, have the ability to delegate and share responsibility, providing opportunity for shared decision making and making relationship based on collegiality and mutual trust was in a good position.
7. As far as the supervision practices of School leadership concerning the encouragement of inbuilt supervision the overall mean value of teachers and principals (3.07) shows majority of the respondents were not sure about the issue. But as the researcher attempts to observe, revised the document and interview made with PTA and focus group made with supervisors and woreda education officials school leadership were deficient in encouraging inbuilt supervision within the school and supervising teachers to improve instructional practices.
8. The finding depicted that 59.97% of Teachers and 73.21% of principals were responded that the School leadership were in a good position in inviting parents in School affairs, creating effective communication between parents and School, encouraging community, parents School relationship and strengthen PTA and allow them to take part in School leadership. But the parents and community were not willing to participate in School affairs.
9. Concerning curriculum development practices of the School leadership as in the mean value (3.46) of majority of the respondents shows that the school leadership were deficient in identifying students and community needs so as to improve curriculum, working as a resource person in curriculum improvement, in identifying the problems in implementing the existing curriculum and in involving all stakeholders in curriculum improvement.

10. With regard to the staff development practices of school leadership, the finding shows that the majority of teachers and principals mean value (4.05) shows that the school leadership were in a good position in developing mechanisms by which competent teachers share their experiences with their colleagues and helping teachers to attend continuous professional development and in helping the teachers to read different current educational publications.
11. Concerning the major problems that secondary school leadership faces the study shows that 60.28% of teachers and 69.64% of principals and their overall mean value of 3.50 shows that a school leadership were lack experience to tackle the problems, lack of educational background in preparing the school plan, were not trained in the area of educational leadership and lack of commitment in implementing educational policy to carry out the leadership activities.
12. Concerning the organizing problem, the finding disclosed that 53.89% of teachers and 64.28% of principals responded that school leaderships were deficient in delegating the job to the staff members. In addition work overload and unable in creating team building were raised as the problems of school leadership.
13. Furthermore, the study shows that 64.72% of teachers and 73.21% of principals with their weighted mean $x=3.77$ responded and agreed that a school leadership were weak in initiating PTA to participate in school affairs and lack of community support to improve the school, lack of professional support from external school supervisors and lack of internal and external facilities to facilitate the instructional process where the problems that secondary school leadership faces.

5.2. Conclusions

Based on the major findings of the study presented above the following conclusions were .

When it is wanted to assign or select principals to the school leading position of the school, the assigning bodies keep the directives set by MoE .Even though the school leaderships in sampled secondary schools assigned to their current position through competitions they were not selected and assigned according to the directives of MoE and the regional educational bureau.

The school leaderships are accountable for the overall operations of the school. That is, they should show good leadership practices that currently ensure efficiency and effectiveness in the provision of quality education. However, from the study it can be concluded that inspiring the school vision, preparing an actionable plan, participating the staff member in decision making, creating school community relationship, staff development and curriculum development are the current practice of school leadership in which the school leadership practices to facilitate the instructional processes. The school leadership practices in giving academic and administrative guidance follow up (supervision) and giving support, evaluation and giving feedback are also the current practices of school leadership.

The extent to which school leadership practices the key managerial role is that some practices like inspiring the school vision, preparing the school plan, participating the staff in decision making practices, in creating relation with community and with the practice of staff development the school leadership were in a good position. But in supervision practice and curriculum development practices the school leaderships were deficient to play their respective practice and responsibility. So that it can be concluded that implementing partial key managerial role influence the quality of education which in turn affect the teaching learning process and lastly influence the academic achievement of the students.

Regarding the problems that encountered the school leadership it can be concluded that lack of training, lack of experience, lack of delegating the job properly, work overload, unable to build team and situational problems (lack of good relation and support of community, weak initiation of PTA, lack of professional support from external supervisors and lack of external and internal facilities were the problems that affected the practices of school leadership in the sampled secondary schools. Because of these problems the leading practices given at the schools by the school leaderships were found to be insufficient. So that insufficient leading practices of school leader affects the teaching learning process.

5.3. Recommendations

On the basis of the finding and conclusion drawn the following recommendations are forwarded. As revealed by the study certain managerial practices of School leaderships are under rated. Thus, to improve the situation the following must be done.

- i. If a challenge of educational administration increases the need to assign appropriate person in the leadership position is very important. Thus, the directives for selecting and assigning school leadership are prepared at federal or regional level and implemented at woreda or school level. Effective and efficient implementation of the directives demands the availability of human resources that fulfils the prerequisites criteria. However the problem lies on the fact that the qualified human resources who fulfill the prerequisites criteria are not available at woreda or school level. For example, one of the prerequisite criteria to compete for the position of a secondary school principal is having an MA degree in educational leadership or any other subject. Because if the unavailability of such qualified teachers in woredas or schools, the woreda education office is usually invite first degree holders to the position by violating the criteria set by upper bodies. Thus, the researcher recommends that the ministry of education and the regional education bureau better to assess the qualification of the existing human resource available in lower structures before setting and sending directives which cannot be operational at lower structures such as zones, woredas and schools and it were advisable the ministry of education to revise the directives.
- ii. In this research, it was revealed that the practices of School leadership in visiting the classroom, observing teachers for professional development and encouraging inbuilt supervision were inadequate. They only assigning teacher development committee and department heads for supervision practices. Therefore it is recommended that the school principals included themselves in supervision practice of the school and also as they are head teachers and leaders of their respective schools they give administrative guidance and instructional leadership to teachers.
- iii. In order to extend the interest of the community to participate in all school affairs it is recommended that all concerned bodies, i.e. the woreda education office, principals, teachers have to arrange and offer awareness raising conferences at different levels. For example, the woreda education office can give the awareness raising conferences to the school leaders and teachers at woreda level. The school leaders and teachers in their turn can possibly conduct similar conferences at their respective schools.
- iv. The research disclosed that the School leaderships in identifying the students and community need and allowing all stake holders so as to improve curriculum was not

sufficiently enough. The researcher recommended that woreda education office should provide appropriate support for school leadership like short term training provision to obtain the knowledge and skill of assessing and identifying students and community need to improve the curriculum.

- v. The finding disclosed that in some practices of implementing managerial role school leadership were found in good position, but in certain practices the school leadership was deficient. So that the researcher recommends that school leadership should organize and implement all managerial practices. Otherwise implementing partial and ignoring the other practices affect teaching learning processes which in turn affect the academic achievement of the students. So it is recommended that the school leadership should integrate, coordinate, and organize all managerial practices to implement. Generally the current practices of school leadership were not a one academic or limited academic year practices of school leadership. It is better to have continuity. So that the researcher recommended that the woreda education offices encourage, initiate and reward in giving incentives or recognizing the work of the school leadership in order to continuously implement the best practice of them.
- vi. To reduce or avoid the problem related to lack of experience to tackle the problem and training on area of leadership, it is recommended that the woreda education office in collaboration with the regional educational bureau and zone education office has to arrange short and long term training to equip the school leaderships with basic knowledge and skills of leading.
- vii. In order to avoid the problems related to organizing like lack of delegating the job to the staff member, work overload and inability to create team building, it is recommended that the school leadership strengthen the collaboration among teachers by making discussion and share experiences in their departments and staff meetings and the school leadership to develop trust share the job to the staff member and should develop team between the staff.
- viii. To overcome the problems related to situational problems it is recommend that the school leadership should take responsibility to create good relation with the community and create opportunity to discuss with the community. And also to overcome the problem related to internal and external facilities, it is recommended that the school

leadership influence the woreda or zone education office representative to provide the necessary facilities timely and adequately, the other possibility to be recommended is that the school leadership should create mechanisms by which individual schools form good relation with the community and initiate the community to provide the available facilities.

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APPENDIX-A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled out by secondary School Teachers

Dear Respondents (Teachers)

This questionnaire is prepared to assess practices and problems of secondary school leadership in West Wollega Administrative Zone of Oromia regional state. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaire before respond to it. If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Directions

- Write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.
- No need to write your name in any part of the questionnaire.
- _Give your own candid response without consulting others
- _Please try all questions and do not leave a question not answered

Thank you very much for your cooperation!

Part I. Background Information

Instruction I:- Please indicate your answer by using a “√” mark in the given boxes or by giving short answer on the space provided

1. Administrative Zone _____ Woreda _____
2. School _____
3. Sex: Male Female

4. Age 18- 20 years 21-30 years 31-40 years 41-50 years 51 and above

5. Your qualification BA/BSC/Bed Diploma MA/MSc

6. Your major area of study: Major _____ Minor _____

7. Experience

7.1 Total

1-5 years 6-10 years 11-15 years 16-20 years 21 and above

8. Position attainment of your school leadership

By competition based on their merits

By competition based on directives set by MoE

By close involvement in supporting government policy

If any other specify _____

Instruction II: The following items are designed to get your response on the School leadership activities (practices) of secondary school leadership. They are planning, supervising, curriculum development, staff development, creating relation with community. Please show to what extent these functions are performed by your school leadership (principals). You are kindly requested to Show your degree of agreement or disagreement to each item listed under A-F from the given alternatives by putting “√” mark in the appropriate column that indicate your level of agreement or disagreement.

1=extremely disagree

3 =Undecided

2= Disagree

4 =Agree

5= extremely agree

A. How the School Leadership works in line with School vision

No	Item	5	4	3	2	1
1	The School Leadership is capable in providing clear vision					
2	The School Leadership is skilled in developing the school mission, goals and objective					
3	The School Leadership is communicating the vision in order to have common understanding with staff and community					
4	The school principal brought change based on school vision which is perceived by the school community					
5	The School Leadership is capable in setting directions to word the implementation of School vision.					

B. School leadership performance related to planning function

No	Item	5	4	3	2	1
1	The School Leadership carry out analysis the School environment before preparing school plan					
2	The School Leadership plans and work toward changing the school					
3	The School Leadership is making the school plan flexible					
4	The School Leadership is encouraging the staff to participate in school planning					

C. The participatory practices of School Leadership

No	Item	5	4	3	2	1
1.	The School Leadership work with the staff members to improve the School					
2.	The School Leadership have the ability to delegate and share responsible					
3	The School Leadership provide opportunity for shared decision making					
4	School Leadership making relationship based on collegiality and mutual trust					

D. Supervision related practices of School Leadership

No	Item	5	4	3	2	1
5.	The School Leadership visits the classroom to ensure classroom instruction align with the school goal					
6.	The School Leadership observe teachers for professional development rather than evaluation					
7.	The School Leadership encourage in built supervision within the school					
8.	The School Leadership supervise teachers to improve instructional practices					

E. School Leadership practices School-Community relationship

No	Item	5	4	3	2	1
1.	The School Leadership invite parents and guardians to actively involved in their children's learning					
2.	The School Leadership create effective communication between the School and parents					
3	The School Leadership encourage community, parents school relationship to bring change in students academic achievements					
4.	The School Leadership works to strengthen PTA and allows them take part in school leadership					

F. Curriculum development functions of the School Leadership

No	Item	5	4	3	2	1
1	The School Leadership identify students and community need so as to improve curriculum					
2	The School Leadership work as a resource person in curriculum improvement					
3	The School Leadership identifies the problems in implementing the existing curriculum as per the education policy					
4	The School Leadership involves stake holders in curriculum improvement					

G. Staff development practices of the School Leadership

No	Item	5	4	3	2	1
1	The School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues					
2	The School Leadership helps the teacher to attend CPD/continuous professional development					
3	The School Leadership helps the teachers to read different current educational publications					

Instruction III:-Below are some open-ended questions related to the practices and problems of secondary school leadership. Please state them as much as possible in the space provided.

1. What problem you observed with the conditions like **Politics, Economy, Social and Culture?**

2. Internal and External facilities

3. What solution do you suggest to solve the problem mentioned above?

4. Please write any other problem that secondary School Leadership (principals) faces during their School Leadership and suggest solution to solve the problem you mentioned.

Instruction IV: The following items are assumed problems of secondary school leadership. Please read each item and mark an “√” against your appropriate response in the column provided using the following rating scale

1= Extremely disagree 2 = Disagree 3= Undecided 4= Agree 5 = Extremely agree

I. Qualification and Experience related problems

No	Item	5	4	3	2	1
1.	Lack of educational background in Preparing the school plan					
2.	Lack of training on the educational management to give professional support for teacher					
3.	Lack of experience to tackle the problem that encounter the school leadership					
4.	Lack of clear understanding of the educational policy to carry out the leadership activities accordingly					

II. Organizing Problem

No	Item	5	4	3	2	1
1.	Lack of delegating the job to the staff member to carry out their responsibility					
2.	Work over loaded in the school enables the success of School practices					
3.	Unable to create team building for collaborative work in the School					

III. Situational Conditions (Problems)

No	Item	5	4	3	2	1
1.	Lack of good relationship and support of community to improve the School.					
2.	Weak initiation of PTA to participate in school leading activities					
3.	Lack of Professional support from external school supervisor to provide better leadership in the School.					
4	Lack of internal and external facilities to facilitate the instructional process and to provide effective leadership					

APPENDIX-B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by School Principals

Dear Respondents

This questionnaire is prepared to assess practices and problems of secondary school leadership in West Wollega Administrative Zone of Oromia regional state .The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions to each part and items in the questionnaire before respond to it. If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Directions

- Write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.
- No need to write your name in any part of the questionnaire.
- Give your own candid response without consulting others
- Please try all questions and do not leave a question not answered

Thank you very much for your cooperation!

Part I.

Background information

Instruction 1:- Please indicate your answer by encircling the letter of your choice.

1. Name of the school _____

2. Sex: Male Female

3. Age : 18- 20 21-30 31-40 41-50 51and above

4. Educational background

Diploma

BA/BSC/Bed

MA/MSC

Other

5. Field of study

Major _____ Minor _____

6. Experience

6.1 In administration before present position; please use the above interval and write the letter representing the interval for your experience

- a. an assistant principal
- b. a unit leader
- c. a department head
- d. a school supervisor
- e. Another specify with service year _____

6.2 In your present position:

- 1-2 7-10
- 3-6 11 and above

6.3 Total experience 1-5 years 6-10 years 11-15 years 16-20 years
21 and above

7. Before you are a principal of this school, did you want to be a principal?

- Yes b. No

7.1 If your answer for question number 7 is yes or no why

8. Your position attainment condition:

- By competition based on merit
- By competition based on directives set by MoE
- By close involvement of government policy
- If any other specify

9. How do you rate the extent of your school leadership success?

- Excellent Good Poor
- Very good Fair

Instruction II The following items are designed to get your response on the School leadership activities (practices) of secondary school leadership. They are planning, supervising, curriculum development, staff development, creating relation with community. Please show to what extent these functions you perform in your school. You are kindly requested to Show your degree of agreement or disagreement to each item listed under A-F from the given alternatives by putting “√ “mark in the appropriate column that indicate your level of agreement or disagreement.

1= Extremely disagree 2 = Disagree 3= undecided 4=Agree 5= Extremely agree

A. How the School Leadership works in line with School vision

No	Item	5	4	3	2	1
1.	Capable in providing clear vision					
2.	Skill in developing the school mission goals and objective					
3	Communicating the vision in order to have common understanding with the staff and community					
4	Brought change based on school vision which is perceived y the school community					
5	Capable in setting directions toward the implementation of School vision					

B. School Leadership performance related to planning function

No	Item	5	4	3	2	1
1.	Carry out analysis of the School environment before preparing school plan					
2	Plans an work toward changing the school					
3	Making the school plan flexible					
4	Encouraging the staff to participate in school planning					

C. The participatory approach of leadership

No	Item	5	4	3	2	1
1.	Influence and support other to change the school					
2.	The ability to delegate and share responsibility					
3	Provide opportunity for collaborations and shared decision making					
4	Making relationship based on collegiality and mutual trust					

D. Supervision relate Practices of School Leadership

No	Item	5	4	3	2	1
1	Visiting the classroom to ensure classroom instruction align with the school goal					
2	Observing teachers for professional development rather than evaluation					
3	Encouraging in built supervision within the school					
4	Supervising teachers to improve instructional practices					

E. School-Community (Parents) relation practices of School Leadership

No	Item	5	4	3	2	1
1.	Inviting parents and guardians to actively involved in their children's learning					
2.	Creating effective communication between the School and parents					
3	Encouraging community, parents school relationship to bring change in students academic achievements					
4.	Works to strengthen PTA and allows them take part in school leadership					

F. Curriculum development function of the Leadership

No	Item	5	4	3	2	1
1	Identifying students and community need so as to improve curriculum					
2	Work as a resource person in curriculum improvement					
4	Identifying the problems in implementing the existing curriculum as per the education policy					
5.	Involving stake holders in curriculum improvement					

G. Staff development practices of School Leadership

No	Item	5	4	3	2	1
1.	Developing mechanisms by which competent teachers share their experiences with their colleagues					
2	Helping the teacher to attend CPD/continuous professional development					
3	Helping the teachers to read different current educational publications					

Instruction 4:- Below are some open-ended questions related to the practices and problems of secondary school leadership. Please state them as much as possible in the space provided.

1. What problem you observed with the conditions like **Politics, Economy, Social and Culture?**

2. Internal and External facilities

3. What solution do you suggest to solve the problem mentioned above?

4. Please write any other problem that secondary School Leadership (principals) faces during their School Leadership and suggest solution to solve the problem you mentioned.

Instruction 5: The following are lists of assumed problems of secondary school leadership. Please read each item and mark an “x” against your appropriate response in the column provided using the following rating scale

I. Qualification and Experience related problems

No	Item	5	4	3	2	1
1.	Lack of educational background in Preparing the school plan					
2.	Lack of training on the educational management to give professional support for teachers					
3.	Lack of experience to tackle the problem that encounters the school leadership.					
4.	Lack of clear understanding the educational policy to carry out the leadership activities accordingly.					

II. Organizing Problem

No	Item	5	4	3	2	1
1.	Lack of delegating the job to the staff member to carry out their responsibility					
2.	Work over loaded in the school that enables the success of School practices					
3.	Unable to create team building for collaborative work in the School					

III. Situational Conditions (Problems)

No	Item	5	4	3	2	1
1.	Lack of good relationship and support of community to improve the school					
2.	Weak initiation of PTA to participate in school leading activities					
3.	Lack of Professional support from external school supervisor to provide better leadership practices in the School					
4.	Lack of internal and external facilities to facilitate the instructional process and to provide effective leadership					

APPEDIX-C

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

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for PTA Leaders

Part I. You are kindly requested to give your response for each of the following interview question

1. How school leaderships are assigned at your school?
2. How do you see the practices of this School?
3. To what extent PTA members are involved in secondary school leadership?
4. Does the school leadership encourage the PTA members to mobilize the community to participate in secondary school leadership?
5. Does the secondary School leadership promote participatory decision making process?
6. Can you suggest the major problems that principal's faces during their secondary school leadership related to conditions like Politics, Economy, Social, and cultural conditions?
7. Is there a problem related to internal and external facilities?
8. What possible solution you suggest to tackle the problems facing the school principals in their school leadership?

APPENDIX-D
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
FGD for Secondary School Supervisors and WEOs

Part 1 Background information

1.1. Name of the interviewee

1.2. Sex: Male Female

1.3. Age: 18- 25years 26-30 years 31-40years 41-50years
51 and above

1.4. Work experience:

1.4.1. Year of service in teaching 1-5years 6-10years 11-15years
16-20years 21 and above

1.4.2. In principal ship 1-5years 6-10years 11-15years
16-20years 21 and above

1.4.3. In supervision 1-5years 6 -10years 11-15years
16-20years 21 and above

1.4.4. Total work experience. 1-5 years 6-10 years 11-15 years
16-20 years 21 and above

1.5. Educational qualification BA/Bed/BSC MA/MSc

Part II. Interview questions

1. How do school leaderships are assigned at school?
2. What are the major practices of secondary school leadership?
3. How do you suggest the practices of your secondary school principals in implementing the key managerial and instructional role.
4. To what extent secondary school leadership initiates the participation of community in school affairs?
5. Does the secondary School leadership encourage collaborative work to change the school?
6. Can you suggest the major problems that principal's faces during their secondary school leadership related to conditions like Politics, Economy, Social, and cultural conditions?
7. Is there a problem related to internal and external facilities?
8. What possible solution you suggest to tackle the problems facing the school principals in their school leadership?

APPENDIX-E

Observation Checklists

No.	Item	Conditions				
		V .good	Good	Poor	V. Poor	Remark
1	preparation of the School plan(plan of one year and three year)					
2	School facilities like teaching materials, student seats, ICT room with enough computers, laboratories.					
3	PTA minutes					
4	Comment minutes of supervisors					
5	CPD document of professional development					
6	Attractiveness of school compound					
7	Toilet room for Male and Female students					
8	Water supply					
9	The availability of guidelines, manuals, and check lists of leadership at School level to carry out their activities accordingly					

Declaration

I, the undersigned, declare that this thesis is my original work and hasn't been submitted for a degree in this or any other university and that all the sources used in this study has been properly acknowledged.

Name _____

Signature _____

Date _____

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

Name _____

Signature _____

Date _____