

DISTRIBUTIVE LEADERSHIP PRACTICES AND CHALLENGES IN  
SECONDARY SCHOOLS OF HADIYA ZONE, IN SOUTHERN NATIONS  
NATIONALITIES AND PEOPLES REGIONAL STATE

BY

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This is to certify that the thesis prepared by Misgana Tekle Ashenbo, entitled “An Assessment of Distributive Leadership Practices and Challenges in Secondary Schools of Hadiya Zone, in Southern Nations Nationalities and Peoples Regional State.” and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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## **Acronyms**

EdAD : Educational Administration

EdPM: Educational Planning and Management.

ETP: Education and Training Policy

MoE: Ministry of Education

PTA: Parent Teacher Association

NASSP: National Association of Secondary School Principals

REB: Regional Education Bureau

SNNPRS: Southern Nations Nationalities and Peoples Regional state

WEO: Woreda Education Office

ZED: Zone Education Department

UNESCO: United Nations Educational Scientific and Cultural Organization



## *Abstract*

*This study aimed at investigating distributive leadership practices and challenges in secondary Schools of Hadiya Zone. The general population of the study is 550 teachers, 25 principal and vice principals 168 department heads'. The sample size of the study was 138(25%) teachers from 550, 109(56.5%) School leaders' from 193 school leaders (department heads & principals) were representative of all in secondary Schools of Hadiya Zone. From total 743 population only 247(33.2%) respondents participated in this study. Descriptive survey research design and both quantitative approach and qualitative approach were Concurrently employed in this study. Data was collected from teachers' principal, vice principals and department heads 8 secondary schools of Hadiya Zone. A proportional sampling technique followed with simple random sampling technique (lottery method) was used to get information from respondents. A closed ended questionnaire in the form of a 5-point Likert scale was used to collect the data. The data were analyzed using descriptive (mean and standard deviation and independent t test. Open ended response were analyzed qualitatively. Some of major findings of this study include: Thus, principals lose potential support from teachers that could have contributed for quality education and students' academic achievement. The principals spending much time on administrative issues rather than academic issues, lack of knowledge on how to participate teachers in leading schools, lack of knowledge on what kinds tasks to be distributed to teachers so that teachers play leadership role were among the major factors that hinder principals practice of distributive leadership. The study also revealed, principals' inability to influence teachers to desired direction, lack of knowledge on how to make teachers play leadership role, lack of knowledge on what kinds of tasks to be distributed to teachers and principals spending much of their time on administrative issues as the major factors that hindered principals to exhibit distributed leadership practices. The qualitative results as well confirmed the quantitative results. It is recommended that, Woreda and Zone education offices in collaboration with Southern Nations Nationalities Peoples Regional bureau provide and facilitate professional development trainings by focusing on distributed leadership. The collaborative nature of interdisciplinary teams, as well as the trust and relationships necessary to engage in effective teaming also seem to be factors in the success of these schools' distributed leadership practices. From the results of t-test to be found that the t-test was computed to look for any statistically significant difference for each of the independent variables between the two groups of respondents found  $p < 0.05$  i.e. there is strongly statistically significant difference between the means of the two groups. i.e. the teachers do not share the same perception as the school leaders implemented the distributive leadership practices in their schools; guided and supported than the school leaders. Finally the findings of this study may generate interest or assist as a stepping-stone for those who have an intention for further study in details on this topic.*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, operational definition of key terms, and organization of the study.

### **1.1. Background of the Study**

Leadership is a complex phenomenon that exists in any organization where there is a need of inspiring and influencing members of a given organization. Gronn (2002) defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal in the organization. However, in the context of a model in which leadership is shared across an organization or school, the definition of leadership takes on a more diffuse nature.

Spillane(2006) defines leadership this way: Leadership refers to activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect, or practices of other organizational members or that are understood by organizational members as intended to influence their motivation, knowledge, affect, or practices. Leithwood, K.A. and Riehl, C. (2003) states that School leadership is a process whereby school principal influences the activities of a group of individuals or teachers willingly to achieve a common educational goals.

Distributive leadership has become a popular ‘post-heroic’ representation of leadership which has encouraged a shift in focus from the attributes and behaviors' of individual ‘leaders’ as promoted within traditional trait, situational style and transformational theories of leadership to a more systemic perspective, whereby ‘leader- ship’ is conceived of as a collective social process emerging through the interactions of multiple actors(Bolden, 2011). From this perspective, it is argued: Distributive leadership is not something 'done' by an individual 'to' or a set of individual actions through which people contribute to a group or organization. It is a group activity that works through and within relationships, rather than individual action.

In a knowledge-intensive enterprise like teaching and learning, there is no way to perform these complex tasks without distributing the leadership responsibility in the organization because distributed leadership becomes the glue of a common task or goal, improvement of instruction, and a common frame of values for how to approach that task (Elmore, 2000). Goleman (2002) argued for a distributive perspective on leadership that goes beyond the superiority of the leader and the dependency of the followers. Gronn (2000) emphasized that leadership is better understood as 'fluid and emergent, rather than a fixed phenomenon. The role of the principal becomes more critical than ever in a shared leadership school community.

A primary goal of a principal committed to collective work as the key to student growth across the school will be to develop the leadership capacity of everyone in the school. Lambert(1998) says: Viewing leadership as a collective learning process leads to the recognition that the dispositions, knowledge, and skills of capacity building are the same as those of leadership. Leadership capacity building, then, can be defined as broad-based, skillful participation in the work of leadership(Ag et al., 2016).

In this way, leadership becomes clearly separated from headship. Over the last two decades the learning and training context of schools has been characterized by a rapidly changing social and political environment that has had a significant corresponding impact on education (UNESCO, 2008).

Effective leaders play their role by creating prevailing vision and mission , communicating the vision and mission, clarifying mission and organizational objectives to all levels of the organizations, and steer organizations to high performing outcomes(Duressa& Author, 2014).

What makes a good leader and different forms of leadership as well as where leadership should be located for maximum performance(Trottieretal, 2008).

Daresh ( 1998) and Sammons( 1995), describe that School leadership is the extent to which school principals provide climate, opportunity, capacity building resources and also provide support to teachers, parents and students to function at their best both academically and socially. Leadership at all levels of the education system is now being recognized as a viable approach in meeting the critical need of bringing quality education and improving student achievement.

Studies on school leadership and student achievement have highlighted the evidence of school leadership behaviors which contribute to student achievement.

School leadership is critical to quality education and to create a situation in which best teaching and learning can occur (Sergiovanni, 2001). School leadership is ability to inspiring teachers and others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success. It also is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Camburn, 2003).

According to Spillane, Halverson and Diamond, (2004) Cited in Chen, Y. (2007), although there has been large number of leadership theories and styles, the majority of studies are largely concerned with the leadership capabilities of just one person. Effective leadership teams contribute to the success of a school while traditional models of school leadership have tended to focus on the head teacher, the deputy and in some cases, the assistant teacher (Hallinger and Heck, 1998). In traditional model, school leadership has been that of the top-down approach where the leader leads makes key decisions, motivates, and inspires and the subordinates simply carrying out what the leader order to do. These traditional and autocratic models of school leadership have been criticized as outdated and ineffective (Harris, 2005).

In contrast to traditional schools of leadership, which pay attention to an individual managing hierarchical structure, other researchers have generated evidence that the school principal does not have a monopoly on school leadership (Mujis, 2005). All stake holders; principals, vice principals, unit leaders, department heads, teachers, students and community also play important role (Smylie and Denny, 1990).

Styles of leadership that encourage leaders to share responsibilities and authority have been the subject of much recent interest.

A large body of research also supports the idea that improving school leadership with a focus on principal's leadership capabilities at the building level holds tremendous potential in helping schools to improve students' achievement (Spillane, 2006) cited in Chen, Y(2007).

Jones and George (2006), also recognize that leadership can be a dynamic, two-way process of influence where by leaders are not only able to influence other members of a school, but also susceptible to influence from them. This idea is central to distributed leadership and supported

by Harris (2005), who states that ' within distributed leadership leaders do not only influence followers but are influenced by them. Thus, this alternative involves thinking of leadership in terms of activities and interactions that are distributed across multiple people and situation. A distributed perspective of leadership urges us to take leadership practice as the focus of interest and address both teachers and school administrators as leaders (Harris, 2005). The growth of collaboration, networking and partnership means that organizational boundaries are changing and redefining leadership. It means change is taking place. It opens the possibility for every organizational member to become a leader and to be able to create changes for school achievement and effectiveness (Harris, 2005).

Management of Education is a collaborative and cooperative activity. Teachers, students, parents and other stakeholders with whom school works possess untapped potential in all areas of human endeavor (Sergiovanni, 2001). Thus, the active involvement of these groups in the management of the school has paramount importance for students' achievement.

Therefore, it is unwise to think that principal is the only one providing leadership for school performances and student achievement. In Ethiopia, since the implementation of the 1994 Education and training policy (ETP), the management of educational institutions is decentralized. In order to implement properly the decentralized process various trainings were provided to Keble education and training board, school director and PTAs of schools (MoE, 2005). Since then, promising achievements have been gained in access and equity of education, but quality of education is still suffering. To improve quality of education various initiatives have been introduced such as school improvement programs, teacher development programs, curriculum and civic and ethical education.

One of the domains of school improvement program is school leadership. To make educational leadership effective, it should ensure the involvements of all the stakeholders: teachers, parents, community and students (MoE, 1999). In this regard, various trainings have been given to principals, department heads and teachers at zonal, Woreda and school level. Although the practice of distributed leadership gives schools the ability to make sustainable improvement in students learning, no local comprehensive and scientific research has been made so far on principals' distributed leadership practices in the schools under study. It is, therefore, on the basis of the above idea that, this study is designed to assess the principals distributed leadership

practices and challenges in the secondary schools of Hadiya zone, in Southern Nations Nationalities Peoples Regional state.

## **1.2.Statement of the Problems**

School leadership now a day's becomes a top priority in Ethiopia education policy (MOE, 1994).Because it plays a key role to make teaching and learning more effective and also to improve efficiency and quality of education. In addition, also provide support to teachers, parents, and students to function at their best both academically and socially.

Effective leadership is generally accepted as being a key to school success. Traditionally, schools have been large, impersonal systems with decision making centralized at the highest levels.

In a knowledge-intensive and complex enterprise like teaching and learning, leadership roles must extend beyond the principalship. Distributive leadership theory advocates that schools decentralize their leadership and open up the possibility for a more collective form of leadership.

Spillane (2006) argued that leadership is stretched over a number of individuals and is accomplished through the daily interactions of multiple leaders. Distributed leadership is as a way of thinking systematically about leadership practice rather than attributes and action of individual leaders in the organization (Spillane et al. 2001). It is the delegation and redistribution of the principal's responsibilities and authority to other staff members. Harris (2005)and others have contended that the foundation in a distributed conceptual framework lies in the relationship between leaders, followers, and the situation. The components of distributed leadership are diversified, that are distributed in schools by principals namely: distributed leadership as setting direction; developing people; redesigning the organization, business and people management and; managing instructional program.

Today, with collaborative leadership, teachers are being asked to engage as leaders. Distributive leadership stresses the importance of leadership that is distributed and performed by several people including the formal leader. The Institute for Educational Leadership (2001) points out that teacher leadership is becoming increasingly present and that it can contribute to improving school health and performance (Firestone & Diamond, 2001).

The school principal is considered to be a person in the leadership position most responsible and accountable for school success and failure; however, trying to achieve quality education and improve student achievement without making teachers to play leadership roles is a futile exercise. Regarding this, Macbeth (1998) and Day et al (2000) (cited in Mulford, 2003) state that one of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located on a single person but can be dispersed within the schools between and among people.

Moreover, Sergiovani (2001) stated that the more that leadership practices are cultivated in a school, the more likely it is that everyone get chance to use their talents fully and the commitment of everyone is likely to be. This clearly shows us that, the school principals should strive to involve multiple individuals in order to bring school improvement and quality education.

Day et al.(2007) concluded that substantial leadership distribution was very important to a school's success in improving pupil out comes' where by distributed leadership was positively correlated to the conditions which in turn impacted positively up on student behavior and students learning out comes. As compared with exclusively hierarchical forms of leadership, distributed leadership more accurately reflects the division of labor experienced daily in organizations and reduces the chances of error arising from decisions based on the limited information available to a single leader. Distributive leadership also enhances opportunities for the organization to benefit from the capacities of more of its members, permits members to capitalize on the range of their individual strengths, and develops among organizational members a fuller appreciation of interdependence and how one's behavior effects the organization as a whole(Leadwood, 2004). To make educational leadership effective, it should ensure the involvements of all the stake holders: teachers, parents, community and students (Moe, 1999).

Teachers' participation in school leadership depends heavily on principals' interaction and collaboration. Principals are in the first order position to block, to support and facilitate, and to shape the nature and function of teacher leadership in their schools. It is also indicated in background of the study that teachers at all levels in schools have leadership responsibilities as part of their everyday duties. These responsibilities are not carried out in isolation but involve working with and through principals and colleagues.

Today's principals can neither achieve nor sustain improvements in student learning by acting in isolation (Elmore, 1999). Distributive leadership is purported to cause great effects on "teacher leaders themselves, as they gain leadership skills, improving instructional practices, and become more fully engage in their work" (Lashway, 2003,p.39). Therefore, teacher leadership increases teacher professionalism and improves the organizational vigor and atmosphere in schools (Murphy, 2005). The National Association of Secondary School Principals (2006) insists that the principal should provide leadership by building and maintaining a vision, direction, and focuses for student learning but also argues that the principal of a school should never act alone.

The principals must facilitates development of a shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities and student and staff needs through collaborated approach.

However, there are discrepancies between what literature suggests and what is actually observed in secondary schools under study. As a researcher's know-how and observation from different meetings and timely reports of Woreda Education Office, Zone Education Department and Regional Education Bureau held at different time, there is low participation of teachers in the area of school leadership. The school principals were seen trying to cover all the school leadership activities alone rather than involving teachers. Teachers also consider classroom teaching as their sole responsibility. Moreover, although many studies were conducted on principals' instructional leadership practices, no study was undertaken locally regarding principals' distributive leadership practices so far.

Therefore to fill this gap the study of distributive leadership practices and challenges is very important. Hence, this study is intended to assess the principals' distributive leadership practices and challenges as perceived by teachers and school leaders themselves in secondary schools of Hadiya zone, in Southern Nations Nationalities Peoples Regional state.

Having this in mind, the study tries to answer the following basic questions.

Having this in mind, the study tried to answer the following basic questions.

1. To what extent teachers are willing to participate in or assume leadership role in their schools?
2. To what extent do principals of secondary schools exercise distributive leadership practices in school setting?



3. What major factors hinder principals to exercise distributive leadership practices?
4. Is there any perception difference among teachers and school leaders about distributive leadership practices

### **1.3.Objectives of the Study**

#### **1.3.1. General objective**

The study aimed to assess the principals' distributive leadership practices and challenges in secondary schools of Hadiya zone, in southern nation's nationalities people's regional state.

#### **1.3.2. Specific Objectives**

In line with achieving the general objective, the specific objectives pursued are:

- 1) To identify the willingness of teachers in school leadership
- 2) To assess the extent principals of secondary schools exercise distributive leadership practices in school setting
- 3) To identify major factors that hinder principals' practice of distributive leadership practices
- 4) To identify the mean difference among teachers and school leaders about principals distributive leadership practices

### **1.4.Significance of the Study**

Firstly, by identifying distributive leadership practices perceived by teacher and over all leadership effectiveness, the study is believed to enable school principals to examine their practices from a distributive leadership perspective. Secondly, if it can be found out that distributive leadership practices is not exhibited by principals of the secondary schools under study, then the distributive perspective has implications on reform efforts to improve the practice of leadership inside the secondary schools of Hadiya zone. Thirdly, for education experts, it is essential to understand how the practice of leadership is stretched over the work of multiple leaders in an organization since it is highly unlikely that only a principal can improve instruction in the school. It will also provide some alternative solutions/ recommendation that may help to maximize teachers' participation to play leadership role in their respective schools. Moreover, it may serve as an important source to those who want to engage in further studies on the issue

under study. In sum, the findings of the study will have possible practical implications regarding principals' distributive leadership and school effectiveness in the zone under study.

### **1.5.The scope of the study**

The research could be more comprehensive and reliable, if it includes all government and non-government, urban and rural, Secondary Schools found in Southern Nations Nationalities Peoples Regional state, Hadiya zone, Woredas, school leaders and teachers. However, due to time and finance limitations, the research is delimited to eight (8) government secondary schools in the zone. Unlike all, the 8 principals, 17 vice-principals and 84 department heads were participated in the study, only 138 teachers of the sample schools from 550 were participated in the study. Regarding the content of the study although the components of distributive leadership are diversified, this study is delimited to the five core leadership functions that are distributed in schools by principals namely: distributive leadership as setting direction; developing people; redesigning the organization, business and people management and; managing instructional program.

### **1.6.Definition of key Terms**

**Leadership:** It involves the process in which influence is exerted by one person over others in guiding, structuring, and facilitating organizational activity (Yukl, 1998).

**School leadership:** is refers to the vision, skills, and leadership capabilities that superintendents and principals need to possess to build and maintain their school.

**Distributive Leadership:** is decision-making and influential practices performed by personnel at multiple levels in an organization instead of individual leaders at the top of an organizational hierarchy (Leitwood&Yashkina, 2006).

**Teacher leadership:** is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

**Leadership Behavior:** process or activities of an individual or group in efforts toward achieving goals in a given situation.

**Principal:** Principal in this study refers to the director of secondary schools.

**Practice:** activities that are carried out in the school by the school leaders to improve school success.

**Secondary Schools:** Schools comprising grades 9&10(ETP,1994).

**Zone:** Level of management hierarchy next to regional state.

### **1.7.Limitations of the study**

Although this research has attained its objectives, there were some limitations which are not avoidable. First, while there are various types of principals' leadership, due to the limitation of time, finance and material resources; this research was focused only on principals' distributed leadership practices and challenges in secondary schools. Second, the lack of similar research works on the issue investigated in the study area impedes/delay the researcher from consulting more findings in the literature as well as in the discussion part.

### **1.8.Organization of the study**

The organization part of this research is consists of five main parts .The first part of study , consists of the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, operational definition of key terms and organization of the study.

The second chapter deals with review of related literature, which provided a theoretical or conceptual framework within which the research is conducted, as well as the theories associated with leadership and school performance. The third chapter is concerned with research design and methodology. The fourth chapter contains the presentation and analysis of the data. The final chapter presents the summary, conclusion and recommendation of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This part presents a theoretical knowledge of the phenomenon of principals' distributive leadership practices and its challenges to implement in secondary schools. For the purposes of this study a wide range of relevant literature were consulted with special reference to literature pertaining to principals' distributive leadership theories and practices. Special reference were used to literature relating to the principals' distributive leadership practices and implementation challenges in secondary schools. A variety of primary and secondary sources such as books, journals, and websites has been used. In addition, the literature incorporates unpublished thesis and various research findings on the issue of principals' distributive leadership practices and challenges which helps the researchers to see various findings conducted in different areas.

#### **2.1. The Concept of Leadership**

Leadership has been a complex phenomenon about which many theories have been developed. There are numerous definitions about what it is and under what conditions it reveals itself. As Tead (1935) describes, it is an activity of influencing people to cooperate towards same goal, which they come to find desirable. As it can be understood from that statement, it necessitates an interaction between the two constituents: those who lead and those who follow. Leaders cannot exist without followers and vice versa (Dejene, 2014).

Moreover, for ages, people have been looking for direction, purpose and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change. At such times, people look to leaders for hope, inspiration, and a pathway, which will lead them to somewhere more desirable (Bolman and Deal, 1994).

As leadership has had a great impact on the culture, history, and civilization of humankind, theoretical explanations for it have been offered throughout history. Although the term leadership is mostly associated with industry and business, it is of great importance to education as well. (Glover, 2000p37) agreed that leadership in education is the capacity to inspire fellowship; something might reasonably be an ambition and assumed function of all teachers in relation to their people and students. Educational leadership is particularly important because the

direction and operation of those institutions which the society is looking as basic instrument for producing the kind of mankind it desires rests largely on proper management of education.

Educational leadership has also a unique feature in that its concern is focused on its aim of shaping the humankind with valuable knowledge and producing an educated citizen to the society. For this reason, competent and skillful leadership is needed in educational system as a whole and in schools in particular to achieve agreed upon educational goals.

## **2.2. School Leadership**

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008: 8).

As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, they are used with a difference in emphasis. While leadership involves steering organizations by shaping other people attitudes, motivations and behaviors, management is more closely associated with maintenances of current operations.

Dimmock (1999) provides one of the few distinctions amongst these concepts whilst also acknowledging that there are competing definitions:

*School leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), and routine maintenance of present operations (management) and lower order duties (administration) (Dimmock, 1999p 442).*

Beare, Caldwell and Millikan (1989) defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. They emphasize:

*Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority. (Beare, Caldwell & Millikan 1989p99)*

Hence, school leadership is a process that involves influencing the school societies that is, teachers, parents, community, students and other by one person or group of peoples(school leaders) for the overall school effectiveness and achievement of the school goals.

### **2.3. The Notion of Distributive Leadership**

Given the fact that distributive leadership as an area of scientific inquiry is still in its infancy, a common understanding of distributed leadership has yet to be conceived of(Bennett et al. 2003;Day et al. 2004). Some authors use the term shared leadership (e.g., Pearce 2004; Pearce &Sims 2002) while others employ the term distributed leadership (e.g., Gronn 2002).

At this point, there seems to be no clear conceptual differences between these approaches, and different authors use them interchangeably (e.g., Day et al. 2004).Besides the different terms employed, different authors diverge in their conceptualizations of distributed leadership on various grounds, including the scope of the network of participating agents in the leadership process. Some authors have focused on a single team or group of people as their unit of analysis (e.g., Brown and Hosking Pearce 2004), while others have taken a more open-systems approach, taking the whole organization and even constituencies beyond the organizational boundaries as their unit of analysis (e.g., Spillane et al. 2004). However, despite these differences most authors agree upon two principles as underpinning the concept of distributed leadership: firstly, leadership is a shared influence process to which several individuals contribute and secondly, leadership arises from the interactions of diverse individuals which together form a group or network in which essential expertise is a dispersed quality.

## 2.4. The Theoretical Origins of Distributive Leadership

While it is only really since the turn of the millennium that the concept of distributed leadership has been widely embraced by scholars and practitioners, the origins of the concept go back quite a bit further. Oduro (2004) suggests that accounts of distributed leadership date back as far as 1250 BC, making it „one of the most ancient leadership notions recommended for fulfilling organizational goals through people“. In terms of its theorization, however, Harris (2009) proposes that it is an idea that can be traced back as far as the mid-20s and possibly earlier. Gronn (2000) cites Gibb (1954) as the first author to refer explicitly to distributed leadership when proposing that leadership is probably best conceived as a group quality, as a set of functions which must be carried out by the group.

Distributed leadership, however, is not the only theory or approach to call for such a reframing of how we understand leadership.

The notion of „shared leadership“ has also been in use for some time (Pearce and Conger, 2003), collective leadership“ (Denis et al, 2001), „collaborative leadership“ (Rosenthal, 1998), „co-leadership“ (Heenan & Bennis, 1999) and „emergent leadership“ (Beck, 1981), to name but a few. However one common across all these accounts is the idea that leadership is not the monopoly or responsibility of just one person, with each suggesting a similar need for a more collective and systemic understanding of leadership as a social process (Barker, 2001).

Harris (2009) tracks the underlying theoretical foundations of distributed leadership and summarizes its:

*Distributed leadership, essentially involves both the vertical and lateral dimensions of leadership practice. Distributed leadership encompasses both formal and the informal forms of leadership practice within its framing, analysis and interpretation. It is primarily concerned with the coperformance of leadership and the reciprocal interdependencies that shape that leadership practice (Harris, 2009).*

From the above statement, one can easily understand that distributed leadership in the organization can incorporate all leadership dimensions with the intent of ensuring learning among leaders and in particular and organizational learning in general.

## 2.5. Distributive Leadership: A Re-Emerging Concept

The term „distributive leadership“ means different things to different people. Distributed leadership is believed to have been used for the first time by Gibb (1954), an Australian

psychologist, who drew attention to the dynamics of influence processes as they impact on the work of different groups. Gibb suggests that leadership should not be viewed as the monopoly of the individual but rather as shared functions among individuals. The belief that leadership is best considered a group quality has gradually gained widespread acceptance in the field of education. Harris, Leithwood, Day, Sammons and Hopkins (2007) describe distributed leadership as “the leadership idea of the moment”, while Gronn (2000) refers to this concept as “the new kid on the block”. A review of the educational administration literature suggests that the concept of distributed leadership has been embraced with enthusiasm by educational researchers and scholars. In reviewing related literature, the following distinctive elements of the concept of distributed leadership can be discerned (Gronn, 2000; MacBeath, 2005; Timperley, 2005; Spillane, 2006).

## **2.6. A form of Collective Leadership**

In characterizing distributed leadership, Silins and Mulford (2002) describe it as, “sharing learning through teams of staff working together to argument the range of knowledge and skills available for the organization to change and participating future developments”. The notion of distributed leadership is characterized as a form of collective leadership in which staff develops expertise by working collaboratively which incorporates the activities of numerous individuals in the organization who work together in the process of organizational change.

A distributed view of leadership recognizes that leading organization engages multiple leaders who share responsibilities and operate for a common cause.

The basic perspective distributed leadership moves outlined by Yukl (2002) as follow: An alternative perspective to the heroic single leader, that is slowly gaining more adherents is to define leadership as a shared process of enhancing the individual and collective capacity of people to accomplish their work effectively Instead of a heroic leader who can perform all essential leadership functions, the functions are distributed among different members of the team or organization (Yukl, 2002).

### **2.6.1. Other People’s Expertise**

Distributive leadership highlights leadership as an emergent property of a group or network of interacting individuals (Gronn, 2002).He identified the notion of distributed leadership as “an



emergent property of a group or network of individuals “in which group members “pool” their expertise. It is not something “done” by an individual “to” others, or a set of individual actions through which people contribute to a group or organization. When people work together in such a way; they pull together their abilities and expertise. The outcome is greater than the sum of their individual actions. Distributed leadership perspectives focuses on how leaders encourage and sustain conditions for successful schooling in interaction with others, rather than on what structures are necessary for success (Spillane et al., 2004). All in all, distributed leadership is about more than accounting for all the leaders in an organization and adding up their actions to arrive at some more wide-ranging account of leadership (Spillane, 2006). Therefore, by distributing responsibilities among staff, it is believed that every member of the organization has the capability to work as a leader (Lambert, 1998).

### **2.6.2. .Openness of The Boundaries**

Distributed leadership suggests openness of the boundaries of leadership. This idea suggests that leadership should be available to organizational members who demonstrate their expertise in different aspects with leadership delivered to them (Woods et al., 2004). Leadership is not confined to a traditional definition that espouses only one person in charge of the organization (Spillane et al, 2004).Moreover, distributed leadership supports the view that varieties of expertise are distributed across many, not the few. Numerous perspectives and capabilities found in individuals through the organization can build concentrated dynamic which represents more than the sum of the individual contributors. Iris possible that people other than those experts will then adopt, adapt and improve them within a mutually trusting and supportive culture that expertise are distributed throughout the organization.

### **2.6.3. Interactions Among Leaders, Followers and Situations**

A distributed perspective focuses on interactions among leaders, followers and their situations. Most scholars appear to agree that distributed leadership is not the same as dividing tasks among personnel who perform defined and separate organizational roles; they believe that distributed leadership consists of dynamic interactions between multiple leaders and followers (Timperley, 2005). According to Spillane (2006), a distributed perspective on leadership involves two aspects: the leader-plus aspect recognizes that leading and running an organization involves multiple leaders. Leader-plus aspect alone is vital but not sufficient for explaining the complexity of leadership. The conceptual framework of distributed leadership developed by Spillane (2006)

moves beyond the leader-plus aspect. Distributed leadership means more than shared leadership. As leadership moves away from a "command and control" model to a more "cultivate and coordinate" model, the way that leadership is taught must change, too. The leadership practice aspect moves the focus from traditional leadership beyond an individual's actions to the interactions among leaders, followers and their situations (Spillane, 2006)

#### **2.6.4. Meanings and Essence of Distributive leadership**

This section of the review explores some central tenets of what distributed leadership is. It does not claim to offer the definitive word on distributive leadership but rather to highlight the range of scholarly expositions. There seems to be very little agreement on the meaning of the term distributed leadership (Bennet et al 2003). Offering a solution to this, Bennet et al (2003:2) suggest that it is best to think of distributed leadership as "a way of thinking about leadership" rather than another technique.

Spillane (2006:15) contends, "Distributive leadership is leadership that is stretched over multiple leaders". He argues that in distributed leadership it is the collective interactions among leaders, followers and their situation that are paramount and sums it up thus: *-This practice is formed in a very particular way, as a product of the joint interactions of school leaders, followers and aspects of their situation such as tools and routines. This distributed view of leadership shifts focus from school principals and other formal and informal leaders to the web of leaders, followers, and their situations that gives form to leadership practice.*

Distributive leadership is premised upon leadership as a collective rather than a singular activity or entity and there are many leaders not just one (Spillane, 2004; Goleman, 2002). As Goleman (2002) observe, leadership resides not solely in the individual at the top but in every person at the entry level who in one way or the other acts as a leader. The implication of this in school settings is clear; it is not only the head and senior staff who are leaders, but classroom teachers too have leadership roles.

Harris views distributed leadership as implying that the practice of leadership is one that is shared and extended within groups and networks which can be formal or informal. For example, when teachers, parents, governors and support staff work together to solve problems, they occupy developmental space within the school and by their actions they are engaged in distributed leadership practice.

Harris' (2004) view of distributive leadership is inclusive and implies: *Involvement of the many rather than the few in leadership tasks and is premised on collective capacity building in schools. Distributed leadership is first and foremost about leadership practice; it is the result of the interactions between all those who contribute to the life of the school-the teachers, governors' classroom assistants, support staff, parents' classroom assistants support staff parents and students.*

Similarly, Murphy (2005) describing distributed leadership in terms of what it does rather than what it is, contend that distributed leadership is leadership that *inspires staff members, students and parents to seek, create and exploit leadership opportunities that contribute to deep and broad learning for all students.* However, Hargreaves and Fink are quick to remind us that leadership starts with the principal or head because he/she does the distributing of leadership and creates the culture in which distribution emerges.

Equally, Storey (2004) observes that "in the context of school leadership, the official orthodoxy has been that it is the role of the head teacher which is paramount and crucial". Storey notes that leadership in schools has at times been equated with 'head- teacher ship' and points out that this has been partly due to the desire of government officials to identify clear accountability and reporting lines. She further notes that there was considerable disquiet and uneasiness among workers in the public sector about this centralized assertive leadership. As a result, Storey argues, the public services have been instrumental in the spread of ideas on distributed leadership. This is similar to what Harris (2004) sees as the central role of those in formal positions. She notes: The job of those in formal leadership positions is primarily to hold the pieces of the organization together in a productive relationship. Their central task is to create a common culture of expectations around the use of skills and abilities. In short, distributing leadership equates with maximizing the human capacity within the organization.

These arguments suggest that those in formal positions, especially principals have a great influence on the practice of distributed leadership (Elmore, 2000). But the effects of heads on student outcomes are largely indirect since the heads improve student learning by influencing the adults who affect the learning more directly (Blegen&Kenndy, 2000). Teachers are the adults who are in direct contact with learners in the majority of cases and hence influence their learning. But in order to achieve this, teachers need to be involved and motivated by the

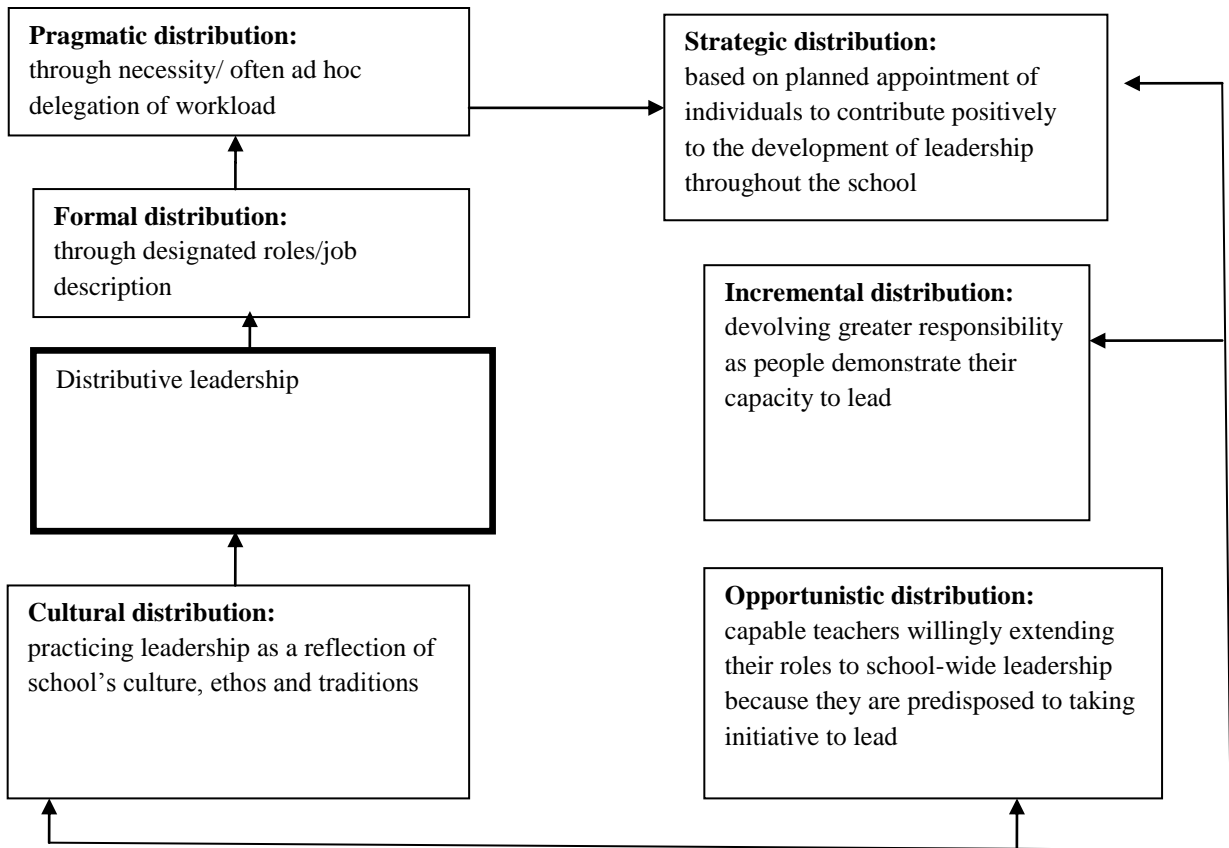
leadership. This suggests that school leadership must create conditions that are conducive for teachers to participate. Some findings from recent research studies of effective leadership show that authority to lead need not be located in the person of the leader but can be dispersed within the school and among people (Muijs and Harris, 2007). These research findings highlight the growing focus on distributed leadership in schools.

Some studies show that in contrast to the traditional notions of one-man theory, distributed leadership is characterized as a form of collective leadership in which teachers develop skills and expertise, by working together (Hopkins, 2001). For instance, Harris (2004) concludes that: *Distributed leadership therefore, means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture. It is the glue of a common task or goal- improvement of instruction and a common frame of values for how to approach that task.*

Distributed leadership in schools can also be understood not in terms of leaders or what they do, but in terms of leadership activity, which can be defined as “ the interaction of leaders, followers, and their situation in the execution of particular leadership tasks” (Spillane et al 2004). This suggests two important aspects of leadership activity, firstly that leadership activity involves three essential constituting elements; leaders, followers and the situation and secondly, that it does not reside in any of these elements but each is a pre- requisite of leadership activity.

### **2.6.5. Six ways to distribution of leadership role in schools**

The following six categories, which were in large part a product of these discussions, represent different ways of thinking about leadership and differing processes of distribution. Any one of these may in some cases describe a prevalent form of thinking and practice in a given school. More typically though, schools evolve through different stages or exemplify different approaches at different times and in response to external events. Nor are these categories discrete or watertight, although it can be presented as separate. The processes of distribution can be described as formal distribution, pragmatic distribution, strategic distribution, incremental distribution, opportunistic distribution and cultural distribution.



**Figure 1: A taxonomy of distribution**

Source: Adopted from reviewing different literatures and reconstructed to the study situation.

In Figure 1 portrayed distribution process as a taxonomy or continuum to suggest the flow among them and their situational character. While these are neither fixed nor mutually exclusive and while each may be appropriate at a given time and in a given context, the most successful leadership would, as school principals believe, convey an understanding of all of these different expressions of ‘distribution’ and be able to operate in each way as appropriate to the task in hand.

### **2.6.6. Distributive Leadership as a Means to Empowerment**

According to Belhiah (2007), the kind of leadership that is needed in educational institutions, and without which educational reforms are likely to proceed clumsily and ineffectively is distributed leadership. One of the central arguments in Belhiah’s presentation is that distributed leadership empowers teachers. He observes that the common denominator in terms like ‘lateral leadership’, ‘participatory leadership’ and ‘ democratic leadership’ which are associated with distributed

leadership is their call to treat employees as partners in leadership rather than subordinates who must execute orders from the top. Hence, the need to move away from the vertical, hierarchical, bureaucratic style of leadership is a stepping-stone toward empowering teachers and democratizing education.

However, Belhailh,(2007) points out that: *Empowerment is not necessarily synonymous with relinquishing power and giving teachers absolute power. It simply means giving them the opportunity to experience a sense of ownership and lead aspects of the change.*

Although there is no prescription or recipe for engaging teachers in the work of school leadership, the momentum for teacher engagement in the work of leadership is increasingly evident in schools. When teachers begin to meet to focus on student learning and their deep-seated commitment to improve their own professional practice, in order to ensure success for all students, teacher leader- ship has the potential to build school capacity. Lambert s (2003) assertion, "It is what people learn and do together, rather than what any particular leader does alone, that creates the fabric of the school", captures the essence of distributed leadership.

When educators learn and work together to improve instruction and practice, schools develop the capacity to fulfill their mission for students(Ag et al., 2016).Thus even with empowerment, the overall accountability lies with the head teacher who may find it hard to let go (MacBeath 2005; Sergiovanni, 2001).

However, one critical thing with regards to distributed leadership is that teachers get involved in leadership when leaders encourage them to voice their views more openly and vigorously without fear of retribution, regarding school policies, curriculum and educational practices. There are four types of teachers' voices; namely voting voice, advisory voice, delegated voice and dialogical voice (Allen, 2004).

Voting voice is where teachers cast their votes on issues pertinent to school policies. Advisory voice is where teachers provide their input regarding school decisions, policies, and governance. With delegated voice, teachers are involved in leadership teams that make decisions. Dialogical voice is where teachers are encouraged to express their views more openly and use their potential as leaders to create change in their schools. Allen argues that it is the dialogical voice that is

more likely to bring meaningful change and transform educational practices since it involves a substantial amount of commitment and risk taking.

There is further literature, which features empowerment as an integral component of distributed leadership (Sergiovanni 2007; Yukl 1989). Sergiovanni (2007) makes a distinction between power “over” and power “to” in order to expose how empowerment works in the school context.

Power “over” emphasizes controlling people and events so that things turn the way the leader wants. This suggests that power “over” is concerned with dominance, control and hierarchy. Sergiovanni argues that teachers will resist this form of power both formally and informally and that even if teachers respond to this approach, it is not very effective for bringing about sustained involvement. By contrast, transformative leaders are concerned with “power to,”

Danielson’s (2004:1) paper prepared as a “think piece” for school leaders also supports empowerment. Like many researchers cited earlier, Jackson views leading as “an enacted activity” which exists through its manifestations and believes that it is profoundly interpersonal. Thus from this perspective, leadership is distributed and Danielson argues that “the role of the leader is to harness, focus, liberate, empower and align that leadership towards common purposes and by so doing, to grow, to release and to focus its capacity”.

It is evident from the above citation that leadership has to be liberated and available to all. Equally significant is that the leader (the principal) is pivotal and the critical change agent. However, despite the pivotal role of the head teacher, Danielson argues that it is not super ordinate but that it is about distributing leadership that is creating spaces, the contexts and the opportunities for expansion, enhancement and growth amongst all. Danielson rejects the myth that distributed leadership equates with delegation and argues that delegation is a manifestation of power relationships. Instead he contends that distributed leadership is about empowerment that is, creating opportunity, space, support, capacity and growth among all stakeholders.

Thus, it is clear that distributing leadership responsibilities to teachers offers a means of empowering others to lead (Leithwood and Jantzi, 1999, Harris 2004). Like Danielson, Harris (2004:20) notes that it is important to ensure that “distributed leadership is not simply misguided delegation”.

According to Sergiovanni (2007:79) empowerment and purposing go hand in hand. Purposing is defined as “that continuous stream of actions by an organization’s formal leadership which has the effect of inducing clarity, consensus and commitment regarding the organization’s basic purposes”. Transformative leaders, Sergiovanni argues, practice the principle of power investment; they distribute power among others in an effort to get more power in return. They also understand that teachers need to be empowered to act, “to be given the necessary responsibilities that releases their potential and makes their actions and decisions count. The net result according to Sergiovanni is that “when directed and enriched by purposing and fuelled by empowerment, teachers and others respond with increased motivation and commitment to work with surprising ability.

The message that comes out from the literature is that empowerment of teachers is one of the essential components of distributed leadership. The literature also highlights the importance of the leader in creating and nurturing conditions for distributed leadership.

### **2.6.7. Role of Teachers in Distributive Leadership**

The literature on teacher leadership and distributed leadership presents evidence that distributed leadership is significantly premised upon high levels of teacher involvement (Harris, 2004; Spillane, 2006). Harris (2005) argues that an obvious place to look for distributed leadership in action has to be with teachers because collectively they offer the greatest but often untapped, leadership resource in schools. He notes that teachers tend not to see themselves as leaders unless they occupy formal leadership roles.

Contrary to the principle of distributed leadership, many teachers equate leadership with formal roles and responsibilities rather than individual capacity building or capability (Harris, 2005; Sergiovanni, 2001).

Some studies suggest that the concept of teacher leadership is attracting growing attention among school leaders. For example, Spillane (2006) found evidence of “school leaders hiring teachers with a view toward cultivating teacher leadership”. Teacher leadership is widely viewed as contributing to the important mission of all schools which is teaching and learning (Hoyle and Wallace, 2005). Danielson (2006) argues that teacher leadership is exhibited in a number of settings in the school; within an instructional team or department in the classroom, throughout



the school or beyond the school when teachers collaborate. He highlights this point when he describes teacher leadership as a term that refers to: That set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. It entails mobilizing and energizing others with the goal of improving the school's performance of its critical responsibilities related to teaching and learning.

The above citation also demonstrates that teachers have some leadership roles outside the classroom which may be informal. This is also echoed by Muijs and Harris (2007) who note that teacher leadership involves formal and informal roles as well as pedagogical responsibilities. Muijs and Harris (2007) also posit that teacher leadership is conceptually closely linked to distributed leadership. Other studies highlight that teacher leadership enhances greater teacher involvement in school decision-making and that it is a collective and collaborative process that promotes teacher learning and contributes to school improvement (Harris, 2004; Spillane, 2006). They argue that the confidence in teacher leadership comes from the belief that teachers are closest to the students and better placed than other leaders such as heads to make changes that benefit students' learning. The literature on teacher leadership presents evidence that teacher leaders contribute to school development and classroom change, promote teacher collaboration within and across schools that leads to school effectiveness, improvement and development, improves schools' decision making process, enhance teacher self-efficiency as well as morale and retention in the profession and treat leadership as an emergent property of a group rather than as a function of an individual (Lieberman, 2004; & Johnson, 2006).

As highlighted in the above benefits of teacher leadership, the teacher is at the center and other studies support this. For instance, Stoll (2004 :) argues that: The individual teacher as a learner is located at the center of school change. Nothing or no one is more important to school improvement than a teacher.

Stoll identifies eight interacting influences that are important in determining the capacity of teachers to engage in and sustain continuous learning and school improvement. These are life and career experience, beliefs, emotional well-being, knowledge, skills, motivation to learn, confidence that he or she can make a real difference and sense of interdependence.

Research findings by Harris and Muijs (2004) also demonstrate the centrality of the teacher in distributed leadership. In their overview of the literature on distributed leadership, Harris and Muijs (2004) identify three major benefits of distributed leadership. These are improving school effectiveness, improving teacher effectiveness, and contributing to school improvement. For school effectiveness, Harris and Muijs argue that several studies suggest that collaboration between teachers is key to school effectiveness. With regards to teacher effectiveness, Harris and Muijs (2004) contend that by engaging teachers through distributed leadership, teachers' expertise will reach new heights and their confidence and self-esteem will be boosted. They further argue that as a result of this, teachers will be more apt to take risks and experiment with novel, cutting-edge teaching methods, which will in turn have a beneficial impact on their effectiveness as teachers and leaders both inside and outside the classroom. On the third benefit, which is contributing to school improvement, Harris and Muijs (2004) contend that current research suggests that collegiality, which is an essential component of distributed leadership, is crucial in improving schools and ensuring their success. They argue that school improvement is more likely to take place when teachers have more confidence in themselves, in the ability of their colleagues to create change, and in the ability of their schools to enhance their professional development.

### **2.6.8. Conditions Promoting Teacher Leadership**

Evidence from some studies suggests that distributing leadership through teacher leadership can make a substantial contribution to teaching and learning. The literatures on teacher leadership also highlights that in order for teachers to make that contribution there must be conditions which promote and sustain leaders in schools (Spillane 2006, Harris 2004, and Danielson 2006). Danielson (2006) sees the conditions promoting teacher leadership as falling into two broad categories: cultural and structural conditions.

### **2.6.9. Cultural Conditions**

According to Danielson (2006) explained there are three aspects of a school's culture that promote the emergence of teacher leaders; a culture of risk taking, establishing democratic norms and treating teachers as professionals. The cultivation and sustenance of these conditions depend on the head teacher's willingness to involve teachers in all aspects of the school.

As Danielson (2006) observed the culture to promote teacher leadership must be established and maintained first of all by district and site administrators (head teachers).

They set the tone for the school; they create the expectations for teachers and foster teachers' expectations for one another. This tone, although intangible, is real, and it can take time to develop if it has not been present previously.

Danielson further argues that principals must convey to all staff that the environment is a safe one in which to take the professional risks. This suggests that there are no penalties for mistakes as such mistakes will provide insights into how new ideas can be tried and modified (Harris, 2004).

A prevailing norm of democracy is also an essential aspect of a culture supportive of teacher leadership. There should be no favorites and all teachers need to be confident that their "ideas will be received warmly and evaluated on their merits" (Danielson 2006).

On the third aspect of culture, Danielson argues that if teachers are to emerge as leaders, they must be treated in such a manner that they are, and feel themselves to be valued as professionals. This suggests that teachers are treated as people who not only follow the directives of head teachers but also make contributions and professional decisions. Teachers, it is argued, need to have their judgments valued and feel that they are part of a collegial community. However, there are times when directives from government prevail but even then, it should be in a context of professionalism.

### **2.6.10. Structural Conditions**

Danielson (2006) posits that structural conditions that promote the development of teacher leadership revolve around matters to do with how the school is organized, what opportunities are available and how teachers can become engaged in shaping the work of the school. In this category, Danielson identifies four conditions, which promote teacher leadership.

These are; mechanisms for involvement in school governance, mechanisms for proposing ideas, time for collaboration and opportunities for skills acquisition. The administrative organizations of the school must be such that teachers have an opportunity to become involved. There must also be formal opportunities for teachers to put forth ideas for consideration. Danielson notes that

most of the work involved in teacher leadership requires time as it is typically undertaken in addition to a teacher's primary responsibility of teaching students.

It is therefore necessary to make time for teachers to engage in collaborative activities. As stated earlier, conditions that promote teacher leadership need to be cultivated at school level. Opportunities for skills acquisition are to be created because "very few teacher preparation programs include the skills necessary to serve as teacher leader" (Danielson 2006).

These ideas are also substantiated by Muijs and Harris (2007) who argue that teacher leadership is an emergent property, which has three implications. First, it implies a different power relationship within the school where the distinctions between followers and leaders tend to blur. Second, it implies division of labor especially when tasks are shared more widely. Third, it opens up the possibility of teachers becoming leaders at various levels. This last dimension has potential for school improvement because it is premised upon collaborative forms of working among teachers.

A number of structural changes must be implemented within the schools if the above has to happen. These changes include setting time aside for teachers to meet, plan and discuss issues such as curriculum matters, developing school plans, leading study groups, organizing visits to other schools, and collaborating with colleagues (Frost & Durant, 2003). Two other research findings support this contention. First, Oplatka (2004) found that being freed up for teacher leadership tasks was a crucial element of success in schools where teacher leadership was being implemented.

Second, Louis et al (1996) found that in the more successful schools teachers were given more time to collaborate with one another. One of the main areas of capacity building for teacher leadership is the need to improve teachers' self-confidence to act as leaders in their schools. Teachers gain this self-confidence through collaborating with teachers in other schools, engaging in trialing new teaching approaches, disseminating their findings to colleagues and engaging in action research ( Muijs and Harris, 2007; Frost 2009).

Collaboration enhances teacher learning, reduces teacher isolation and promotes teachers' personal and professional development (Storey, 2004). In a study of some schools he found that the majority of principals highly valued and supported teacher learning and that when they

employed practices that facilitated teacher learning, teachers were challenged to grow professionally.

This professional growth led to high quality teaching that contributes to optimal student learning and achievement. A professional learning community is one where staff directs their learning efforts towards improving student learning (Pillay, 2008). Thus, distributed leadership enhances teacher learning which in turn leads to improvement of teaching and learning.

It is therefore evident from the literature that distributed leadership enhances opportunities for teachers to be involved in leadership and decision-making; thus moving away from the old tradition where teachers' voices were silenced (Leithwood et al (2009). Teachers construct others as influential leaders based on their interactions with them as well as conversation with colleagues about these individuals (Spillane, 2006). However, Hargreaves and Fink (2006) note that teacher leadership can be detrimental when teachers exploit the situation to protect their own interests at the expense of students' learning.

However, Danielson notes that despite the power struggle, heads and teachers know that they need each other; teachers know that principals play an essential role in effective schools; they also know that they can obtain their best results with students only in a school that is well managed under the guidance of a strong and instructional leader. At the same time, by recognizing teacher leadership, heads enhance their own standing within the school. This suggests that while serving as formal leaders and ultimately being accountable for results, heads must consider themselves part of a team through their daily interactions with teachers and support staff.

As Danielson (2006:126) argues: Enlightened administrators recognize that achieving their aims of high level student learning can happen only through the active engagement of teacher leaders. Thus, even if they were not committed to teacher leadership, self-interest would suggest that cultivation of teacher leaders is a wise move.

This underscores the importance of teacher leadership in effective school leadership and improvement. Given the over whelming size of the job of head teachers, teacher leadership, arguably takes off some of the workload from heads. There are some barriers to teacher leadership and they depend on, among other things, school contexts. In a case study on some schools, Muijs and Harris (2007) observed that decision-making in some schools, rested with the

senior management teams while in other schools teachers and were involved and that gave rise to different barriers to teacher leadership. Altogether, perceived barriers in the case study by Muijs and Harris (2007) were that some teachers saw themselves only as classroom practitioners and were reluctant to take on leadership roles; others were reluctant to engage unless there was some additional salary attached. It was also observed that distributing leadership roles to teachers was more difficult in schools facing challenging circumstances because of the tasks facing the head on a daily basis.

Lack of time, experience and confidence of teachers were also cited as barriers to teacher leadership. The case study also revealed that some senior managers were not responsive to teacher initiative and involvement. In spite of the barriers to teacher leadership, most of the literature suggests that distributed leadership significantly enhances teacher involvement in decision-making, capacity building and school improvement. As cited earlier, the evidence from the literature persistently highlights that distributed leadership flourishes in a collaborative setting, culture of shared values and norms and trust.

## **2.7. Core Leadership Functions Distributed by Principals**

Distributive leadership primarily implies a social distribution where a leader's power of decision-making is dispersed to all members of the school who are then viewed as a collaboration of leaders (Spillane, Halverson & Diamond, 2004).

Distributive leadership implies interdependency rather than single leader dependency by leaders sharing responsibility with subordinates (Harris, 2003). In a sense, subordinate positions dissipate in distributive leadership as leadership is shared among many individuals in the organization. Teacher leadership is promoted the idea that members of the organization can share leadership activities (Harris, 2003). She viewed leadership as a stream of influence rather than an explicit connection with a single leader. In a distributive environment, a larger number of constituents in the organization have a stake in the accomplishments of the school.

Schein (1988) discussed how official leaders and managers alone could not perform a wide range of tasks without distributing duties among group members. Furthermore, as a set of tasks are identified in a group, members can complete them and an effective organizational group is one in which the tasks are favorably distributed. Distributed leadership used in schools as a synonym for democratic leadership by giving more authority to teachers (Harris and Muijs, 2005).

Distributed leadership theory promotes the decentralization of the leader as collective episodes in the organization (Harris, 2003). Leadership in this context is fluid rather than individually fixed as a specific role defined phenomenon within an organization (Gronn, 2000). Every individual can be a part of and demonstrate leadership in distributive organizations (Goleman, 2002). This type of leadership does not imply that everyone in a group is a leader, but opens the possibility for a more collective leadership approaches (Harris, 2003). Distributive leadership is a collective trend where leadership is a stream of activities in which organizational constituent find themselves entangled (Gronn, 2000).

Leithwood and colleagues (2006) determined that the core leadership functions in school systems that often get ‘distributed’ by principals using distributive leadership include: setting the school mission, professional development programs, redesigning the organization, and managing instruction. The next sections explore these different leadership functions within schools.

### **2.7.1. Distributive Leadership Function: Setting Direction**

When it comes to setting direction, the vision of the school organization is the compass used in determining the way the school operates and develops. Faculty and staff participating in a distributive leadership format develop and agree on a shared vision.

Leadership, instruction, and learning are expected to be derived from this shared vision. Developing a shared understanding about the organizational goals provides a sense of direction. A vision developed in isolation is less likely to influence followers because they have no part or stake in a vision that is thrust upon them. Sharing leadership reduces teacher seclusion and increases dedication to the collective good of the organization, and involving more people in school processes (Pounder, 1999). Leithwood and colleagues (2006) concluded that people are generally motivated by goals that (a) compel them in a personal way, (b) are difficult yet attainable, and (c) are able to identify with the shared vision. Thus, those teachers who are the most connected to the vision and goals of the school are more likely to respond to and enact those goals.

Setting direction in developing a schools’ vision requires fostering acceptance of a shared set of group goals and bringing diverse stakeholders into the process (Leithwood et al., 2006). Some studies indicate that coherent vision is established and maintained when teacher leadership is supported by the direct involvement of teachers, as well as other school stakeholders, in the

leadership work of creating the mission, purpose, and culture of a school (Neuman and Simmons, 2000). Somech (2005) noted that leaders, who influence followers to hold a strong philosophy and acceptance of the school's goals, provide a major catalyst to teacher commitment and retention. Within distributive leadership structures, teachers contribute to an assortment of leadership functions such as sustained instructional vision and monitoring program implementation (Firestone, 1989).

School improvement plans are generally interconnected with the school vision. Distributed leadership includes sharing decision-making when planning the school improvement plan. Some conclude that increasing teacher influence has the potential to effect school improvements and climate (Spillane, Halverson & Diamond, 2004). Further, it has been concluded that a principal's success in the school improvement process can be significantly increased when the ownership and leadership is widely dispersed among teachers and staff (Fink and Brayman, 2006). Glickman et al., (2001) developed a list of the characteristics of an improving school with distributed leadership at the top of the list. Recent literature on school reform suggests that improved learning outcomes resulted from the school improvement process from distributed leadership approaches (Fullan, 2001; Hopkins, 2001). Furthermore, Little (1995) and Lambert (1998) advocated that a relationship exists between teachers as leaders, cooperation, and competency building for successful school planning and improvement.

### **2.7.2. Distributive Leadership Function: Developing People**

Another important outcome of using distributive leadership in schools is the enhancement of the professional development of teachers and staff that can be accomplished by allowing teachers to determine the content of in-service professional development programs. When teachers exercise their intellect, personality, and represent suitable principles and practices, they become part of developing the people around them in the school and the organization (Leithwood et al., 2006). Distributed leadership provides the idea that professional development that is organically applied through common proficiencies and mutual ways of working to create an influential learning atmosphere (Harris, 2005). She noted that distributed leadership application would result in more stable organizations through constituents sharing expertise with one another and becoming more adaptable to change.



Teachers' skills can be developed through the influence they exercise on each other and from the influence of the principal. The interchange of experiences teachers enact with their leaders affects teacher capacities and motivations (Leithwood et al., 2006). Furthermore, when teachers' capacities and motivations are positively enhanced through leadership of others in the organization, they develop professionally and promote the development of others. This type of leadership improves the quality of teaching and learning, and has generally been called 'instructional leadership' (Sheppard, 1996). Many educators believe that instructional leadership is at the heart of developing teachers in the organization of schools and research has indicated that personal attention by a leader, principal and/or teacher, to others; and the development and use of teachers' capacities, causes an increase in levels of enthusiasm and optimism. At the same time, this attention reduces frustrations while conveying a sense of mission and purpose (McColl-Kennedy and Anderson, 2002).

Furthermore, Griffin (1995) reported that distributed leadership results in constructive effects on teaching, school climate, and overall educational quality in schools. Within teacher leadership literature, studies show verification of the constructive effects of distributed leadership on teachers' self-efficacy and self-confidence measures, which could be argued, contribute to an overall increase in commitment to the organization (MacBeath, 1998). Evidence suggests teachers collaborate regarding quality practice and learning. Instructional collaboration tends to increase better quality teaching (Lieberman, Saxl, and Miles, 2000). Other studies reported that teacher participation in decisions led to a decrease in teacher absenteeism (Rosenholtz, 1989; Sickler, 1988). Initial evidence suggests distributive communities foster teachers' desire to be more consistently at work and less likely to leave the school.

Leadership that consistently supports teachers is necessary in a distributive leadership environment. When principals relinquish power in the school environment, it supports the development of the leader and followers. It is apparent that "specific tasks and functions would have to be retained by those in formal leadership positions, but the key to growing distributed leadership resides in the involvement and support of teachers in cooperatively guiding and shaping instructional and institutional development" (Harris, 2005:261). Leithwood et al., (2004) suggested a teacher's positive participation in decision making builds loyalty; enhances job satisfaction, morale, and self efficacy; and erodes feelings of powerlessness and alienation. Distributive types of leadership have led to improved group innovation and attitudes De Dreu&

West (2001), which promotes teachers' belief that their school is a good place to teach and learn. High interest, innovation and attitudes along with distributive leadership behaviors generally increase teacher retention. Ingersoll (2007) showed the increased likelihood of a teacher's willingness to continue in their existing positions when distributive leadership is implemented.

### **2.7.3. Distributive Leadership Function: Redesigning the Organization**

Distributive leadership occurs formally and informally in schools. In order for distributive leadership to become the 'lifestyle' of the school, the dynamics of the organization and how people work and function within the organization must change. The purpose behind newly redesigned organizations is a change in school culture and structure through the facilitation of the work by organizational members and the building of collaborative processes incorporated into the overall nature of the school's improvement agenda (Leithwood et al., 2006). The school organization is being redesigned, due to higher degrees of accountability, by programs such as 'professional learning communities' that has emerged from the theoretical concept known as 'learning organizations' (Leithwood et al., 1998).

Within redesigned organizations that incorporate distributive leadership, teachers need time to collaborate with colleagues, and should be provided opportunities to learn from one another. Research supports that strong professional relationships regarding school development (Little, 1990). Little (1990) suggested that professional interaction provide the foundation for developing collective ideas and for producing distributive leadership approaches. Rosenholtz (1989) argued for teacher professionalism and collaboration as a conduit for producing positive change in schools. He observed that effective schools have stronger connections between what is important and behaviors between teachers and principals. These behaviors typically result in better school performance (Rosenholtz, 1989).

Ovando (1994) found that common times for teachers to meet were a primary component of successful schools. In order for teachers to regularly improve their practice, they need to be given specific and dedicated time to collaborate with one another. Teachers need time and opportunity to share and expose their classroom practices in order for there to be a transfer and distribution of expertise within schools (Harris, 2005). In order for teachers to act as instructional leaders, time and the opportunity to interact with peers is necessary for advantageous collaborative influence (Harris and Muijs, 2005).

As organizations become redesigned in light of distributive leadership, teachers are given opportunities to be a part of group decision making. Distributive leadership includes the idea that teachers' have influence over and participate in school-wide decisions (Wahlstrom and Louis, 2008). Research by Harris and Muijs (2005) found distributed leadership results in widely shared decision-making processes viewed as the responsibility of groups rather than the individual. Distributed leadership initiatives facilitate genuine and collective decision processes (Neuman and Simmons, 2001).

Distributive leaders provide teachers opportunities for involvement and to exercise influence on decisions. Teachers' participation promotes commitment to decisions and increases teacher's eagerness to follow them (Somech, 2005). Dynamic participation increases involvement and commitment due to the fact that individuals place more trust and are more accepting of information personally ascertained (Fishbein&Azjen, 1975). Distributed leadership proponents suggest that teachers' participation is sustained because of the personally relevancy they enjoy through personal implementation of ideas rather than responding to the schemes of others. Teachers have important information to share, and their participation advances professionalism. When teachers share in decision making with leaders, they become committed to the decision made since they have become a part of the process. Sergiovanni's (2001) concept of 'leadership density' is helpful in promoting the idea whereby a larger number of people are involved in the work, trusted, exposed to innovative ideas, and participate in the creation of new understanding in schools for greater leadership density among more constituents.

Lastly, within the redesign of the organization for leadership distribution, an environment of trust must be developed between leaders and followers. Trust in the organization is concerned with relationships and organizational behavior. Trust among subordinates and trust in leaders has become important for organizations to be more collaborative in nature (TschannenMoran, 2004). Tarter, Bliss and Hoy (1989) found principal behavior and faculty trust correlatives when principals support teachers.

Schools with high levels of engaged teachers enjoyed higher levels of trust in fellow colleagues. Distributive forms of leadership aligned with principal behaviors affected trust (Louis, 2007). Schools with high degrees of trust display more collaborative decision making with

improvement for student learning more dispersed (Wahlstrom& Louis, 2008). Generally, organizations with high degrees of trust observe personnel comfortable to seek help and learn from other teachers. Trust is a prerequisite for effective helping relationships between professionals (Bryk& Schneider, 2002).

#### **2.7.4. Distributive Leadership Function: Managing the Instructional Program**

Distributed leadership incorporates activities of multiple participants in guiding others in the process of changing instructional practice. Furthermore, distributed leadership is particularly helpful in providing widespread quality management of the instructional program in schools where multiple groups guide and mobilize staff in instructional change and improvement (Spillane et al., 2004). Instructional leadership and effective school improvement processes include areas such as decisions about staffing, monitoring school improvement strategies and allocating resources that foster school improvement (Leithwood et al., 2006).

Managing the instructional program in the distributive leadership framework requires teachers be involved in the selection of instructional materials, resources and teaching techniques, and setting grading and student assessment practices. Teacher leaders focus on issues of curriculum, instruction, and classroom management improving peer teachers practice (Harris and Muijs, 2005). Teacher leaders can fill a wide range of roles and tasks in terms of school leadership and accomplishment of tasks. Barker (2001) shared that teacher leadership is indispensable, and teachers need to be at least involved in functions like textbook selection, curriculum decisions, student behavior standards, tracking of students, professional development, promotion and retention policies, budgets, teacher evaluations, selecting, and hiring new staff including new administrators. Smylie (1992) indicated that teacher leadership roles include being a mentor or lead teacher, working on school improvement teams, leading principal advisory councils, and developing and implementing new curriculum and instructional programs.

Teacher leaders play a role in improving the quality of education by being leaders beyond the classroom. They contribute to a community of teacher learners by influencing others to improve their educational practice (Katzenmeyer and Moller, 2001). Academic optimism occurs where teachers become interested in better quality instruction associated with pre-planned approaches from principals to leadership distribution (Mascall et al., 2008). A central purpose of teacher

leadership is to improve the teaching profession and assist in school reform (Smylie and Denny, 1990).

Distributive leadership mechanisms in managing the instructional program also must involve teachers in the hiring of new teachers and deciding how the school budget is spent. Many teacher leaders in distributive leadership are involved in the organizational work by setting discipline standards for student behavior, making budget decisions, and addressing personnel concerns (Harris and Muijs, 2005).

### **2.7.5. Distributive Leadership Function: Business and people Management**

Distributive leadership theory promotes the decentralization of the leader as collective episodes in the organization (Harris, 2003). Teachers need business skills concerning planning and budgeting, resource management (for example, involvement in allocating resources to achieve outcomes), marketing and development, and enterprise and entrepreneurship looking for break through stuff (Mulcahy, 2003). Moreover, teachers also should be considered as business managers who involve in monitoring process and procedures, targets and goals, ensuring their colleagues to do what they need to do to keep their schools performing most effectively (Viljoen and Dann, 2000). Therefore, achieving good business outcome is required teachers' involvement in business affairs.

People management skills also another area where teachers should participate. As Hall (2001) expressed "Teachers at all levels should be in courage to work with diverse group of people, both with employees and other school sake holders. Therefore, people management skill is crucial for them. According to him, since teachers are more important, these days more investment is needed in them and their leadership role in school setting. This mostly revealed by interpersonal communication skills, motivation, inspiring and participative decision-making (Mulchay, 2003, Kotter, 1990). That means principals must be good at providing feedback to their staff, letting them know when they are doing the right thing as well as motivate and inspire them.

## **2.7.6. Benefits and Limitations of Distributive Leadership**

### **2.7.6.1. Benefits of Distributive Leadership**

According to researchers, a number of benefits are derived from the use of distributed leadership by principals in schools (Harris, 2005 and 2008; Macbeath, 2001; Mascal, 2008). One organizational benefit of distributed leadership may simply follow the old adage "two heads are better than one." Indeed, the combined capacities of more members can capitalize on a range of individual strengths as a collective and the organization can also become more interdependent. Increased participation in decision making from more members will generally lead to greater commitment to organizational goals and strategies (Leithwood et al., 2009).

Lastly, organizations enjoy an increase in overall individual determination that improves members' experience of work (Leithwood et al., 2009). Gronn (2008), reflecting back on the development of distributive leadership, preferred its application for positive organizational outcomes for quality decisions with commitment because more people are contributing to the decisions. Staffs in schools often feel entitled to contribute to decisions about school developments that affect their work efforts.

Collaboration for the purpose of school excellence through distributive leadership mechanisms spread leadership among teachers and staff in schools (Wallace, 2001). Some argue that distributive leadership is morally just and necessary because we live in a democratic era where personal rights are given precedence (Blase and Anderson, 1995; Wallace, 2001). Participating in distributive leadership has potential intrinsic value providing fulfilling experiences for those involved in which an atmosphere of comradeship in working with colleagues can be produced (Nias, South worth and Yeomans, 1989).

As stated previously, distributive leadership environments can provide staff the opportunity to define professional development and career goals and provide opportunities for informal and supplemental learning (Marsick and Watkins, 1990; Wallace, 1991). As a result, casual workplace 'learning' has the potential to improve on-the-job performance (Wallace, 2001). Distributive leadership is purported to cause great effects on "teacher leaders themselves, as they gain leadership skills, improving instructional practices, and become more fully engage in their work" (Lashway, 2006:253).

Therefore, teacher leadership increases teacher professionalism and improves the organizational vigor and atmosphere in schools (Murphy, 2005). Furthermore, as educators of children, staff working relationships can act as role models in fostering each child's social development in representing collaborative working relationships for their students to follow (Wallace, 2001).

Distributive leadership has the potential to contribute to effective principals because school staffs are interdependent where "every member has a contribution to make as leadership tasks can be fulfilled only with and through other people" (Wallace, 2001:154). Extensive interdependence and personal ownership of school policy decisions is at the heart of building professional learning teams in schools if staff are working in distributive environments (Bell and Rhodes, 1996)

### **2.7.6.2. Limitations of Distributive Leadership**

Distributive leadership in schools has been reported to produce negative effects as well, including a reduction in student engagement (York-Barr and Duke, 2004). In addition, expanding leadership across organizational members can complicate the development of a single-minded clarity of organizational purpose and sense of mission. Distributive leadership has also "resulted in tensions and conflicts between competing leaders" where these multiple leaders create an increase in "conflict as their competing visions, models and ideas of 'success', 'good practice', appropriate performance measurements and departmental and individual needs become more evident" (Storey, 2004:253). Teacher cultures frequently contain individuals with incompatible ideologies, such as contradictory beliefs and values that often coexist only in tension (Wallace, 2001).

Hargreaves (1994) found that attempts at fostering collaborative teacher climates simply encouraged the idea of 'contrived collegiality' rather than genuine collaborative school climates, which arise organically outside of the distributive leadership agenda. Distributive leadership that led to empowering other staff did not guarantee teachers would take up this leadership entitlement. Research consistently found that a remarkable number of small pockets of teachers in an organization will remain uncommitted to collaboration and may at times attempt to undermine distributive leadership efforts among fellow teachers (Torrington and Weightman, 1989).

At times, the spread of leadership may cause a lack of certainty about what needs to be done for improved productivity in schools (Leithwood and Jantzi, 2000; Timperley, 2005). Teachers “contradictory beliefs and values reflected the wider social and political context which impacted reciprocally on team members’ use of power and affected the extent to which leadership was shared between team members” (Wallace, 2001:153). Another noted negative side effect of distributed leadership in schools is the increase in the burdens and responsibilities of teachers without actually increasing their power. Some have argued that distributing leadership was merely a subtle strategy for indoctrinating among staff values and goals of more powerful members in the organization (Ritchie & Woods, 2007).

Hargreaves and Fink (2006), note that teacher leadership can be detrimental when teachers exploit the situation to protect their own interests at the expense of students’ learning. They also point out that distributing leadership responsibilities becomes problematic when other teachers receive extra money for responsibilities while others receive nothing.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design, method, sources of data, population and sample size, sampling techniques used, data gathering instruments, procedures of data collection and method of data analysis.

#### **3.1. Research Design**

In this study, the researcher used descriptive survey research design. Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2011). In this study, a descriptive survey was employed with the intention to get the general picture of the current practices and challenges of distributive leadership in secondary Schools Principals of Hadiya Zone. In supporting this idea, Abiy et al. (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its present condition.

#### **3.2. Research Method**

The method employed in this research was both quantitative and qualitative methods. As rated by Creswell (2011) mixed approach has particular importance to come up with well validated and substantiated finding as a matter of the fact that the weakness of one approach is recovered by strength of other approach. In this study, Concurrent approach was used, in which the researcher converged quantitative and qualitative data in order to provide comprehensive analysis of the research problem. In this design, the researcher collected both forms of data at the same time during the study and then integrated the information in the interpretation of the overall results. Since, the research was survey method; it more emphasizes quantitative research approach. Moreover, the qualitative approach was employed and incorporated in the study.

### **3.3. Sources of the Data**

To answer the basic questions of the research, relevant data were collected from primary sources. Primary sources of data were school leaders and teachers of the schools under study as they are directly or indirectly involved in school leadership activities.

### **3.4. Area of the Study**

Hadiya Zone is one of the 14 zones and 4 special Woreda found in Southern, Nations, Nationalities, and Peoples Regional (SNNPR) state of Ethiopia. Geographically, Hadiya zone is located at 70 3'19" - 70 56' 1" north latitude and 370 23' 14" - 380 52' 13" east longitude. It is bordered in the south by Kembata Tembaro zone and Alaba special Woreda, on the west by the Omo River which separates it from Oromia Region state and the Yem special Woreda, in the north by Gurage and Silite Zones, and in the East by the Oromia Region state. An estimated area of Hadiya zone is 346958.14 hectares. Based on the statistical report of the 2007 populations and housing census results, Hadiya zone has a total population of 1243776, of whom 625531 are men and 618245 are women (CSA, 2007). This implies that male to female ratio is almost equal. Its capital city, Hosanna is 230 km away from Addis Ababa, the capital city of Ethiopia. The city Hosanna is also 168 km and 200 km away from the capital city of the SNNPR Hawassa through Angancha and Durame respectively.

Hadiya Zone has 11 woredas namely (Lemo, Soro, Misha, Gombora, Anlemo, Gibe, Duna, Shashego and East and West Badawacho) and Hosanna town administration. It has 26 governmental secondary schools.

### **3.5. Target population**

Population is the entire group of people to which a researcher intends the results of a study to apply (Creswell, J. W. 2011). Therefore, the target population of this research are all teachers in 26 secondary schools of Hadiya zone: Specifically, secondary school teachers (1305), Principals (26), vice principals (78), Department heads (220), a total of (1629).

### 3.6. Sample size and sampling Techniques

In this research in order to get relevant information about the Principals distributive leadership practices and Challenges, the study population were selected by using various techniques.

Since the researcher has a work experience of certain years in Hadiya zone this zone was selected purposively among the 14 zones of southern nation nationalities peoples regional state. From total of 26 (100%) secondary schools in Hadiya zone, 8(31%) secondary schools were selected as a sample using random sampling techniques (lottery method).

Simple random sampling technique gives each School equal opportunity of being selected from 4 directions (North, South, East and West) by considering the zone capital as the center so as to make the study zonal. Of which Homecho Secondary school, Megacho secondary school, Mesmes Secondary School, Yekatit 25/67 Secondary School, Wachemo Secondary School, Gimbicho Secondary School, Shurmo Secondary School and Wasgabata Secondary School are selected. Then from total numbers of teachers in selected secondary schools was 550.

The sample size has been computed using the formula display as follow:

$$n = \frac{NZ + (Se)^2 \times (1-p)}{NSe + Z^2 \times P(1-P)}$$

Where; **n** = sample size **N**= total number of population (550)**Z**= the standard value (2.58) of 1% level of probability with 0.99 reliability **Se**= Sampling error or degree of accuracy (0.01) **p**= the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size). After, the determination of the sample size of teachers, simple random sampling technique (lottery method) was used to gives equal chance for all respondents to participate in the research. To determine equal proportion of sample teachers from each secondary school by using proportional technique or William, (1977) formula has been utilized. This can be done by dividing the targeted sample teachers (138) with the total number of teachers in the sample secondary schools (550) and multiplied by total number of teachers in each school.

Mathematically; **X** (no of teacher in each school) Where, **Ps** = Proportional allocation to size,

**n**= Total teachers sample size (138) **N** = Total number of teacher in the eight selected sample schools (550). **Ps**= $\frac{n}{N} X$  (no of teacher in each school)

From total numbers of teachers (138) were selected by probability proportional sampling techniques followed simple random of lottery method was employed, 84 department heads have been taken by simple random sampling technique, 25 principals and vice principals by using census method. This is because, the numbers of principals in the selected secondary schools are few and can also easily managed by the researcher. Totally, respondents included in this study were (247). Sample size and sampling technique were precisely presented in table 1

Table 1. The summary of the population, sample size and sampling technique

| No                         | Name of Secondary School | Principals         | Sample | Vice principals    | Sample | Department Heads              | Sample | Total Teachers                                     | Sample size proportion       | Sample | Total population | Total Sample |
|----------------------------|--------------------------|--------------------|--------|--------------------|--------|-------------------------------|--------|--|------------------------------|--------|------------------|--------------|
| 1.                         | Homacho                  | 1                  | 1      | 2                  | 2      | 20                            | 10     | 58   | $\frac{58}{550} \times 138$  | 15     | 81               | 27           |
| 2.                         | Megacho                  | 1                  | 1      | 2                  | 2      | 20                            | 10     | 48   | $\frac{48}{550} \times 138$  | 12     | 71               | 24           |
| 3.                         | Mesmes                   | 1                  | 1      | 2                  | 2      | 20                            | 10     | 67   | $\frac{68}{550} \times 138$  | 17     | 90               | 30           |
| 4.                         | Shurmo                   | 1                  | 1      | 2                  | 2      | 20                            | 10     | 56   | $\frac{56}{550} \times 138$  | 14     | 79               | 26           |
| 5.                         | Wachemo                  | 1                  | 1      | 2                  | 2      | 21                            | 10     | 70   | $\frac{70}{550} \times 138$  | 18     | 94               | 31           |
| 6.                         | Gimbicho                 | 1                  | 1      | 2                  | 2      | 24                            | 12     | 81   | $\frac{80}{550} \times 138$  | 20     | 108              | 35           |
| 7.                         | Yekatit 25/67            | 1                  | 1      | 3                  | 3      | 24                            | 12     | 120  | $\frac{120}{550} \times 138$ | 30     | 147              | 50           |
| 8.                         | Wasgabata                | 1                  | 1      | 2                  | 2      | 20                            | 10     | 50   | $\frac{50}{550} \times 138$  | 12     | 73               | 24           |
|                            | Total                    | 8                  | 8      | 17                 | 17     | 168                           | 84     | 550  | $\frac{550}{550} \times 138$ | 138    | 743              | 247          |
| %                          |                          | 100%               |        | 100%               |        | 50%                           |        | 25%  |                              |        | 33.2%            |              |
| <b>Sampling techniques</b> |                          | All(census method) |        | All(census method) |        | Simple random(lottery method) |        | Simple random sampling techniques( lottery method) |                              |        |                  |              |

### 3.7. Data collection Instruments

In this study to acquire the necessary information from participants, questionnaire and document analysis were used to collect data from selected secondary schools of Hadiya zone.

### **3.7.1. Questionnaire**

In order to collect data from study subject, researcher used questionnaire. The questionnaire believed to be an instrument convenient to assess and acquire necessary information from participants, with short period of time. The questionnaire was prepared in English language, with assumption that all of the sample teachers and principals can understand the language easily. Accordingly, the researcher developed two sets questionnaires from literature review and administered to three groups of respondents (principals, department heads and teachers) to gain all the possible information from the respondents, the questionnaires included both close ended and open ended questions. The closed- ended items were prepared by using Likert scales, which contain the value between one and five.

The questionnaires have four parts. The first part intended to obtain relevant information about the characteristics of the respondents. The second part was designed to collect information pertinent to the actual practice of principals distributed leadership behavior. The third part contains factors, that hinder principals to practice distributed leadership and the fourth part presents open ended questions.

### **3.8. Procedure of Data Collection**

The following procedures of data collection were used to assess the principals' distributed leadership practices in the zone under study.

First data gathering tools (questionnaires) were prepared from literature review. Before distribution the questionnaire, two assistant data collectors from the field of specialization was selected by researcher to gather data from the sample schools. The selection of these assistants' data collectors was based on the location and English languages background to facilitate the data collection process. To make the data collection procedure cleared and to avoid confusions concerning the objective of the study and how the items is answered, the data collectors were properly oriented about the data collection procedures by researcher. Then, questionnaire was dispatched to sample teachers, principals and department heads then follow up was made by researcher.

After, questionnaires were dispatched to sample principals, teachers and department head. Three up to five days were provided for respondents to fill in questionnaires. At the end the filled in questionnaires were collected. The result of the open- ended questions was summarized and organized with relating category. To this end, analysis and interpretation of data was made base on the questionnaires. Finally, the overall course of the study was summarized with finding, conclusion, and recommendation.

### **3.9. Methods of Data Analysis**

Depending on the nature of the data collected and the type of questions asked, the following statistical tools were used. Respondents were grouped in two categories, i.e. the school leaders and the teachers. The purpose of this grouping was to make comparison among group of respondents on principals' distributed leadership practices. The collected date were analyzed by descriptive statistics (percentage, mean& standard deviation)and inferential statistics (Independent t-test).

### **3.10. Validity and reliability checks**

The validity and reliability of this research was checked in pilot secondary school. However, before conducting the main study, the draft questionnaires were first administered to one principal, two vice principals, 6 department heads and 10 teachers of in Morsuto secondary School which is not part of the study sample. It was done to achieve the relevance of the questionnaires and to improve the questions based on the feedback. However, the pilot test result did not show major defect on the developed questionnaires. Hence, only few amendments were made on some questions before the final version was developed.

After the distribution of questionnaires and collected back by researcher, necessary modification was made on two items. Additionally the reliability of the instrument is measured by using Cronbach's alpha test by the help of SPSS version 20. The obtained result was 0.82. Then as the results indicated it was good indication of the internal consistency of item. That is the instrument was found to reliable as statistical literature recommend a test result of 0.75 and above as reliable.

Table 2. Inter- reliability of Items

| Independent variable questions  | Number of items | Results of Cronbach's alpha test |
|---|-----------------|----------------------------------|
| 1. Distributive leadership practices in Setting Direction                         | 7               | 0.74                             |
| 2. Distributive leadership practices in developing people                         | 10              | 0.85                             |
| 3. Distributive leadership practices r+3edesigning the organization.              | 8               | 0.79                             |
| 4. Distributive leadership practices in Business and People Management            | 8               | 0.82                             |
| 5. Distributive leadership practices in terms of managing instructional programs. | 10              | 0.83                             |
| 6. Factors hinder exercising distributive leadership practices                    | 12              | 0.91                             |
| Total   | 55              | 0.82                             |

### 3.11. Ethical consideration

The researcher strived to protect respondents from possible harm that might arise as a consequence of their participation in research.

This can be done by informing the participants as fully as possible of the nature and purpose of the research, the procedures to be used, and the expected benefits to the participant and society ,the potential of reasonably foreseeable risks, stresses and discomforts and alternatives to participating in the research. There is also a statement that describes procedures in place to ensure the confidentiality or anonymity of the participant. The participants made to understand what has been explained and be given the opportunity to ask questions and have them answered by researcher.

The participants consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration.

In order to conduct the study first, the researcher has gone to the study area with the letter of entry which was prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Hadiya Zone Education department office. After the researcher has obtained letter of entry from the zone and explain the objectives of the study. Then, the study was conducted after getting permission from the selected sample of general secondary schools in the zone.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation and analysis of the data gathered from the respondents. As it was stated in the methodology, a total of 57 items questionnaires were prepared and distributed to 138 teachers, 109 school leaders (department heads, principals and vice principals) of the sampled secondary schools. Out of these, 138 (25%) of teachers, 109 (56.5%) of school leaders have properly filled in and returned the questionnaires.

The first part therefore, presents the general characteristics of the respondents and describes the study population background. The second part deals with the analysis of the responses extracted from ratings of teachers, department heads, and principals on principals' distributed leadership practices. The factors considered to measure the principals distributed leadership practices focused on principals' distributed leadership practices in setting direction, developing people, reorganizing the organization, business and people management; and managing the instructional programs. Accordingly, the data collected through open ended and close ended questions were organized in tables according to their similarities and appropriateness

#### **4.1. Demographic Characteristics of the Respondents**

As it is mentioned above, the total respondents of the questionnaires were 138 teachers, and 109 school leaders. Accordingly, based on the responses obtained from the respondents the characteristics of the study group were examined in terms of sex, age, educational level, and major field of study, total service years and total service years in current position. Thus, the following table shows the results.



**Table 3. Demographic Characteristics of the Respondents**

| No            | Items                | Teachers<br>N=138 |     | School<br>leaders=109 |      | Total |      |
|---------------|----------------------|-------------------|-----|-----------------------|------|-------|------|
|               |                      | N                 | %   | N                     | %    | N     | %    |
| 1             | <b>Sex</b>           |                   |     |                       |      |       |      |
|               | Male                 | 98                | 71  | 89                    | 81   | 138   | 55.9 |
|               | Female               | 40                | 29  | 20                    | 19   | 109   | 44.1 |
|               | Total                | 138               | 100 | 24                    | 100  | 247   | 100  |
|               | <b>Age</b>           |                   |     |                       |      |       |      |
|               | 21-25                | 123               | 89  | 80                    | 73   | 203   | 82.2 |
|               | 26-30                | 13                | 9.5 | 29                    | 26.7 | 42    | 17.0 |
|               | Above 31             | 2                 | 1.5 | -                     | -    | 2     | .8   |
|               | Total                | 138               | 100 | 109                   | 100  | 247   | 100  |
|               | <b>Education</b>     |                   |     |                       |      |       |      |
|               | BA                   | 130               | 94  | 89                    | 81.6 | 219   | 88.6 |
|               | MA                   | 7                 | 5   | 20                    | 18.4 | 27    | 10.9 |
|               | any other            | 1                 | 1   | -                     | -    | 1     | 0.5  |
|               | Total                | 138               | 100 | 109                   | 100  | 247   | 100  |
|               | <b>Service years</b> |                   |     |                       |      |       |      |
| below 5 years | 120                  | 86.9              | 46  | 42                    | 166  | 67.2  |      |
| 6-10 yrs.     | 16                   | 11                | 63  | 58                    | 79   | 32.0  |      |
| 11-15 yrs.    | 2                    | 1.1               | -   | -                     | 2    | .8    |      |
| Total         | 138                  | 100               | 109 | 100                   | 247  | 100.0 |      |

As it is shown in table 3, regarding sex, out of the 109 school leaders, 89(81%) males and 20(19%) were females and regarding teachers 98(71%) were males and 40(29%) were females. and 5(20%) were females. Concerning age distribution of teachers and school leaders 80(73%) was ranged between the ages of 21-25 years. Similarly, 13(9.5%) of teachers, 29(26.7%) of school leaders range of 26-30 years. The remaining teachers' and school leaders were in between 31-35 years.

With regard to respondents' educational level, as shown in table 3, 130(94%) teachers, 66(60%) school leaders were BA/BSC holders. Similarly, 7(5%) of teachers' had MA/MSc degree holders, and 20(18.4%) school leaders had MA/MSc degree.

Regarding experience wise; 120(86.9%) teachers and 46(42%) of school leaders have served between 0-5 years and 16(11%), 63(58%) years respectively have served between 6-10 years.

This supports with the strategies of MoE as stated in the Education Sector Development Program IV (ESDP.IV) which states efficient school leadership and management established to enhance the quality of instruction and there by improve learning achievements (MoE, 2005).

As compared to teachers, school principals are in a better condition as far as educational level is concerned. As per the policy of MoE, teachers of secondary schools are expected to be graduates of first degree, there are teachers, principals and department heads in the secondary schools of under study almost meet the expected results.

Table 4. Major Area of study other than Educational Planning and management

|   |       | N   | %     |
|---|-------|-----|-------|
| If your major area of study is other than Educational Planning or not | Yes   | 31  | 12.6  |
|   | No    | 216 | 87.4  |
|   | Total | 247 | 100.0 |

As indicated in Table 4, from those principals and vice principals 31(12.6%) of them had area of study is Educational Planning and management and 216(87.4%) are subject teachers.

Table 5. You should assume/ play leadership role in the school's affair

|  |       | N   | %     |
|--|-------|-----|-------|
| Do you think that, you should assume/ play leadership role in the school's affair? | Yes   | 49  | 19.8  |
|  | No    | 198 | 80.2  |
|  | Total | 247 | 100.0 |

As indicated in Table 5, teachers were requested to reply using “yes” and “No” options if they are willing to assume leadership role in their schools. Accordingly, among the respondents 49(19.8%) replied “Yes” and 198(80.2%) of respondents have not participated in play leadership role in the school's affairs.

**Table 6. Distributive leadership practices in setting direction**

| Items  | Group Statistics |     |      |        |
|--|------------------|-----|------|--------|
|  | Types respondent | N   | M    | SD     |
| 1. The principal builds consensus around common set of values among teachers                         | Teachers         | 138 | 2.81 | .932   |
|  | schools leaders  | 109 | 2.82 | .890   |
| 2. The principal clarifies and makes known the school's rule and to all school members.              | teachers         | 138 | 2.82 | .895   |
|  | schools leaders  | 109 | 2.77 | 1.059  |
| 3. The principal discusses instructional related policies and issues with staff regularly.           | teachers         | 138 | 2.62 | 1.209  |
|  | schools leaders  | 109 | 2.20 | 1.095  |
| 4. The Principal participates all staff while developing the strategic plan of the school.           | Teachers         | 138 | 2.44 | 1.267  |
|  | schools leaders  | 109 | 2.28 | 1.046  |
| 5. The principal discusses the school academic goal with all staff regularly.                        | teachers         | 138 | 2.52 | 1.2511 |
|  | schools leaders  | 109 | 2.56 | 1.02   |
| 6. The principal involves teachers while developing vision, mission, goals and values of the school. | teachers         | 138 | 2.73 | 1.286  |
|  | schools leaders  | 109 | 2.56 | 1.039  |
| 7. The principal makes teachers to participate in most significant issues of the school.             | teachers         | 138 | 2.38 | 1.135  |
|  | schools leaders  | 109 | 2.29 | 1.124  |
| Overall Average  |                  | 247 | 2.56 | 1.089  |

*Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M)  $\geq 1.00-2.50$ = very low, 2.51-2.99 = low, 3.00-3.50 = medium, 3.51-3.99 = high,  $\geq 4.00$  = very high practices and very low and low considered as low level of agreement practices whereas high and very high considered as high on practices.*

As depicted in table 6, regarding distributed leadership practices in setting direction among the seven items, the teachers and the school leaders rated in all items with the lowest of scores with overall average 2.56 (1.089) respectively and the items were include : the principal discusses instructional related policies and issues with staff regularly, the principal participates all staff while developing the strategic plan of the school, and the principal makes teachers to participate in most significant issues of the school mission, goals and value of the school; and if the principals make teachers to participate in the development of the strategic plan of the school.

It is also stated in the literature that, a vision developed in isolation is less likely to influence followers because they have no part or stake in a vision that is entrusted to them (Newman & Simmons, 2000).

**Table 7. Principals' distributive leadership practices in developing people**

|  | Types respondent | N   | M    | SD    |
|--|------------------|-----|------|-------|
| 1. The principal encourages teachers to assume certain responsibilities  | Teachers         | 138 | 2.52 | 1.250 |
|  | schools leaders  | 109 | 2.43 | 1.321 |
| 2. The principal supports teachers on their individualized plan of professional development                              | Teachers         | 138 | 2.47 | 1.351 |
|  | schools leaders  | 109 | 2.37 | 1.296 |
| 3. The principal encourages teachers to attend professional development activities which directly enhance their teaching | Teachers         | 138 | 2.52 | 1.291 |
|  | schools leaders  | 109 | 2.46 | 1.229 |
| 4. The principal makes teachers experiment and take risks, even when there is risk of failure.                           | Teachers         | 138 | 2.47 | 1.203 |
|  | schools leaders  | 109 | 2.65 | 1.091 |
| 5. The principal challenges teachers to try out new and innovative ways to do their work.                                | Teachers         | 138 | 2.80 | 1.002 |
|  | schools leaders  | 109 | 2.70 | 1.141 |
| 6. The principal plans and facilitates the provision of in-service training programs for teachers                        | Teacher          | 138 | 2.70 | 0.874 |
|  | schools leaders  | 109 | 2.71 | 0.794 |
| 7. The principal encourages teachers the opportunities to learn from one another.  | Teachers         | 138 | 2.70 | 1.161 |
|  | schools leaders  | 109 | 2.60 | 1.114 |
| 8. The principal provides teachers the opportunities to chair meetings   | Teachers         | 138 | 2.74 | 1.067 |
|  | schools leaders  | 109 | 2.88 | 0.868 |
| 9. The principal initiates teachers to conduct peer observation  | Teachers         | 138 | 2.57 | 1.106 |
|  | schools leaders  | 109 | 2.75 | 0.934 |
| 10. The principal gives teachers a great deal of freedom and choice in deciding how to do their work                     | Teachers         | 138 | 2.82 | 1.038 |
|  | schools leaders  | 109 | 2.86 | 0.876 |
| <b>Overall average</b>   |                  | 247 | 2.63 | 1.000 |

*Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M)  $\geq 1.00-2.50$ = very low, 2.51-2.99 = low, 3.00-3.50 = medium, 3.51-3.99 = high,  $\geq 4.00$  = very high practices and very low and low considered as low level of agreement practices whereas high and very high considered as high practices*

As depicted in table 7, in all the ten items under this category, both respondents were agreed at low regarding distributed leadership practices in developing people with the mean and standard deviation ranging from 2.37(1.296) to 2.88(0.868) that their distributive leadership practices in developing people is low or unsatisfactory. This contradicts with (Sheped, 1996) stated, when teachers capacities and motivations are positively enhanced through leadership of others in the organization, they develop professionally and promote the development of others.

**Table 8. Principals' distributive leadership practices in redesigning the organization**

| Types respondent  | Types respondent | N   | M    | SD    |
|---|------------------|-----|------|-------|
| 1. Foster and maintain atmosphere of trust and mutual respect within the school setting.                              | Teachers         | 138 | 2.73 | 0.924 |
|   | schools leaders  | 109 | 2.77 | 0.946 |
| 2. Facilitate good and smooth communication among teachers and all school members                                     | Teachers         | 138 | 2.89 | 0.994 |
|   | schools leaders  | 109 | 2.75 | 1.001 |
| 3. Initiate individuals or groups to make decisions on issues important for schools' success.                         | Teachers         | 138 | 2.78 | 1.044 |
|   | schools leaders  | 109 | 2.61 | 1.137 |
| 4. Encourage formal and informal groups to contribute to the achievement of schools' objectives.                      | Teachers         | 138 | 2.84 | 1.010 |
|   | schools leaders  | 109 | 2.87 | 0.933 |
| 5. Encourage staff to feel secure in taking risks to innovate best ideas that contribute to the school's development. | Teachers         | 138 | 2.78 | 1.021 |
|   | schools leaders  | 109 | 2.74 | 0.936 |
| 6. Create conducive environment in which a good working relationship exist  | Teachers         | 138 | 2.73 | 1.050 |
|   | schools leaders  | 109 | 2.78 | 1.089 |
| 7. Foster and promote cooperation and cohesion among staff members  | Teachers         | 138 | 2.78 | 0.926 |
|   | schools leaders  | 109 | 2.72 | 0.891 |
| 8. Establish supportive atmosphere in which teachers are encouraged to work as a team member                          | Teachers         | 138 | 2.69 | 0.924 |
|   | schools leaders  | 109 | 2.67 | 0.951 |
| <b>overall average</b>  |                  | 247 | 2.75 | 0.986 |

Note: *N*=Frequency, *M*=Mean, *SD*=Standard Deviation. Mean value (*M*)  $\geq 1.00-2.50$ = very low, 2.51-2.99 = low, 3.00-3.50 = medium, 3.51-3.99 = high,  $\geq 4.00$  = very high practices and very low and low considered as low level of agreement practices whereas high and very high considered as high on practices

As shown in Table 8, regarding distributed leadership practices in redesigning the organization, the respondents rated similarly low level in all of the items with the mean and standard deviation scores were ranging from 2.61(1.137) to 2.89(0.994). However, as it is stated by Whalstorm and Louis, (2003) an organization becomes redesigned in light of distributed leadership, teachers are given opportunities to be part of a group decision making because distributive leadership promotes the idea that teachers have influence over and practice in school-wide decisions. In addition to research by Harris and Muijs (2005) also found distributed leadership results in widely shared decision-making process viewed as the responsibilities of group rather than the individual.

**Table 9. Principals' distributive leadership practices in Business and People Management**

| Items  | Types respondent | N   | M    | SD    |
|--|------------------|-----|------|-------|
| 1. Actively listens to teachers' diverse points of view  | teachers         | 138 | 2.62 | 0.960 |
|  | schools leaders  | 109 | 2.65 | 0.975 |
| 2. Treat all staff equally   | teachers         | 138 | 2.68 | 1.003 |
|  | schools leaders  | 109 | 2.61 | 0.922 |
| 3. Encourage teachers to take part in the planning and implementation of staff performance appraisal | teachers         | 138 | 2.77 | 0.959 |
|  | schools leaders  | 109 | 2.77 | 0.929 |
| 4. Accept teachers' feedback   | teachers         | 138 | 2.81 | 1.007 |
|  | schools leaders  | 109 | 2.74 | 0.832 |
| 5. Involve teachers in planning and implementation of the school's budget                            | teachers         | 138 | 2.55 | 1.018 |
|  | schools leaders  | 109 | 2.69 | 0.907 |
| 6. Involve teachers in schools income generating activities  | teachers         | 138 | 2.77 | 1.120 |
|  | schools leaders  | 109 | 2.78 | 1.089 |
| 7. Develop and maintain high morale in teachers.   | teachers         | 138 | 2.77 | 0.928 |
|  | schools leaders  | 109 | 2.66 | 0.871 |
| 8. Recognize teachers as colleagues and respect them   | teachers         | 138 | 2.86 | 0.945 |
|  | schools leaders  | 109 | 2.66 | 0.882 |
| <b>Overall average</b>   |                  | 247 | 2.71 | 0.114 |

*Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M)  $\geq 1.00-2.50$ = very low, 2.51-2.99 = low, 3.00-3.50 = medium, 3.51-3.99 = high,  $\geq 4.00$  = very high practices and very low and low considered as low level of agreement practices whereas high and very high considered as high on practices*

As depicted in Table 9, concerning the principals' distributive leadership practices in business and people management, as the mean values in the table indicate, the teachers and school leaders were replied in all items with low level ranging from the mean and standard deviations 2.55(1.018) to 2.86 (0.945) respectively in all of the items in the same table. Generally, one can conclude that, Principals' distributed leadership practices in business and people management was below expectation with overall average 2.71(0.114).

**Table10. Principals’ distributive leadership practices in managing instructional Programs**

|   | Types respondent | N   | M    | SD    |
|---|------------------|-----|------|-------|
| 1. The principal discusses new ideas about teaching and learning with teachers at a staff meeting regularly               | teachers         | 138 | 2.75 | 0.949 |
|   | schools leaders  | 109 | 2.68 | 0.929 |
| 2. The principal encourages teachers in the selection and implementation of appropriate teaching techniques and materials | teachers         | 138 | 2.78 | 0.933 |
|   | schools leaders  | 109 | 2.59 | 0.914 |
| 3. The principal involves teachers in identifying students with disciplinary problems and providing proper guidance       | teachers         | 138 | 2.81 | 0.983 |
|   | schools leaders  | 109 | 2.75 | 0.963 |
| 4. The principal discuss the progress and implementation of teaching and learning activities in staff meeting regularly   | teachers         | 138 | 2.88 | 0.982 |
|   | schools leaders  | 109 | 2.54 | 0.966 |
| 5. The principal makes teachers to play role in setting grades and student assessment techniques.                         | teachers         | 138 | 2.84 | 0.968 |
|   | schools leaders  | 109 | 2.61 | 0.932 |
| 6. The principal opportunities are provided to discuss new classroom practices with colleagues                            | teachers         | 138 | 2.73 | 0.985 |
|   | schools leaders  | 109 | 2.51 | 0.987 |
| 7. The principal makes and encourage teachers to participate in planning and implementation of co-curricular activities.  | teachers         | 138 | 2.89 | 2.480 |
|   | schools leaders  | 109 | 2.73 | 0.812 |
| 8. The principal makes teachers’ active role in the evaluation of text books and syllabus.                                | teachers         | 138 | 2.80 | 0.957 |
|   | schools leaders  | 109 | 2.77 | 0.842 |
| 9. The principal encourage teachers to undertake action research  | teachers         | 138 | 2.67 | 0.967 |
|   | schools leaders  | 109 | 2.74 | 0.864 |
| 10. The principal involve teachers in solving students learning problems.   | teachers         | 138 | 2.68 | 0.926 |
|   | schools leaders  | 109 | 2.71 | 0.882 |
| Overall Average   |                  | 247 | 2.72 | 0.271 |

*Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M)  $\geq 1.00-2.50$ = very low,  $2.51-2.99$  = low,  $3.00-3.50$  = medium,  $3.51-3.99$  = high,  $\geq 4.00$  = very high practices and very low and low considered as low level of agreement practices whereas high and very high considered as high on practices*

As it shown in Table 10, regarding the principals’ distributive leadership practices in managing instructional program in selected schools. The respondents rated similarity at low level with the mean and standard deviation scores ranging from 2.54(0.966) 2.89(2.480) for all of the items. Thus, it can be possible to conclude from these findings that the school leaders and the teachers perceived the principals distributed leadership practices in terms managing instructional program is low and unsatisfactory with overall average mean and standard deviation 2.72(0.271) So,

managing the instructional program in the distributive leadership frame work requires teacher leaders to play a role in improving the quality of education by being leaders beyond the class room. Teachers' involvement in the selection of instructional materials, appropriate teaching techniques and student assessment methods has a paramount importance for students' academic achievement (Rost, 1993).



**Table11. Major Factors that hinder principals to exercise distributive leadership practices**

| Items   | Types respondent | N   | M    | SD    |
|---|------------------|-----|------|-------|
| 1. Instability of principals assignment in their positions  | teachers         | 138 | 3.65 | 1.097 |
|   | schools leaders  | 109 | 4.08 | 0.640 |
| 2. Teachers' lack of interest to participate in school leadership   | teachers         | 138 | 3.42 | 1.189 |
|   | schools leaders  | 109 | 3.86 | 1.150 |
| 3. Teachers' unwillingness to assume leadership role  | teachers         | 138 | 2.33 | 0.865 |
|   | schools leaders  | 109 | 2.61 | 0.999 |
| 4. Principals' spend much of their time on administrative and political issues rather than exercising leadership role | teachers         | 138 | 3.71 | 1.054 |
|   | schools leaders  | 109 | 3.59 | 1.202 |
| 5. Lack of trust between teachers and principals  | teachers         | 138 | 2.70 | 0.899 |
|   | schools leaders  | 109 | 2.35 | 0.687 |
| 6. Principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers. | teachers         | 138 | 3.22 | 0.989 |
|   | schools leaders  | 109 | 3.22 | 0.909 |
| 7. Principals' lack of knowledge on what kinds of tasks to be distributed to teachers.                                | teachers         | 138 | 3.39 | 0.858 |
|   | schools leaders  | 109 | 3.41 | 0.973 |
| 8. Principals lack the ability to influence teachers to follow the desired direction.                                 | teachers         | 138 | 3.43 | 0.895 |
|   | schools leaders  | 109 | 3.16 | 0.918 |
| 9. Absence of commitment among principals in participating teachers in school leadership.                             | teachers         | 138 | 3.30 | 0.884 |
|   | schools leaders  | 109 | 3.17 | 1.044 |
| 10. Principals feel that, sharing their leadership role is risky.   | teachers         | 138 | 3.36 | 0.836 |
|   | schools leaders  | 109 | 3.24 | 1.072 |
| 11. Principals lack knowledge on how to make teachers to play leadership role.  | teachers         | 138 | 3.50 | 0.794 |
|   | schools leaders  | 109 | 3.18 | 0.851 |
| 12. Absence of support from teachers.   | teachers         | 138 | 3.34 | 0.999 |
|   | schools leaders  | 109 | 3.23 | 1.008 |
| Overall Average   |                  | 247 | 3.26 | 1.140 |

*Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M)  $\geq 1.00-2.50$ = strongly disagree, 2.51-2.99 = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree,  $\geq 4.00$  = strongly agree practices and very low and low considered as low level of agreement practices whereas high and very high considered as high on practices*

As stated in Table 11, on item 1, school leaders, and teachers responded instability of principals' assignment in their position hinders those principals from exercising distributive leadership practices with mean and standard 3.6(1.07), 4.08 (0.64) respectively, school leaders, and teachers revealed that, this is the major factor for hindering the principals to exercise distributive leadership practices in their respective schools. However, on item 3 both respondents agreed low level of teachers' unwillingness to assume leadership role with mean and standard

devtion2.33(0.865)&2.61(0.999) respectively as hindering factors in exercising distributive leadership practices.

All the reaming items both respondents were agreed as major Factors that hinder principals to exercise distributive leadership practices. Generally, major factors that hinder principals to exercise distributive leadership practices in secondary schools were slightly high with overall average 3.26(1.140).

Table12. Results of independent variables for each of the independent samples t-test

|  | Responden<br>ts                | N          | M            | SD           | t    | df    | sig  | Mean<br>Differe<br>nce |
|--|--------------------------------|------------|--------------|--------------|------|-------|------|------------------------|
| 1. Distributive leadership practices in Setting Direction                        | teachers<br>schools<br>leaders | 138<br>109 | 2.62<br>2.50 | .850<br>.858 | 1.10 | 231.0 | .000 | .121                   |
| 2. Distributive leadership practices in developing people                        | teachers<br>schools<br>leaders | 138<br>109 | 2.64<br>2.63 | .880<br>0786 | -.08 | 218.5 | .000 | -.009                  |
| 3. Distributive leadership practices redesigning the organization                | teachers<br>schools<br>leaders | 138<br>109 | 2.78<br>2.74 | .732<br>.864 | .36  | 211.5 | .000 | .037                   |
| 4. Distributive leadership practices in Business and People Management           | teachers<br>schools<br>leaders | 138<br>109 | 2.73<br>2.70 | .699<br>.804 | .33  | 215.1 | .000 | .032                   |
| 5. Distributive leadership practices in terms of managing instructional programs | teachers<br>schools<br>leaders | 138<br>109 | 2.78<br>2.66 | .717<br>.771 | 1.23 | 223.6 | .000 | .118                   |
| 6. Factors hinders Distributive leadership practices                             | teachers<br>schools<br>leaders | 138<br>109 | 3.28<br>3.26 | .503<br>.408 | .33  | 244.7 | .000 | .019                   |

\*p<0.05

As indicated in table12, the mean value for each of the independent variables has been greater for teachers as compared to the schools leaders. The mean score of the teachers on the all independent variables of mean and standard deviations 2.62(0.850), 2.63(.786), 2.78(0.732), 2.73(.699),2.78(.717),&3.28(.503) respectively are statistically significantly higher2.50( 0.858), 2.63(0.786),2.74(.864),2.70(.804), 2.66(0.771 ),&3.26(.408) than those of schools leaders on the same variables. Besides, t-test was computed to look for any statistically significant difference for each of the independent variables between the two groups of respondents the t-test results found ( $t = 1.10, -.08, .36, .33, 1.23, .33$ ;  $df = 231.0, 218.5, 211.5, 215.1, 223.6 \& 244.7$  and  $\rho = 0.000$ ), *receptively*  $p < 0.05$  i.e. there is statistically significant difference between the means of the two groups, i.e. the teachers do not share the same perception as the school leaders implementation of the distributed leadership practices guided and supported and typically the teachers are more generous than the school leaders.

Table13. Model summary

| Model Summary |                   |          |                   |                            |                 |          |     |     |      |               |
|---------------|-------------------|----------|-------------------|----------------------------|-----------------|----------|-----|-----|------|---------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. | Durbin-Watson |
| 1             | .842 <sup>a</sup> | .810     | .778              | .40598                     | .550            | 23.857   | 12  | 234 | .000 | 1.383         |

- a. Predictors: (Constant), Absence of support from teachers, Principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers, Lack of trust between teachers and principals, Teachers' lack of interest to participate in school leadership, Teachers' unwillingness to assume leadership role, Principals lack the ability to influence teachers to follow the desired direction., Instability of principals assignment in their positions, Principals lack knowledge on how to make teachers to play leadership role., Principals' lack of knowledge on what kinds of tasks to be distributed to teachers., Principals' spend much of their time on administrative and political issues rather than exercising leadership role, Absence of commitment among principals in participating teachers in school leadership., Principals feel that, sharing their leadership role is risky.

b. Dependent Variable: distributive leadership

As shown in table 13, result from the Model Summary shows that there is strong relationship between factors hinders and distributive leadership, R is 0.810 and 81% of variation in distributive leadership are explained by absence of support from teachers., principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers., lack of trust between teachers and principals, teachers' lack of interest to participate in school leadership, teachers' unwillingness to assume leadership role, principals lack the ability to influence teachers to follow the desired direction, instability of principals assignment in their positions, principals lack knowledge on how to make teachers to play leadership role., principals' lack of knowledge on what kinds of tasks to be distributed to teachers., principals' spend much of their time on administrative and political issues rather than exercising leadership role, absence of commitment among principals in participating teachers in school leadership, principals feel that, sharing their leadership role is risky.

Adjusted R Square for this model is 0.778, which means that the independent variable can explain about 77.8% of the change in dependent variable i.e. only 22.2% of the variation : distributive leadership cannot be explained by absence of support from teachers, principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers., lack of trust between teachers and principals, teachers' lack of interest to participate in school leadership, teachers' unwillingness to assume leadership role, principals lack the ability to influence teachers to follow the desired direction., instability of principals assignment in their positions, principals lack knowledge on how to make teachers to play leadership role., principals' lack of knowledge on what kinds of tasks to be distributed to teachers., principals' spend much of their time on administrative and political issues rather than exercising leadership role, absence of commitment among principals in participating teachers in school leadership, principals feel that, sharing their leadership role is risky. Therefore, there must be other variables that have an influence also.

Table 14. The Prediction of independents factors hinders towards distributive leadership

| Model |  | Coefficients                |            |                           | t     | Sig. |
|-------|--|-----------------------------|------------|---------------------------|-------|------|
|       |  | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|       |  | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)   | 2.789                       | .215       |                           | 12.96 | .000 |
|       | Instability of principals assignment in their positions  | .034                        | .032       | .055                      | 1.067 | .000 |
|       | Teachers' lack of interest to participate in school leadership   | .008                        | .025       | .017                      | 0.328 | .000 |
|       | Teachers' unwillingness to assume leadership role  | .198                        | .033       | .314                      | 6.05  | .000 |
|       | Principals' spend much of their time on administrative and political issues rather than exercising leadership role | -.117                       | .032       | -.222                     | -3.71 | .000 |
|       | Lack of trust between teachers and principals  | .130                        | .033       | .183                      | 3.98  | .000 |
|       | Principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers. | -.030                       | .037       | -.048                     | -.79  | .000 |
|       | Principals' lack of knowledge on what kinds of tasks to be distributed to teachers.                                | -.070                       | .038       | -.108                     | -1.84 | .000 |
|       | Principals lack the ability to influence teachers to follow the desired direction.                                 | .004                        | .036       | .007                      | .120  | .000 |
|       | Absence of commitment among principals in participating teachers in school leadership.                             | -.039                       | .037       | -.064                     | -1.06 | .000 |
|       | Principals feel that, sharing their leadership role is risky.  | -.136                       | .038       | -.219                     | -3.55 | .000 |
|       | Principals lack knowledge on how to make teachers to play leadership role.   | .018                        | .042       | .025                      | .420  | .000 |
|       | Absence of support from teachers.  | .086                        | .028       | .146                      | 3.03  | .003 |

a. Dependent Variable: distributive leadership

As shown in table 14, provides details of the model parameters (the beta values) and the significance of these values. So, the value of b1 represents the gradient of the regression line. It was 2.78. Although this value is the slope of the regression line, it is more useful to think of this value as representing the change in the outcome associated with a unit change in the predictor.) Therefore, the betas are different from 0 and we can conclude that the independent variables make a significant contribution ( $p < 0.005$ ) to predicting distributive leadership. Notice that all of the significance levels are ( $p < 0.05$ ) so, all variables are statically significant.

Finally, the standardized beta ( $\beta$ ) results shown among the 12 variables, the largest influence on factors hinders toward distributive leadership is lack of trust between teachers and principals (0.183) and the next is absence of support from teachers (0.146). On the other hand Principals' spend much of their time on administrative and political issues rather than exercising leadership role of the beta value -0.222 is the poorest predictor of distributive leadership when it is compared with the other explanatory variables under this study.

#### 4.2. **Qualitative results from open ended questions**

The main purpose was to narrate and triangulate the results of the open ended response with questionnaires results so as to drive conclusions and recommendations in relation to the basic research questions of the study.

Responses of Principals, Department head and Teachers to the open ended questions were as follows:

- For questions that were asked to the principals and the department heads to list what hinder them in exercising distributive leadership practices, the following responses were secured and these include: lack of adequate and continuous leadership training, lack of time, work load, teachers' unwillingness to take responsibility, large staff to lead and etc.
- For questions that were asked the teachers to list principals distributive leadership hindering factors, the following responses were secured from the majority of the item and include: principals lack of confidence in exercising leadership, principals' lack of ability, lack of commitment among principals. Thus, although the principals; and the teachers and the department heads perceive distributive leadership hindering factors from different angle, it possible to infer from their responses that there are gaps in exercising, distributive leadership in school setting in secondary schools under study.

### 4.3. Integration of Quantitative and Qualitative Data Analysis

This section addresses major points of qualitative and quantitative data results for integration is condensed as follows:

- To make educational leadership effective, it should ensure the involvements of all the stakeholders: teachers, parents, community and students (MoE, 1999).
- Distributed leadership also enhances opportunities for the schools to benefit from the capacities of more of its members, permits members to capitalize on the range of their individual strengths, and develops among organizational members a fuller appreciation of interdependence and how one's behavior effects the organization as a whole (Leadwood,2004). Principals can neither achieve nor sustain improvements in student learning by acting in isolation (Elmore, 1999).

Contrary to the literature above, the results of quantitative and qualitative data showed that the practices in secondary schools principals do not involve teachers while developing vision, mission goals and values of the school system. Also staff participation and decision making on schools issues were very low due to weak collaboration among staff in the schools. The findings verified that these weak practices were caused by lack of awareness on basic idea of distributive leadership practices among staff, lack of leadership competency, weak monitoring and evaluation system, lack of commitment on the side of school principals, lack of technical support from district education and zone education officials. Thus, due to the above mentioned problems in secondary schools the data gathered from qualitative and quantitative data concurrently confirmed that the school principals were not practicing distributive leadership in their respective schools.

## CHAPTER FIVE

### MAJOR SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions drawn from the findings and the recommendations made.

#### 5.1. Major Summary of Findings

The objective of this study was to assess the principals' distributed leadership practices and challenges as perceived by teachers, school leaders in secondary schools of Hadiya zone, in Southern Nations Nationalities Peoples Regional state. In order to meet the objective, the study was guided by the following basic questions.

- 1) To identify the willingness of teachers in school leadership
- 2) To assess the extent principals of secondary schools exercise distributive leadership practices in school setting
- 3) To identify major factors that hinder principals' practice of distributive leadership practices
- 4) To identify the mean difference among teachers and school leaders about principals distributive leadership practices

Based on the analysis and interpretation of the data, the researcher has come up with the following major findings:

As perceived by the school leaders and the teachers, the principals' distributive leadership practices while exercising the five core leadership function in school setting were low and unsatisfactory. These are summarized as follows:

Regarding, principals' distributive leadership practices in terms of setting direction:

- School leaders and the teachers regarding to distributive leadership practices in terms of setting direction as rated as low, or not adequate in all of the items. this implies that, the principals' performances inadequate.
- The study also showed that, principals do not involve teachers while developing vision, mission goals and values of the school system.



- The teachers were also rated lowest on the principals in participating teachers in most significant issues of the schools.

Concerning, principals' distributive leadership practices in terms developing people:

In all the ten items under this category, both respondents were agreed at low regarding distributed leadership practices in developing people with the mean and standard deviation ranging from 2.37(1.296) to 2.88(0.868) that their distributive leadership practices in developing people is low or unsatisfactory.

Regarding, principals' distributive leadership practices in terms of re- designing the organization:

- In redesigning the organization, the respondents rated similarly low level in all of the items with the mean and standard deviation scores were ranging from 2.61(1.137) to 2.89 (0.994).
- Principals' distributed leadership practices in business and people management was below expectation with overall average 2.71(0.114).

Concerning, Principals' distributive leadership practices in managing instructional Programs:

- In most of the items showing the principals' practice of distributing this core leadership function (managing instructional program), that the school leaders and the teachers perceived the principals distributed leadership practices in terms managing instructional program is low and unsatisfactory with overall average mean and standard deviation 2.72(0.271)

Regarding, distributive leadership practices hindering factors:

- According to these respondents, principals' spending much of their time on administrative than academic issue; principals in ability how to make teachers to play leadership role, and principals' lack of knowledge on what kinds tasks to be distributed to teachers could be the major factors that hinders principals from exhibiting distributed leadership practices.
- School leaders, and teachers responded instability of principals' assignment in their position hinders those principals from exercising distributed leadership practices with mean and standard 3.6(1.07), 4.08 (0.64) respectively, school leaders, and teachers revealed that, this is the major factor for hindering the principals to exercise distributive leadership practices in their respective schools.

- Similarly, most of the school leaders, and teachers responded that principals' spending much of their time on administrative issue with mean and standard deviation 3.71(1.054) and 3.59(1.202) respectively hinders the distributive leadership practices in the schools.
- In addition to these the respondents indicated in the open ended section of the questionnaire that: lack of adequate and continuous leadership training, lack of time, work load, teachers' unwillingness to take responsibility, large staff to lead, principals lack of confidence in exercising leadership, principals' lack of ability, lack of commitment among principals, lack of trust between teachers and principals, were the main hindering factors of principals distributive leadership practices.
- Finally, the major hindering factors of distributive leadership practice were mean value for each of the independent variables has been greater for teachers as compared to the schools leaders. The mean score of the teachers on the all independent variables of mean and standard deviations 2.62(0.850), 2.63(.786), 2.78(0.732), 2.73(.699), 2.78(0.717),&3.28(.503),respectively are statistically significantly higher2.50(0.858), 2.63(0.786),2.74(.864), 2.70(.804), 2.66(0.771 ),&3.26(.408) than those of schools leaders on the same variables.
- Besides, t-test was computed to look for any statistically significant difference for each of the independent variables between the two groups of respondents the t-test results found (t=1.10,.08,.36,.33,1.23,.33;df=231.0,218.5,211.5,215.1,223.6&,244.7andp=0.000), respectively  $p < 0.05$  i.e. there is a statistically significant difference between the means of the two groups, i.e. the teachers do not share the same perception as the school leaders implementation of the distributive leadership practices guided and supported and typically the teachers are more generous than the school leaders

## 5.2. Conclusions

Based on the findings, the following conclusions were drawn:

The willingness of teachers to participate or involve in school leadership besides teaching students in classrooms was recognized to be positive. Teachers found to be confident and believe in their ability to help, motivate and support their colleagues. This confidence of teachers comes from the belief that teachers are close to students and to their colleagues and better placed than other leaders such as heads to make changes that benefit students learning. Evidence from studies suggests that distributing leadership through teachers can make substantial contribution to teaching and learning. In order to achieve this, teachers need to be involved and motivated by the leadership.

The study showed, however, the principals of the Secondary schools of the zone under study did not participate and encourage teachers to assume leadership role. Secondary school principals' distributive leadership practices while exercising the five core leadership function in school setting were low and unsatisfactory. Principals do not involve teachers while developing vision, mission goals and values of the school system. Thus, principals lose potential support from teachers that could have contributed for quality education and students' academic achievement. It was found out that spending much time on administrative issues rather than academic issues, lack of knowledge on how-to participate teachers in leading schools, lack of knowledge on what kind's tasks to be distributed to teachers so that teachers play leadership role were among the major factors that hinder principals practice of distributive leadership.

The mean score of the teachers on the all independent variables of mean and standard deviations are statistically significantly than those of schools leaders on the same variables. t-test was computed to look for any statistically significant difference for each of the independent variables between the two groups of respondents there is statistically significant difference between the means of the two groups, i.e. the teachers do not share the same perception as the school leaders implementation of the distributive leadership practices guided and supported and typically the teachers are more generous than the school leaders. The school leaders and the teachers perceive distributive leadership hindering factors from different angle, it possible to infer from their responses that there are gaps in exercising, distributive leadership in school setting in secondary schools under study.

### 5.3. Recommendations

In light of the findings of the study and conclusion, the following would serve as recommendations:

As the study indicated the practice of leadership in secondary schools of Hadiya zone, in Southern Nations Nationalities Peoples Regional state is rooted in classical leadership practices and that a shift from autocratic styles of leadership, hierarchical structures and non-participative decision making is needed if distributed leadership is to be developed. In order to facilitate this shift towards more collegial and collaborative leadership style, it is recommended that Woreda and Zone education offices in collaboration with secondary schools better to provide and facilitate professional development training programs and workshops for principals and vice principals. Such programs should focus on distributive leadership which promotes teacher leadership and their role in school transformation.

- It is known that, the challenge now for school is to adopt the inclusive leadership practice approach so as to enhance and foster sustainable leadership success. Thus, it is recommended that, playing leadership role should not be tied to principals' position, but should be distributed among teachers. Generally in order to utilize teachers' unused potential in school leadership area and achieve benefit of distributed leadership, it is necessary to view teachers as partners in educational leadership process by stretching leadership roles across all teachers.
- The collaborative nature of interdisciplinary teams, as well as the trust and relationships necessary to engage in effective teaming also seem to be factors in the success of these schools' distributed leadership practices.
- It is better all school members should collectively develop the vision, mission goals and values of the school.
- Principals make more on empower, capacitate, create opportunity for all teachers so that teachers fully involved in school leadership.
- Principals establish strong team work and group decision making should be stimulated and encouraged in schools so that all teachers can participate in running of the schools' affairs.

Finally, the researcher believes that this study could be taken as good start in the area of reorganizing and restructuring educational institutions in general and schools in particular in terms of distributive leadership practices.

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# Appendices

## Appendix A

### Jimma University

#### College of Education and behavioural sciences

#### Educational Planning and Management

**Questionnaire to be filled by school leaders and teachers:** The purpose of this study is to assess the practices and challenges of distributed leadership in Hadiya zone secondary schools.

The researcher will use the data gathered through this questionnaire for strictly academic purposes. You are kindly requested to complete the questionnaire honestly. Your response will be kept confidential. Your genuine response to this study is indispensable.

**NB:** please do not write your names in any part of the questionnaire!

**Thank you in advance for your kind cooperation!**

#### **PART I: Background Information**

**Direction:** Please place an “X” mark on the space provided against the items

1. **Sex:** Male \_\_\_\_\_ Female \_\_\_\_\_

2. **Age:** 21-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_  $\geq 51$  \_\_\_\_\_

3. **Your responsibility in the school:** Teachers  Unit leader  Department head

other

4. **Your qualification:** B.A/ B.Sc \_\_\_\_\_ M.A / M.Sc \_\_\_\_\_ Other (specify) \_\_\_\_\_

6. **Service** Total service years: \_\_\_\_\_ below 5 years  6 -10 years

11 – 15 years  10 years and above

7. Major Field of Study \_\_\_\_\_ Language  Social science



**PART II: Items related to distributive leadership practices While Setting Direction**

Please indicate the degree of practices about of distributed leadership by putting Circle. There is five alternatives and their value is indicated as follows:

1 = Very low 2 = Low 3 = Medium 4 = High 5 = Very High

| No, | Items   | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1.  | The principal builds consensuses around a common set of values among teachers.                    |   |   |   |   |   |
| 2.  | The principal clarifies and makes known the school's rule and to all school members.              |   |   |   |   |   |
| 3.  | The principal discusses instructional related polices and issues with staff regularly.            |   |   |   |   |   |
| 4.  | The Principal participates all staff while developing the strategic plan of the school.           |   |   |   |   |   |
| 5.  | The principal discusses the school academic goal with all staff regularly.                        |   |   |   |   |   |
| 6.  | The principal involves teachers while developing vision, mission, goals and values of the school. |   |   |   |   |   |
| 7.  | The principal makes teachers to participate in most significant issues of the school.             |   |   |   |   |   |

**3) Principals’ distributive leadership practices in developing people.**

| No, | Items   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 1.  | The principal encourages teachers to assume certain responsibilities  |  |  |  |  |  |
| 2.  | The principal supports teachers on their individualized plan of professional development                              |  |  |  |  |  |
| 3.  | The principal encourages teachers to attend professional development activities which directly enhance their teaching |  |  |  |  |  |
| 4.  | The principal makes teachers experiment and take risks, even when there is risk of failure.                           |  |  |  |  |  |
| 5.  | The principal challenges teachers to try out new and innovative ways to do their work.                                |  |  |  |  |  |
| 6.  | The principal plans and facilitates the provision of in-service training programs for teachers                        |  |  |  |  |  |
| 7.  | The principal encourages teachers the opportunities to learn from one another.  |  |  |  |  |  |
| 8.  | The principal provides teachers the opportunities to chair meetings   |  |  |  |  |  |
| 9.  | The principal initiates teachers to conduct peer observation  |  |  |  |  |  |
| 10. | The principal gives teachers a great deal of freedom and choice in deciding how to do their work                      |  |  |  |  |  |

**4) Principals’ distributive leadership practices in terms of redesigning the organization.**

| No, | Items   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 1.  | Foster and maintain atmosphere of trust and mutual respect within the school setting.         |  |  |  |  |  |
| 2.  | Facilitate good and smooth communication among teachers and all school members                |  |  |  |  |  |
| 3.  | Initiate individuals or groups to make decisions on issues important for schools’ success.    |  |  |  |  |  |
| 4.  | Encourage formal and informal groups to contribute to the achievement of schools' objectives. |  |  |  |  |  |
| 5.  | Encourage staff to feel secure in taking risks to innovate best ideas that                    |  |  |  |  |  |



|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | contribute to the school's development.   |  |  |  |  |  |
| 6. | Create conducive environment in which a good working relationship exist                   |  |  |  |  |  |
| 7. | Foster and promote cooperation and cohesion among staff members                           |  |  |  |  |  |
| 8. | Establish supportive atmosphere in which teachers are encouraged to work as a team member |  |  |  |  |  |

**5) Principals' distributive leadership practices in Business and People Management.**

| No, | Items   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 1.  | Actively listens to teachers' diverse points of view  |  |  |  |  |  |
| 2.  | Treat all staff equally   |  |  |  |  |  |
| 3.  | Encourage teachers to take part in the planning and implementation of staff performance appraisal |  |  |  |  |  |
| 4.  | Accept teachers' feedback   |  |  |  |  |  |
| 5.  | Involve teachers in planning and implementation of the school's budget                            |  |  |  |  |  |
| 6.  | Involve teachers in schools income generating activities  |  |  |  |  |  |
| 7.  | Develop and maintain high morale in teachers.   |  |  |  |  |  |
| 8.  | Recognize teachers as colleagues and respect them   |  |  |  |  |  |

**6) Principals' distributive leadership practices in terms of managing instructional programs.**

| No, | Item   |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 1.  | The principal discusses new ideas about teaching and learning with teachers at a staff meeting regularly               |  |  |  |  |  |
| 2.  | The principal encourages teachers in the selection and implementation of appropriate teaching techniques and materials |  |  |  |  |  |
| 3.  | The principal involves teachers in identifying students with disciplinary problems and providing proper guidance       |  |  |  |  |  |
| 4.  | The principal discuss the progress and implementation of teaching and learning activities in staff meeting regularly   |  |  |  |  |  |
| 5.  | The principal makes teachers to play role in setting grades and student assessment techniques.                         |  |  |  |  |  |
| 6.  | The principal opportunities are provided to discuss new classroom practices with colleagues                            |  |  |  |  |  |
| 7.  | The principal makes and encourage teachers to participate in planning and implementation of co curricular activities.  |  |  |  |  |  |
| 8.  | The principal makes teachers active role in the evaluation of text books and syllabus.                                 |  |  |  |  |  |
| 9.  | The principal encourage teachers to undertake action research  |  |  |  |  |  |
| 10. | The principal involve teachers in solving students learning problems.  |  |  |  |  |  |

**PART III: Major factors that hinder principals to exercise distributive leadership practices in secondary schools.**

Please indicate the major problems concerning distributed leadership practice in the schools in terms of their degree of pressure by putting Circle. There are five alternatives and their value is indicated as follows:

**5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree.**

| No, | Item   | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1.  | Instability of principals assignment in their positions  |   |   |   |   |   |
| 2.  | Teachers' lack of interest to participate in school leadership   |   |   |   |   |   |
| 3.  | Teachers' unwillingness to assume leadership role  |   |   |   |   |   |
| 4.  | Principals' spend much of their time on administrative and political issues rather than exercising leadership role |   |   |   |   |   |
| 5.  | Lack of trust between teachers and principals  |   |   |   |   |   |
| 6.  | Principals feel that exercising leadership is the responsibility of principals not the responsibility of teachers. |   |   |   |   |   |
| 7.  | Principals' lack of knowledge on what kinds of tasks to be distributed to teachers.                                |   |   |   |   |   |
| 8.  | Principals lack the ability to influence teachers to follow the desired direction.                                 |   |   |   |   |   |
| 9.  | Absence of commitment among principals in participating teachers in school leadership.                             |   |   |   |   |   |
| 10. | Principals feel that, sharing their leadership role is risky.  |   |   |   |   |   |
| 11. | Principals lack knowledge on how to make teachers to play leadership role.   |   |   |   |   |   |
| 12. | Absence of support from teachers.  |   |   |   |   |   |

13. Please mention other major problems (if any) that are not specified above:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_