

**THE PRACTICES AND CHALLENGES OF
SCHOOL LEADERSHIP: THE CASE OF SOME
SELECTED PUBLIC SECONDARY SCHOOLS
IN NEFAS SILK LAFTO SUB-CITY**



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT**

**A RESEARCH SUBMITTED TO THE POST-
GRADUATE PROGRAM OF THE COLLEGE OF
BUSINESS AND ECONOMICS IN PARTIAL
FULFILLMENTS OF THE REQUIREMENT FOR THE
MASTERS OF BUSINESS ADMINISTRATION.**

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**June, 2020
ADDIS ABABA, ETHIOPIA**

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This is to certify that the thesis prepared by Dereje Ayalew Anagaw, entitled: The Practices and Challenges of School Leadership: The Case of Some Selected public Secondary Schools in Nefas silk lafto cub city, Addis Ababa and submitted in partial fulfillment of the requirements for the degree of Masters of Business Administration (MBA) complies with regulation of the university and meets the accepted standards with to Originality and Qualities.

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ACKNOWLEDGEMENTS

First I would like to express my deepest gratitude to my advisor Ato Wondewsen Seyoum for his continuous support, friendly approach and valuable comments; he spent his precious time in commenting my work and showing me the right direction that he found very important for the accomplishment of my thesis.

My greatest gratitude is extended to my wife W/ro. Hiwot Teshome and my friends Frew Amsalu and Tsedeke Desta for being with me, providing technical support whenever in need and for continuous motivation and encouragement on all the way doing my Thesis.

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ABBREVIATIONS AND/OR ACRONYMS

ELIP:	ENGLISH LANGUAGE IMPROVEMENT PROGRAM
GEQIP:	GENERAL EDUCATION QUALITY IMPROVEMENT PACKAGE
MAP:	MANAGEMENT AND ADMINISTRATION PROGRAMS
MDGS:	MILLENNIUM DEVELOPMENT GOALS
MOE:	MINISTRY OF EDUCATION
PASDEP:	PLAN FOR ACCELERATED AND SUSTAINED DEVELOPMENT TO END POVERTY
REB:	REGIONAL EDUCATION BUREAU
SIP:	SCHOOL IMPROVEMENT PROGRAM
TGE:	TRANSITIONAL PUBLIC OF ETHIOPIA
UNESCO:	UNITED NATIONS EDUCATION SCIENCE AND CULTURAL ORGANIZATION
ETP:	ETHIOPIAN EDUCATION AND TRAINING POLICY
ESDP:	EDUCATION SECTOR DEVELOPMENT SECTOR
ACER:	AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH
N/S/S/C:	NEFAS SILK LAFTO SUB CITY

Abstract

The purpose of the study was to investigate the Practices and Challenges of School Leadership in the Case of Some Selected public Secondary Schools in Nefas Silk Lafto Sub-city. The study employed a descriptive survey design that involves the use of both qualitative and quantitative approaches in data gathering and analysis. Data was gathered from both primary and secondary sources. The primary data gathered through both open and close ended questionnaire and structured interview while secondary sources gathered from written documents to have some background information about the issues. The schools were selected by using random sampling method. Primary sources were taken from 150 teachers, 3 main principals, 1 vice-principal and 10 supervisors from N/S/L/C supervision office. Simple random sampling technique was employed to select teachers from 3(three) public secondary schools, while principals and supervisors were selected purposefully. The investigator has taken Nefas Silk Lafto Sub City as a study area, under N/L/S/C there are nine public secondary schools but out of these nine the researcher was selected three schools by using random sampling method. The quantitative data were edited, organized, tabulated and then analyzed using five rating scales and mean. The major findings of this study were school principals are leading moral purpose on average, the principal s in the study are relatively good in their leadership in terms of promoting improved teaching, in leading strategic change and their capacity to lead as a practices of school leaders and challenges related to qualification of principals ,absences of trainings and experience of principals, potential and knowledge of school leadership and management, lack of in service training and teachers development program and the like challenges of school leadership. Depending on the results of the study and the review of related literature, the following recommendations are put forward. There should be in service training opportunity at the sub-city, Woreda and school levels. The sub-city education office needs to ensure the availability of required resources for the secondary schools such as strong mechanisms should be devised to involve the community in supporting schools. Innovative income generation mechanisms could also be designed.

CHAPTER ONE INTRODUCTION

In this section, the background of the study, statement of the problem, basic research questions, the objective of the study, the significance of the study, delimitation, and operational definition of key terms are discussed.

1.1 Background of the study

Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project. Cohen, W.A. (1990, p.9). *The Art of a Leader* Englewood Cliffs, NJ: Prentice Hall

Leadership is a complex phenomenon that exists in any organization where the need for inspiring and influencing members of the given organization. Gary Yukl (2006) defines leaderships “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p.8).

In a school setting, a leader must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on a daily basis. This is not an easy job, but many administrators are experts at leading the various subgroups. They can effectively work with and support every person at the school. Meador, Derrick. (2019, May 25).

One of a strong feature of the school leader is strong links with the school's wider community, parent body, was clearly a high policy priority for all the schools and was effectively seen as essential. School leaders will need to ensure that their schools engage cultural diversity through the curriculum, in teaching and learning and in the social, spiritual and aesthetic life of the school (Buth, 1990).

The principal is perceived as the single most important person in a school. It is the leadership practice that sets the nature of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The leadership is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school.

A leadership style that is able and capable of dealing with the existing reality and challenges is a very decisive factor for most schools. Schools experience multivariate challenges such as increased customer demands, competition, a need to deliver high-quality teaching, research and engaging more actively in community service. These and other similar challenges of schools which cannot be solved by the traditional leadership style of the top-down approach where the leader leads, make key decisions, motivates and inspires other alone. Gronn (2002) states that interest has grown within organization studies in alternative models of leadership in which leadership is not limited to the formally appointed leader who envisions and act single-handedly. He argues against traditional approaches of leadership based on the assumption of the superiority of the leader and the dependence of followers on leaders no longer at work. Deem (2001).

Today educational leaders are expected more to facilitate a sound, productive teaching-learning environment. To address this leadership ability, skill and knowledge are critical (McLaughlin, 1987:53). Thus educational leaders are expected to be strong, responsible, committed and visionary.

This study is focused on school leadership; the type of leadership has particular importance in educational management because of its influential effects on the accomplishment of school programs, objectives, and the achievement of educational goals and its key responsibility in the success or failure of school organization. School leadership as the school chief educational leader plays a most important role in shaping the nature of the organization (Day and others, 2010). Leadership is a process through which an individual, resources, the cooperation of others, towards the achievement of goals in a particular setting. Fayal put forwarded seven administrative functions: Planning, organizing, staffing, directing, coordinating, reporting and budgeting (Holy and Meskel, 1978:5). To this end, some principals and other educational leaders may lack behind due to limited capacity they have.

The researcher has selected the tool to assess the secondary schools leadership practices against the framework prepared by Australian Council for Education Research (ACER, 2008) indicated that the six school leadership practices are leading the Moral purpose, Building Productive relationships, Creating enabling conditions, promoting improved Teaching, Driving Data-informed practices and leading strategic change.

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

1.2. Statement of the Problem

Principals need to have the theoretical knowledge, skill and adequate experiences in School leadership, so as to play an active and effective leadership role in school development programs. It is also stated that principals should have a profile of possession of various pieces of training on school leadership and management (MoE, 1999/10)

The basic theoretical foundations of this study are the practice and challenges of Leadership in the case of public Secondary Schools in Nifas Silk Lafto Sub-city. As indicated in the background, leadership by its nature is dynamic; it is dependable on which sector or organizations that the approaches have been implemented. Similarly, the 'blueprint 'for the school improvement program (MOE, 1999E.c:25-26) and the Directive for school management, Community participation and Finance-Amharic version (MOE, 1994 E.C: 30-34) suggest that 'Educational managers should play significant leadership and supervisory roles in order to ensure schools have the necessary input and are engaged in goal-oriented and processes focused on positive outcomes.

The workload of a school leader is becoming more and more unmanageable, and many principals (especially in secondary schools) lack of the time management and less awareness about their leadership task (Caldwell, 2002; Edwards, 2002; Budhal, 2000). Today, most school leaders seek a balance in their role as manager-administrator and instructional leadership. Schools impact and are impacted by the supra environment. In order to respond to the changing environment, they are expected to involve actively in teaching, (Bill, 2003).

Regarding the necessity of making fundamental changes in the schools and the effective role of school leadership and management in such changes, it is necessary to do some researches in this field the major cause of failures for organization including schools can be ineffective leadership. It is essential to provide effective leadership at the school level

as schools are the scene of implementing educational programs. Based on her study McEwen(2003:11-14) has found out that lack of skills and training, teacher cooperation, vision, and good will, and shortage of time are common impediments to educational leadership effectiveness. In light of the above ideas, public secondary school principals in Nifas Silk Lafto Sub-city are expected to perform well with educational leadership activities such as management of resources, public relation and involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, professional development and evaluation to meet needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials (MoE, 1994 E.C: 32- 39).

Mulugeta and others (2005) also explained that due to the existence of unqualified school leadership, schools instructional process remains ineffective, curriculum implementation becomes poor, and collaborative working behavior does not exercise in the school. This study was therefore, conducted to fill the gap by investigating the extent to which secondary school leaders practices the six leadership practices presented by Australian Council for Educational Research (ACER) associated with leadership practices in the school. It was the intention of the researcher to identify the challenges of implementing the practices as well. By doing so, the researcher attempted to provide policy advice that would consolidate and extend the post productive courses of action and to intercept and terminate existing practices that were shown to be damaging and wasteful. To this effect, the study attempted to answer the following basic questions:

Research Questions

In view of the above objectives, the research questions that are to be addressed in this study are:

- I. To what extent do school leadership members practiced the six practices stated by ACER in public secondary school?
- II. Which of the six leadership practices are the most and the least practiced by the school leaders of secondary school in N/L/S/C?
- III. Is there any statistically significant difference between teachers and supervisors in the perception of leadership practices in the secondary schools of N/S/L/S/C?
- IV. What are the major challenges of school leadership in secondary schools of Nefas silk lafto sub city?

1.3. The Objective of the Study

1.3.1. General Objective

The overall objective of this study is to assess the practices and challenges that affect the principal leadership effectiveness of public secondary schools in Nifas Silk Lafto Sub-city.

1.3.2. Specific Objective

The study was targeted to achieve the following specific objectives to:-

1. To what extent moral purpose practiced by the leaders in Nefas silk lafto secondary schools?
2. To what extent the school leaders in N/S/L/C secondary schools build productive relationships practices with school stakeholders?
3. To what extent the school leaders in N/S/L/C secondary schools create enabling conditions in the schools as a practice?
4. Do N/S/L/C secondary school leaders promote improved teaching as a practice in the school?
5. Do N/S/L/C secondary school principals are able to make data driven decisions in their decision making practice?
6. To what extent the school leaders in N/S/L/S/C secondary schools are leading strategic change?
7. What are the major challenges which hinder the school leaders' effectiveness in Nefas silk Lafto sub city?

1.4. Significance of the Study

The study has the following importance for academic staff of the schools and other concerned bodies.

- The results of the study may help School leadership to solve

practical leadership challenges in the School.

- The findings and recommendations of the study may provide clear insight into the existing practices and pitfalls of School leadership for education leadership policy makers
- It may help the educational leaders of secondary school to be aware of the major problems they face so that they may find ways and means to alleviate them.
- It may throw light on the nature of the problem and initiated the concerned body to undertake further research work.
- It may encourage the concerned bodies to take the necessary action to address those identified problems and help to improve the leadership effectiveness in public secondary schools.
- The results of this study may be used as a footstep for those who want to engage in further study on a similar issue.

1.5. Delimitation of the Study

In Addis Ababa there are ten sub cities with sixty-three public secondary schools; nine of them are found in Nefas Silk Lafto; and it is difficult to cover all these schools in the study because it needs a large amount of human, financial, materials and time resources. Thus to make it manageable, the study is delimited only five public secondary schools found in Nefas Silk Lafto Sub City. Therefore, as the knowledge of the researcher, in recent time's school leadership practice and the challenges that hinder the school leaders in performing school success is not assessed to the level needed in the sub- city. Thus, the researcher is paying attention to assess, address and recommend solutions that would enrich the study.

1.6. Limitations of the study

Gay and Airasian (2000:107) defined a limitation as “some aspect of the study that Researcher knows may negatively impact the study, but over which they have no

control. "It is obvious that research work cannot be totally free from limitation, To this end, some limitations were observed in this study. One limitation was that among principals of the school, one was not willing to respond to the interview. As a result, the study missed additional information which might be useful to support the qualitative data.

1.7. Operational Definitions of Key Terms

Leadership: A process whereby an individual influences his/her subordinates to achieve common goals

Leadership Practice: Educational leader's activities of influence based on clear values and beliefs and leading to a vision for the school.

Effectiveness: Concerned with the ability to produce the desired result.

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

Challenge: - any condition or phenomena that hinder school leaders' activities in the school.

School Leaders: In this study context defined as persons that are principals, vice Principals, department head and PTA those coordinate the administrative and academic activities and providing direction in order to achieve School goals successfully and make a decision.

Secondary School: In the study context defined as the structure of an educational system that includes general secondary education (9-10) and preparatory education (11-12)

Effective School Leadership: Within the study context defined as the extent those Schools were dealing with the variables collaboration and involvement of teachers and others in school management, developing mission and shared vision, motivation in schools, communication ability, principal approaches to decision making, conducting staff development, monitoring, and evaluation.

Collaboration: In the study situation defined as the diversity of people's talents or

Perspectives valued at the school, teachers, staff, and leaders work together to achieve both school and personal goals.

Monitoring and Evaluating: In the study context defined as to look at both formative and Summative assessments in relation to the improvement of the pupil and school performance. Conduct classroom walk-through related to innovation.

Vision: In the study context defined as a link between today and tomorrow, serves to energize and motivate employees toward the future, provides meaning for People's work, and sets a standard of excellence in the organization. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum.

1.8. Organization of the Study

This study will be organized into five chapters. Chapter one provides a background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, and definition of key terms are included. In the second Chapter, relevant review of the related literature will be incorporated. The third Chapter will present research design and methodology which include research method, data sources, sample population and sampling technique, instruments of data collection, procedures of data collection, and data analysis. The fourth Chapter will deal with the presentation, analysis, and interpretation of data. The last Chapter will include the summary, major findings, conclusions, and recommendation

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

According to Doley, (2003) reviewing the related literature helps research to have up-to date knowledge and understanding in the field of study, refine research questions of the study, and adopt experience and sampling and data collection techniques, and avoid unnecessary duplication of research efforts. Accordingly, the following section will present a brief summary of the review of the theoretical framework and empirical framework.

2.1. Theoretical Background of Leadership

2.1.1. Leadership Styles

The various leadership studies that have been conducted to investigate effective behaviors of a leader at different times have had also their own style.

2.1.2. Autocratic Leadership

Autocratic leadership style is centered on the boss. In this leadership, the leader holds all authority and responsibility. In this leadership, leaders build choices on their own while not consulting subordinates. They reach choices, communicate them to subordinates and expect prompt implementation. Autocratic work setting will usually have very little or no flexibility. In this reasonably leadership, guidelines, procedures, and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership. Some of the leaders that support this type of leadership embrace Albert Francis Charles Augustus Emmanuel J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

2.1.3. Democratic Style

Democratic /participatory leadership argues that the group is greater than the sum of its parts. Its major characteristics are shared decision making, cooperative planning, and open communication Adesina, (1990:149) it is a great shift from the mechanic interpretation to an „organic principle of leadership. A leader need not be limited to

one individual such be on increasing the effectiveness of the performance of the group with whom the leader is working focus of leadership with whom the leader is working (Stogdill, 1976:127). Under democratic style leadership function within the group and decentralize and delegated (Adesina, 1990:150) and encourage group discussion and subordinates were informed (Lunenburg and Ornstein, 1991:131). Bush et.al. (1980:258) and Rue and Byras, (1990:293) also state that democratic leaders may be helpful to,

2.1.4. Laissez-Faire Leadership

Studies done on the laissez-faire leadership style indicated that this leadership style is a kind of leadership where there are practically no rules in the organization (Nzuve, 1999). This kind of leadership pattern is practically similar to one of the dimensions of transactional leadership as studied by (Bass and Steidlmeier, 1999; Karip, 1998). Further studies on the laissez-faire leadership style pointed out that style is the most effective in cases where followers are mature and highly motivated (Zervas and Lassiter, 2007). Private school principals can be expressed as laissez-faire leaders if they give all the authority or power to teachers to determine, make decisions and resolve a problem on their own (Doran, 2003)

2.2. Leadership Skills of Leaders

Managers at every plan, organize, lead and control. As used herein relations to the school principal's functions Tedesco and Michel, (1995:8) describes skills as follows; a skill implies an ability that can be developed is not necessarily inborn and is evident when one works. How much of these skills an individual need depends on his/her job, the level of management at which the job is classified and the type of responsibilities assigned and the size of the organization. Thus the skill of the principal is referring to his/her overall abilities to exercise the authority and power equivalent to his/her position expertly to bring about effective changes in the school he/she assigned. From this perspective, principals having the necessary skills of lacking them could have a positive or negative impact in the attainment of the educational goals of the school. Being this, Katz (1974:233) has suggested that successful managers must exhibit three distinct types of skills. Although these skills are interrelated in practice, they can be considered separately. The three basic kinds of skills are; technical skills, human

relation skills, and conceptual skills.

2.2.1. Technical Skills

According to Robert Katz, Technical skills as the name of these skills tells us, they give the manager's knowledge and ability to use different techniques to achieve what they want to achieve. Technical skills don't seem to be connected just for machines, production tools or other equipment, but also they are skills that will be required to increase sales, design different types of products and services, and market the products and services

For example, let's take an individual who works in the sales department and has highly developed sales skills obtained through education and experience in his department or the same departments in different organizations. Because of these skills that he possesses, this person can be a perfect solution to become a sales manager. This is the most effective resolution as a result of he has nice technical skills associated with the business department.

On the opposite hand, the one who becomes sales manager can begin to create his next form of needed skills. It is because if his task until now was only to work with the customers as a sales representative, now he will need to work with employees in the sales department as an addition to the work with customers.

Technical skills are most important for first-level managers. What it comes to the top managers, these skills are not something with a high significance level. As we tend to bear a hierarchy from rock bottom to higher levels, the technical skills lose their importance.

2.2.2. Human Relation Skills

Human relation is one of the most important aspects of managerial skills of principals. A human skill refers to the school executive's ability to work effectively and efficiently with other people on a one-to-one basis and in-group setting. The skill requires considerable self-understanding and acceptance as well as appreciation, empathy, and consideration for others (Rue and Byars, 1992:327). According to Badaway (1982:384), human relation skills are the ability to work with, communicate with, and motivate individuals and groups in the organization. Similarly, Hersey and

Blanchard (1982:5) described human skills as the ability and judgment in working with and through people including an understanding of motivation and application of leadership. If good human relations are to be prevailing among the school personnel, principals must have the desire to see the group must reduce conflict. In a position in which success depends upon working through others, friendliness must have an outgoing quality. Hence in order to work with 13 and through people, principals are required to acquaint themselves with the knowledge of what motivates the staff, how to work cooperatively with them and how to create common networks in the school so as to give fresh impetus to the provision of instructional to clients. Therefore, in order to be effective in the human relation aspects of the school, principals should be competent in applying the concept of motivation, seek to exert the relevant style leadership and need to be good communicators.

2.2.3. Conceptual skills

Present knowledge or the ability of a manager for more abstract thinking. That means he will simply see the complete through analysis and designation of various states. In such the way they'll predict the long run of the business or department as an entire.

Why managers need these skills?

As a first, a corporation contains a lot of business parts or functions as mercantilism, marketing, finance, production. All these business elements have different goals even completely opposed goals. Think about promoting and production as a business operates and their specific goals. You'll see the essential difference. The abstract skills can facilitate managers to appear outside their department's goals. So, they're going to create choices that may satisfy overall business goals.

Conceptual skills are very important for prime managers, less important for mid-level managers, and not required for first-level managers. As we tend to go from rock bottom of the social control hierarchy to the highest, the importance of those skills can rise.

2.3. The Concept of Educational Leadership

According to Tarnve (2000), educational leadership is the continuous work of mobilizing people to believe and behave in regard to a shared vision that results in high achievement for every child. It is the ability to support people in doing an inquiry about the result of their works honestly, without the fear of blame and judgment. In other words, educational leadership is primarily concerned with the educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod, 2009). Besides, educational leadership influences and manages pedagogical goals and visions undermining instructional program to promote teachers learning and development for students' improvement (Liyod, 2009). Tarnve in Essayas (2012) further argues educational leadership that enhances students' outcomes through the creation of an environment where learning permits the organizational culture. Educational leadership is the connected and crucial issue of what is meant by successful, quality school for the present and future. Sergiovanni (Cited in Harris, et al, 2003:1), has indicated the dependability of school success on effective leadership and stated that: - "Tomorrow's schools' success will depend upon the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility. Again, Warren & Bennis, (2003:54) has also argued that thus, one may say that effective leadership is at the core of every successful organization. In a broader context, Harris, and Chapman (2002:87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

2.3.1. Creating a vision

According to the idea of leadership, an effective leader is a person who does the following:

- A. Creates an inspiring vision of the future.
- B. Motivates and inspires people to engage with that vision.

C. Manages the delivery of the vision.

D. Coaches and builds a team, so that it is more effective at achieving the vision.

Leadership brings along the abilities required to try and do these things. We'll look at each element in more detail.

A. Creating an Inspiring Vision of the Future

In any business including Education, a vision is a realistic, convincing and attractive depiction of where you want to be in the future. Vision provides direction, sets priorities, and provides a marker so that the principal can tell that he has achieved what he wanted to achieve.

To create a vision, school leaders focus on the school strengths by using a tool like SWOT Analysis to analyze their current situation. They think about how their school is likely to evolve, and how their competitors are likely to behave. They look at how they can innovate successfully, and shape their task and their strategies to succeed in the future. And they test their visions with appropriate research, and by assessing key risks using techniques such as Scenario Analysis.

Therefore, leadership is proactive – problem-solving, looking ahead, and not being satisfied with things as they are. Once they need developed their visions, leaders must make them compelling and convincing. A compelling vision is one that individuals will see, feel, understand, and embrace. Effective leaders give a fashionable image of what the long run can seem like once their visions are accomplished. They tell exalting stories and justify their visions in ways in which everybody will relate to.

Here, leadership combines the analytical aspect of vision creation with the eagerness of shared values, creating something that's really meaningful to the people being led.

B. Motivating and Inspiring People

A compelling vision provides the foundation for leadership. But its leaders' ability to encourage and encourage those who help them delivers that vision

For example, when you start a new project, you will probably have lots of enthusiasm for it, so it's often easy to win support for it at the beginning. However, it may be

troublesome to search out ways that to keep your vision exalting when the initial enthusiasm fades, especially if the team or organization needs to make significant changes in the way that it does things. Leaders acknowledge this, and that they putting your all into throughout the project to attach their vision with people's individual wants, goals, and aspirations.

One of the key ways they do this is through the Expectancy Theory. Effective leaders link together two different expectations:

1. The expectation that arduous work results in sensible results.
2. The expectation that sensible results result in enticing rewards or incentives.

This motivates folks to figure onerous to realize success as a result of they expect to fancy rewards – each intrinsic and foreign – as a result.

Other approaches embrace restating the vision in terms of the advantages it'll awaken the team's customers, and taking frequent opportunities to communicate the vision in an attractive and engaging way.

What's notably useful here is once leaders have professional power. People admire and believe these leaders as a result of they are professional in what they are doing. They have credibleness, and they've earned the right to ask people to listen to them and follow them. This makes it a lot of easier for these leaders to encourage and encourage the folks they lead.

Leaders also can encourage and influence folks through their natural personal attractiveness and appeal, and through other sources of power, such as the power to pay bonuses or assign tasks to people. However, sensible leaders do not bank an excessive amount of on these varieties of power to encourage and encourage others.

C. Managing Delivery of the Vision

This is the world of leadership that relates to management. Leaders should make sure that the work required to deliver the vision is correctly managed – either by themselves or by a passionate manager or team of managers to whom the leader delegates this responsibility – and that they got to make sure that their vision is

delivered with success.

D. Coaching and Building a Team to Achieve the Vision

Individual and team development are important activities carried out by school leaders. To develop a team, leaders must first understand team dynamics.

A leader can then make sure that team members have the required skills and talents to try to their job and accomplish the vision. They do this by giving and receiving feedback often, and by training and coaching people to improve individual and team performance.

Leadership additionally includes trying to find leadership potential in others. By developing leadership skills among your team, you create an environment where you can continue success in the long term. And that's a true measure of great leadership.

2.3.2. Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the Future in which they live. They target students' action information and live success in terms of positive student outcomes. They provide the motivation and encouragement that result in success and that they manage effectively in a very dynamical instructional setting.

2.3.3. Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision-making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others liable for student learning and enhancing the capability of lecturers to satisfy this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational

organization

2.3.4. Demonstrating Ethical and Moral Leadership

Eight Principles of Ethical Leadership can be effectively applied to the school environment.*(According to George Marshall)

1. Personal bravery – whereas it looks that the challenges that schools face increase by the day, it's still the case that so as to make a positive instructional atmosphere, administrators should be willing to face up against policies that they feel don't seem to be useful for his or her students, rising against each native, state and national interests as needed. Dissenting opinions are must essentially be expressed, even in the face of the administrators own superiors.

2. Public Interest Ahead of Self – What is best for students and staff must be placed ahead of the needs of the individual leader. In this case, the public interest is understood to be the interest of the school community, and the stakeholders therein. Their opinions and desires must always precede the self-interests of the varsity leader.

3. Self-Control, Self-Discipline, and Integrity – All types of leadership essentially include these three traits in order to be considered ethical. Followers in the wider community look to leaders in all capacities, and as such it's necessary for leaders to be a positive role model and force in the lives of the stakeholders. Relationships between leaders and followers shouldn't bank too heavily on trust, however rather ought to be engineered on mutual respect and moral actions.

4. Task and worker Centeredness – School leaders should produce a foundation of success that attracts from the strengths of the teachers and workers. Successful School leaders specialize in each the requirement the wants of students and also the needs of workers after they create selections. The key is balancing energy between the current task while also creating unity by building on the varied needs of students and teachers.

5. Recognizing Talent – Ethical leaders recognize the talent of their followers.

This means that directors establish each workers and students World Health Organization show the qualities of excellence so press on to acknowledge and promote those people in ways in which produce goodwill among all of the members of the school community. The other side of recognizing talent is maximizing it – so placing people where their talents are most useful to everyone. This affords opportunities to both individuals and to the organization as a whole.

6. Requiring High Ethics from everybody – directors needn't solely concern themselves with their own moral standards however conjointly with the moral standards of others in their organization. That includes not solely teachers and workers however extend to students. These standards must be communicated clearly and enforced without exception in order to be effective.

7. Sensitivity and Understanding – This applies to the political, social and economic environment of the stakeholders in the school settings. Sensitivity and understanding square measure necessary so as to observe equity among members of the varsity community. One of the most challenging areas of an ethical picture, this practice must be implemented through educational as well as institutional policies.

8. Inclusiveness – A sense of belonging is key to gaining trust within an organization, and trust a driving factor in success in any context but most especially within the educational context. Inclusiveness requires that all stakeholders be brought into the process of making and implementing decisions. Consideration of and respect for members of the organization has been shown to inspire followers and raise morale, thereby increasing school performance and effectiveness. When school leaders follow these eight points of ethical consideration, they are far not only affecting the people who walk through their doors every day, but the transitory nature of the population means directors and workers have that rather more of a responsibility to execute their jobs ethically solid moral practices square measure enabling to followers, earning respect for instructional authority and leading by example.

2.3.5. Characteristics of Effective Leadership

Schools are increasingly under public inspection, supervision at a regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE, 2008). In addition, leadership cannot be separated from the socio-political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes.

Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and Mac Beath (2003) describe effective leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals.

Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others.

Harris, (2004) study examines the necessities of effective leadership in school facing difficult contexts in terms of accomplishment rates publically examination and socioeconomic standing. This study explains that to be successful a range of

leadership styles is needed; no one style is perfect for all situations Harris found that factors affecting success include the school's vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people-centered and those who give importance to human needs rather than to organizational needs according to personal and professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and are able to

combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school leadership is a collective endeavor which succeeds by involving all teachers in leadership and tapping their skills.

Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others and providing the best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

2.4. The Concept of School Leadership

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources (Holmes, 1993, p.9). Thus, School leaders are those persons, occupying various roles in the schools' goals. So, school leaders are viewed as holding the key to resolve a number of problems currently facing schools. (Holmes, 1993, p.39) Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students achievement. For example, Harris and Bennett (cited in Harris, et al, 2003; p.9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. Teddlie and Reynolds (cited in Brundr et al, 2000; p.56) on their part have indicated that, for many, the term has become centrally synonymous with school effectiveness. School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future. Sergiovanni, (Harris, et al, 2003; p.1), has indicated that the dependability of school success on effective leadership and stated that, "Tomorrow's school's success can rely upon the flexibility of leaders to harness the capability of locals, to reinforce sense and that means and to create a community of responsibility." Again, (Warren Bennis, 2003, p.54) has argued that thus, one may say that effective leadership is at the core of every successful organization. In a broader context, Harris, and Chapman (2002, p.87) stated that research findings from diverse

countries and different school contexts have revealed the powerful impact of leadership in securing school development and change. To clearly know about successful school leadership, the research-based conclusion is summarized by Leithwood and Richil (2003, p.123) into five claims as follows.

1. Leadership has a significant effect on student learning and to the effect of the quality curriculum and teachers instruction.
2. Currently, administrators and teachers provide most of the leadership in schools, but other potential sources of leadership exist.
3. A core of leadership practices form the successful leadership and are available in almost all educational contexts.
4. Successful school leaders respond productively to challenges and opportunities created by the accountability- oriented policy context.
5. Successful school leaders respond productively to the opportunities and challenges of education in a different group of students. Brush and Bell (2003:p.60).have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts. Accordingly, one of the various overall strategies of ESDP_III is to improve the quality of education (MOE, 2005:p.37). But without appropriate leadership no quality program will work, Hence, West Burnham (1997; p.112), has noticed that "...before the issue of quality is raised within the school, the quality of leadership may need to be explored." Moreover, to make the quality of education more attractive and sustained, leadership does not come only from one person. Accordingly, Harris et al, (2003;p.1), underlined that there is a grouping recognition that deep and sustained school improvement will depend upon the leadership of the many rather than the few, Riley cited in Harris et al. (2003, p.10) has also suggested that school leadership more than the effort of a single individual. In support of this idea, Leithwood and Richl,(2003, p.231) have also stated that although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed

by many different persons in different roles through a school.

2.4.1. Educational Leadership at School Level

The school effectiveness and improvement have become interactional phenomena that have begun to reveal some of the key issues in enhancing performance. A generalization of such studies has emphasized and reemphasized the vital importance of school leadership in developing schools in order to ensure that pupils and students gain as much as possible from their educational experiences (Brundrett and Terrell, 2004:7).

This is why contemporary educational reform places great emphasis on effective school leadership management. These practical researches at school level have been indicating that a co-relationship between leadership and high level of student learning (Hopkins, 2000:55). According to Adesina, (1990:186) of the process affecting the school system, probably none is more important than the school leaders who have the responsibility for recommending a change in educational activity and facilitate learning some schools are exceptional in their competency. All the reason that present of differentiates them from others not be known. But the presence of educational leadership, in education, has been considered as an essential factor by research in effective schools. Actually, for the success of schools, educational leaders are expected to play a pivotal role and great is expected from them as they are in a position to facilitate conditions and arrange the necessary inputs for school effectiveness. Sharma, (2005:2) on his part state that the key factors to the individual school's success are the building principal who sets the tone as the s can learn and improve academically. According to Fullani (cited in Harris and Muijs, 2005:4), although the quality of teaching strongly influences pupil motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom. Thus, leadership, change, and school improvement is closely related. It is clear that when schools are functioning especially well and school achievement is high, much of the credit typically belongs to the principals (Sergiovani, 2001:99). This is why, Harris, (2003:9), state that “it has been consistently argued that the quality of headship (leadership) matters in determining the motivation of teachers and quality of learning which takes place in the classroom.

2.5. Leadership Practices

There were several aspects of the studies of leadership practices because it compromised by different identifications and reorganization (Morgeson, DeRue, and Karam, 2010). An effective leadership practices is the main key to improve employees' achievement. Therefore, the focus on this study is to identify the effectiveness of leadership practices in promoting the followers to achieve higher level of organizational commitment. According to Knab (2009), leaders that perform well leadership practices have the ability to motivate and generate interest of the employees to the jobs. At the same time, they are the leaders that can inspire the employees to strive for the wellness of the organization and productivity and look beyond their own self-interest.

Kouzes and Posner (2007) suggested that the theory of leadership practices had been studied by many researchers and those practices can be studied jointly or independently. According to the Australian council for Educational Research (ACER) leadership practices of school leaders can be categorized by six domains (practices) which are:

- (a) Leading the Moral Purpose
- (b) Building Productive relations
- (c) Creating enabling conditions
- (d) Promoting Improved Teaching
- (e) Driving Data –informed Practices
- (f) Leading Strategic Change

Leadership can happen at any location, in any form and occur in anytime. The effective leaders that organize the people well can accomplish many and different kinds of difficult tasks. According to ACER (2018), every leader that wanted to success in the leadership must commit in the six domains of leadership practices that mentioned earlier.

2.5.1. Leading the Moral Purpose

Highly effective principals are driven by a personal commitment to seeing every student learning successfully and working toward their potential. Their ambition for the school is to nurture every student's talents and to provide all students with the knowledge, skills, attributes and values they will require for successful ongoing learning and life beyond school. They recognize that, for many students, education is the key to ameliorating disadvantage and they are driven by a moral imperative that has at its heart a commitment to the care and development of each and every student.

2.5.2. Building Productive relations

Highly effective principals understand that the successful pursuit of the school's mission depends on a team effort, which in turn depends on strong, purposeful relationships between all members of the school community as well as with external stakeholders. They foster a cohesive culture in which the whole school collaborates around the common objective of meeting every student's learning needs and seeing all students learning successfully.

2.5.3. Creating enabling conditions

Highly effective principals direct and apply the school's available resources in ways that maximize outcomes for students. They understand that the resources available to them—time, staff expertise, money, school facilities and infrastructure, the board/council, school policies and processes, and external stakeholders—are key determinants of how well the school achieves its mission. They work to further develop these resources and to harness and direct them to the improvement of teaching, learning and student outcomes.

2.5.4. Promoting Improved Teaching

Highly effective principals place a very high priority on improving student outcomes by improving the effectiveness of classroom teaching. They pursue this priority by building teachers' commitment and capacity to make sustainable improvements in their day-to-day teaching practices.

2.5.5. Driving Data –informed Practices

Highly effective principals are committed to informed decision making. They expect school initiatives and classroom teaching to be guided by, and to respond to, evidence of existing student needs and performance. They promote the school-wide collection and use of quality data to identify starting points for action, to set goals for improvement, monitor changes overtime, and to evaluate the impact of actions and decisions to improve student out comes and wellbeing.

2.5.6. Leading Strategic Change

Highly effective principals understand that the pursuit of the school's mission depends on a willingness to introduce and lead major change when change is desirable. In addition to continually monitoring and fine-tuning the work of the school, highly effective principals occasionally lead larger-scale initiatives to improve student outcomes and wellbeing. These initiatives may involve changes to school programs, curriculum priorities, classroom processes, school facilities or the school culture.

2.6. Managerial Functions of School Leadership

The function of educational management can be categorized under 5 basic functions of management. On this issue, Adesina (1990:8) clearly stated that, I often like to remember the basic functions of management by the word POSED (plan, organize, staff, evaluate and develop)

2.6.1. Educational Planning

Planning is a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optional means (Mussazi, 1982:62). Planning is also defined as a way of protecting our intentions, which is a method of deciding what we want to accomplish (Adesina, 1990:9). Planning deals essentially with concepts of the future; problems requiring imagination and choice, design and deliberate forethought.

Culbertson (1971:139) has noted that there are essentially two interrelated kinds of systematic planning, each of which has different purposes; strategic planning and

management planning. Each of these may be utilized for both - long & short range planning with some aspects of education. Strategic planning which fosters and requires productive relationships and linkages with public agencies and groups other than those directly responsible for education should receive primary attention because it involves the determination of policies and the establishment of new or revised goals and objectives. This concept should be of specialized interest to educational leaders implementing plans because if properly utilized, it will help to ensure the commitment and support that is essential to facilitate needed changes. Management planning, on the other hand, is concerned with the effective and accepted managing of the organization members. It may, therefore, be conceptualized as after the basic decisions relating to goals and policies have been made. The planning method is totally different from one attempt to another and one organization to a different. According to Newman (1996:36), the steps in planning are analysis of the internal and external environment, determination of the objectives, determining planning premises and constraints, examination of alternative course of actions, weighing alternative course of actions, selection of the best alternative course of actions, implementation of the best alternative and follow-up. Therefore principals should know that the participation of teachers and the school community in formulating a plan, since they are implementers, could bring success on the attainment of the school goals. Succession planning is essential to expand the applicant pool for school leadership and increase the quantity and quality of future school leaders. Leadership succession cannot place confidence in self-selection by gifted candidates. Proactive methods square measure required to spot and develops future leaders with high potential early in their careers. They then need to be supported in participating in leadership experiences and encouraged to develop their leadership skills.

2.6.2. Organizing Function of Management

Organizing is performing of management that follows coming up with. It is a perform during which the synchronization and combination of human, physical and financial resources take place. All three resources are important to get results. Therefore, organizational function helps in the achievement of results which in fact is important for the functioning of a concern. According to metropolis Barnard, "Organizing is a function by which the concern is able to define the role positions, the jobs related and

the coordination between authority and responsibility. Hence, a manager continually has got to organize so as to urge results.

A manager performs organizing perform with the assistance of following steps:-

1. **Identification of activities** - All the activities which have to be performed in concern has to be identified first. For example, preparation of accounts, making sales, record keeping, quality control, inventory control, etc. All these activities have to be compelled to be sorted and classified into units.
2. **Departmentally organizing the activities** - In this step, the manager tries to combine and group similar and related activities into units or departments. This organization of dividing the total concern into freelance units and departments is named depart intellection.
3. **Classifying the authority** - Once the departments are made, the manager likes to classify the powers and its extent to the managers. This activity of giving a rank so as to the social control positions is named hierarchy. The top management is into the formulation of policies, the middle-level management into departmental supervision and lower level management into the supervision of foremen. The clarification of authority facilitate in conveyance potency within the running of a priority. This helps in achieving potency within the running of a priority. This helps in avoiding wastage of your time, money, effort, in avoidance of duplication or overlapping of efforts and this helps in bringing smoothness in a concern's working.
4. **Co-ordination between authority and responsibility** - Relationships are established among various groups to enable smooth interaction toward the achievement of the organizational goal. Each individual is formed alert to his authority and he/she is aware of WHOM they need to require orders from and to whom they're responsible and to whom they need to report. A clear structure is drawn and every one the staff area unit created alert to it.

Importance of Organizing Function

1. Specialization - Organizational structure is a network of relationships in which the work is divided into units and departments. This division of labor helps in conveyance specialization in numerous activities of concern.

2. Well defined jobs - Organizational structure helps in putting right men on the right job which can be done by selecting people for various departments according to their qualifications, skill, and experience. This is serving to in shaping the roles properly that clarifies the role of each person.

3. Clarifies authority - Organizational structure helps in clarifying the role positions to every manager (status quo). This can be done by elucidative the powers to each manager and therefore the method he has got to exercise those powers ought to be processed so misuse of powers will not take place. Well outlined jobs and responsibilities connected helps in conveyance potency into managers operating. This helps in increasing productivity.

4. Co-ordination - Organization is a means of creating coordination among different departments of the enterprise. It creates clear cut relationships among positions and ensures mutual co-operation among individuals. Harmony of work is brought by higher level managers exercising their authority over interconnected activities of a lower level manager.

5. Authority responsibility relationships can be fruitful only when there is a formal relationship between the two. For the smooth running of an organization, the coordination between authority- responsibilities is very important. There should be a co-ordination between different relationships. Clarity should be made for having the ultimate responsibility attached to every authority. There is a proverb, "Authority without responsibility leads to ineffective behavior and responsibility without authority makes person ineffective." Therefore Effective administration - The organization structure is helpful in defining the jobs positions. The roles to be performed by different managers are clarified. Specialization is achieved through the division of work. This all leads to efficient and effective administration.

6. Growth and diversification - A company's growth are totally dependent on how efficiently and smoothly a concern works. Efficiency may be led to by elucidative the role positions to the managers, co-ordination between authority and responsibility and concentrating on specialization. In addition to this, a company can diversify if it's potential growth. This is potential only if the organization structure is well- outlined. This is potential through a group of formal structure.

7. Sense of security - Organizational structure clarifies the job positions. The roles assigned to every manager are clear. Co-ordination is possible. Therefore, clarity of powers helps mechanically in increasing mental satisfaction and thereby a way of security during a concern. This is very important for job- satisfaction.

8. Scope for new changes - Where the roles and activities to be performed are clear and every person gets independence in his working, this provides enough space to a manager to develop his abilities and flourish his information. A manager gets prepared for taking freelance selections which may be a road or path to adoption of recent techniques of production. This scope for conveyance new changes into the running of Associate in nursing enterprise is feasible solely through a group organizational structure.

2.6.3. Communication

Communication is central for every activity of the organization and it is essential for the survival of the system. According to Chandan (1987:259)"effective management is a function of effective communication." this shows that communication is one of the duties of the leader to integrate organized activities and to change people's behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well. Luthans (1989:506) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. Communication is purposive and full of objectives. The first objective is to obtain the understanding when any message is passed from an individual or

group to another. The second is to obtain the response that is required from the receiver. According to Haneryger and Heckmann (1967:69- 70), communication has three dimensions. These are downward, upward and horizontal communications. Downward communication, which refers to the transmission from higher officials to the subordinates, is the most frequently used and relied upon in every dimension of communication. In the school system, the principals give the staff orders and instructions that they are expected to do and to follow. Upward communication is sending of information from the subordinate to the top. Such communication is important to provide feedback to the leader. It is important for the principal to talk in detail with the teachers and students at different levels. The horizontal dimension is between the department and people of the same level in an organization. Okumbe (1998:137) describes that the horizontal dimension of communication is very important for the operation of any task. The term refers to the flow of information between departments or people of the same level in an organization. According to Robbins (1989:46), in perfect communication, a thought or an idea is transmitted fully so that the mind of the receiver perceived exactly what the sender transmitted, the receiver is exactly the same as that envisioned by the sender. In practice, however, perfect communication is never achieved due to communication barriers. Communication in an organization is crucial for the management task of planning, organizing, staffing, leading, and controlling. An efficient and effective communication system establishes a high level of relationship between and among teachers, non-teaching staff, students and parents. It helps in interchanging thoughts and coordinating efforts for the attainment of organizational goal. Generally, the school leaders must be effective in facilitating communication in imparting directives and orders to the staff as well as receiving their ideas feelings and thoughts to maintain or change leadership.

2.6.7. Decision-making

1. The Oxford Dictionary defines the term decision-making as "the action of carrying out or carrying into effect".

Weindling and Earley,(1986)leadership research ,which considered ,how heads manage 24 changed, found similar findings to those identified in Hersey and

Blanchard's (1977) For example, organizational changes made soon after a new leader's arrival were frequently concerned with communication and consultation, new heads also deliberately chose to make early change, which they considered were cosmetic and in none controversial areas but recognized that (It was important to be seen by the staff as someone who gets things done, as you mean business' (1986:333). Fullan (1992) notes the emphasis on both the leader as initiator and maintenance of stability roles: teaching staff often have expectations about their leader's ability to establish a delicate balance between both organizational continuity and organizational change.

Promote equity and mutual respect among students: in an exceedingly schoolroom of various cultures, languages, and abilities, it is imperative that all students feel fairly treated and respected. When students are subjected to unfair discrimination owing to their variations, the results can be feelings of unworthiness, frustration, or anger, often resulting in low achievement. Teachers have to be compelled to establish and maintain standards of behavior that need respectful treatment of bushed the schoolroom. Teachers can be role models, demonstrating fairness and reminding students that difference is normal. Further, lecturers have to be compelled to monitor what styles of behaviors and communication designs are rewarded and praised, often times these behaviors and ways that of human action are aligned with cultural practices. Care should be taken thus as to not penalize a student's behavior simply because of a cultural distinction. Teachers have a responsibility to any or all their students to make sure that each one have a civil rights to attain to the simplest of their ability. If instruction reflects the cultural and linguistic practices and values of just one cluster of scholars, then the other students are denied an equal opportunity to learn. Instruction that's culturally responsive addresses the requirements of all learners. The educational system plans the curriculum for schools, and teachers as their institutional agents and transfers the prescribed content to their students. This daily contact with students provides teachers with a unique opportunity to either further the status quo or make a difference that will impact not only the achievement but also the lives of their students.

2.7. Major Factors that Challenges School Leadership

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career

promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MoE, 2008). Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to Principals and relationship with top to personal characteristics of principals, problems related to time, and problem-related to parents. For the sake of convenience, in this study, the problems that would be dealt with are as follow. Problems related to instructional staff Aboneh (cited Lunenburg and Ornstein, (2004) have stated the following points in this regard.

Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view, for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his/her leadership capacity.

1. Lack of vision McEwen (2003) has maintained that another biggest impediment of effective leadership is lack of vision, will and encourage on the part of instructional leaders. A successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable others to empower themselves to be willing to work long and hard duties.

2. Lack of support from top authorities

Another problem affecting effective leadership is the lack of support from top authorities. The principal's operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, the form that round hem is clearly a barrier to becoming an effective instructional leader (McEwen, 2003). In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

3. Lack of sufficient time is also another problem for leadership. Time is the bane of any busy professional, but for the instructional leader, it poses a

particular challenge because they seek to spend substantial time in the classroom where instruction is delivered. Every principal operates within the same time constraints. One major difference among principals is how they choose to use the time they do available (McEwan, 2003, P.13). Rosser, Vicki J. (cited Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, uninformed, and often inconsistent.

4. Personal characteristics of the principals

Another impediment of leadership is the personal characteristics of the principals which affects their decision making processes and their style of leadership. It is evident that the principal brings something to his/her principal ship position. His /her energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

5. Lack of skilled teachers

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. The improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn, Rowan & Taylor, 2003).

6. Decision-making is an important component of any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as the need arises. Simply put, schools require both excellent managers who address the regular operations of

schools and high-quality leaders to face the challenges that exist today for educators (Kruse, B. L., 2009). In addition, (Beach,2010) identified using survey five leadership challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institution.

In conclusion, the chapter reviewed the literature on the leadership practices of secondary school principals discussed the theoretical framework that guided the study. Leadership is defined as a “process of encouraging and helping others to work enthusiastically towards objectives” (Davis, 1967). On the other hand, McGregor (1966) defines leadership as a property of individuals, but a complex relationship among those variables. Effective leadership is developed through collaborative professional learning and aims at a purposeful change in schools. All teachers have the potential to contribute to leadership for school improvement but need a scope for engaging them. The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement (John, 2006). Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected. By the end of the nineteenth century, the principal teacher no longer had teacher responsibilities (Kafka, 2009). The principal teacher was now known as the school principal and was seen as a powerful and important head of the school (Kafka, 2009). The following elements of management are functions of the leader to make the teacher be effective in an organization (Adedoyin, 2013; Walter, 2003; Everard, 2004). These are planning, organizing, The major factors that challenge school leadership is: Problems related to instructional staff, Lack of vision, lack of support from top authorities, Lack of sufficient time, Personal characteristics of the principals, Lack of skilled teachers and Decision-making. From the reviewed related literature, the school principals lack the deep knowledge and skill about school leadership, poor using of leadership styles as appropriate time and condition in a balanced way, they were not as such effective at their work, delegation practices of tasks minimum, cooperation with teaching and non-teaching staff and students was not strong as expected, lack the system to motivate, supervise, communicate and properly evaluate teaching and

non-teaching staff directing, supervision, controlling, staffing, reporting (communication), motivation and evaluation.

2.8. Empirical Back ground of the Research

According to Assfaw (2018) findings, Problems principals encountered in practicing their leadership functions are lack of time, lack of different leadership skills, low engagement of students and parents in schooling, lack of facilities and resources, principals much engagement in out-school activities (political commitments), and absence of attractive incentives for principal position. And he also stated on his finding that, school leaders are ineffective at some points because the leadership positions were not attractive and had no appropriate incentives. Due to this unqualified school leaders and turn over, school leadership shortage consistency and School leadership practices are weak and problems are exhibited. School leaders have very serious problems on the ability to set schedule for instructional support and do not have skill how to manage staff meetings. The research revealed that the principal do not have mechanisms to announce school decisions for school communities with the respondent rate moderate effect size Assfaw (2018). Regarding the problems that encountered the school leadership it can be concluded that lack of training, lack of experience, lack of delegating the job properly, work overload, unable to build team and situational problems (lack of good relation and support of community, weak initiation of PTA, lack of professional support from external supervisors and lack of external and internal facilities were the problems that affected the practices of school leadership in the sampled secondary schools. Because of these problems the leading practices given at the schools by the school leaderships were found to be insufficient. So that insufficient leading practices of school leader affects the teaching learning process, Abraham (2014).

The study of Adugna (2014) supported the findings of the study as it, Successful school leaders provide; building vision and setting direction, understanding and developing people. Redesigning the organization and managing the teaching and learning program. Besides, they expected to engage with staff and other stake holders to produce higher levels of commitment to achieve the goals of the school which, in turn, are linked to the vision. However ,the findings show that school leaders encourage the development of school mission and shared vision to the quality of

education but the practical implication to common educational goal are insufficient.

The study of Charlton (2000) supported the findings of the study as it is found out that principals who use strict control measures are likely to face teacher's resistance and increase indiscipline because the teachers tend to protest against dictatorial measures used. On the contrary, democratic leadership style influences academic achievement positively and democratic leadership style affected general school performance confidently because it motivated teachers to work with principals to achieve school objectives.

The study of Haile (2018) supports the findings of the study as there is no significance influence of laissez faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks to and consequently performance declined. This style may work well when trying to build team harmony, increase moral, and improve communication or repairing broken trust among the staff. According to Haile (2018), curriculum development principals created no favorable conditions for teachers to participate in decision making process related to curriculum Implementation and they made less or no effort to get resource support for curriculum implementation and improvement. To the contrary they tried to encourage those teachers who implemented Curriculum effectively by providing moral support. , Most of the principals have not worked further for the involvement of parents in curriculum development. Since curriculum development is the concern of all communities, principals should improve their leadership role to involve parents on the curriculum development issues. Regarding staff development, principals and teachers perceived professional development as being imperative for teachers as they gain skills and learn new things about their subjects. The provision of short term training, academic seminars and workshop were significant. Even though allocating budget for staff development program was encouraging, more initiatives were still needed to meet their organizational goals.

Abraham (2014) concludes that the extent to which school leadership practices the key managerial role is that some practices like inspiring the school vision, preparing the school plan, participating the staff in decision making practices, in creating relation with community and with the practice of staff development the school leadership were in a good position. But in supervision practice and curriculum

development practices the school leaderships were deficient to play their respective practice and responsibility. So that it can be concluded that implementing partial key managerial role influence the quality of education which in turn affect the teaching learning process and lastly influence the academic achievement of the students. According to Adugna (2014) conclusions, successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school, place high priority and consistent emphasis up on improving classroom teaching and learning process an advocate school environment and instructional program conducive to students' learning and professional growth. Even though these are their major roles, school leaders practice on those areas are not satisfactory.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to analyze the practice and challenges of school leadership in public secondary schools of Nefas silk lafto Sub city of Addis Ababa City administration.

In this chapter, the research approach, methods, procedures and data analysis is discussed as follows.

3.1. Research DESIGN

The descriptive survey method is used in this research. As mentioned by Seyoum and Ayalew (1989) descriptive survey method becomes useful when the purpose of the research is to picture the current situations. It also allows the collection of the data using tools and documentary analysis describes and interprets what it is. It is concerned with conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident, or trend that are developing. Basically, the survey method helps to obtain first-hand information from small samples representing large size population and also enables the researcher to have access to multiple methods of collecting information. Descriptive survey method focuses on investigating the issues, practices, and challenges of the leadership of the target schools. Hence, the following procedures of data collections and analysis are used.

The research method that the researcher used is descriptive survey method. It uses to describe the way how secondary school leaders practice their roles in schools. Descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena, concerned primarily with determining, what is (Gall and Borg: 2003). The study employed quantitative data collection and analysis. Both teachers and supervisors were answered the questionnaire prepared for them.

3.2. Research Approach

The research Approach which is used to collect and analyze the data is both quantitative and qualitative approach.

3.3. Data type and sources

The researcher is used both primary and secondary data as a source. The primary data gathered through questionnaire while the secondary sources were from written documents as to have some background information about the issues. Documents like magazines, books, journals, research papers, published and unpublished materials and annual abstracts will be examined.

3.4. Target Population of the Study

All and Borg (2003) defined a target population as all the members of a real or hypothetical set of people, events, or objects to generalize the results of their research (p.167). The schools were selected by using random sampling method in order to give equal chances. From Three schools 150 teachers, two principals, one vice principal, and from Nefas silk lafto sub city education supervision office 10 supervisors have taken in order to the researcher obtain more reliable information related to the title of the study while teachers were selected using simple random sampling method.

Sample size determination were calculated using the formula= $N/1+N(e)^2$, according to Yamane (1967:886) where N =Population size, e =error by taking 95% confidential level, where level of precession (e) = 0.05, sample size n = teachers.

The researcher took Nefas silk lafto Sub-City as a study area. Under Nefas silk lafto Sub City there are nine public secondary schools, According to Gay (1981), to take the acceptance sample size for descriptive research sample of 10% of the population is considered the minimum and for a small population, 20% may be required. Due to this all principals and one vice principal of the 3 secondary schools were part of the study, so 2 principals and a vice principal were included as a respondent to respond to interview. Teachers were part of the research work that was expected to respond. So from the given 3 secondary schools a total of 150 teachers were selected as a respondent, 5 (20%) should be female teachers were selected in a conventional method of non-probability sampling techniques. The interview were made with all 2 principals (66.6%) and 1 vice principals (33.3%). There were a total of 16 Sub City education officers in the Sub City and the researcher included 10

(62.5%) supervisors as a respondent. Principals and supervisors were selected purposefully by purposive sampling technique, but teachers were selected as they are easily available in the school.

TABLE 1: PARTICIPANTS FROM SECONDARY SCHOOLS AND SUB CITY EDUCATION OFFICE SUPERVISORS

No	School name/ Educ.office	Teacher		Principal		Supervisor	
		population	sample	population	sample	population	sample
1	Eweket Le Birhan Secondary school	93	50	3	2		
2	Frehiwot NO.2 secondary school	115	50	3	1		
3.	Lebu secondary school	86	50	3	1		
4	Subcity education office					16	10
	100%	294	150	9	4	16	10

Information was obtained through various ways; both open and close ended questionnaire was settled by the investigator and responded by teachers and sub city supervision office supervisors to gather quantitative data for the study. The Questionnaire is comprised of items using a 5–point–Likert scale. There was an interview made with principals and vice principal to gather qualitative data for the study. Document analysis were also be used as tools for data collection in order to make reliable the information gathered and to measure the practices of school leadership in the three public secondary schools.

3.5. Procedures of Data Collection

The questionnaire was distributed to the respondents and gives adequate time for the participants to answer the survey and returned it back within the time frame. To ensure data integrity, the data collected through a questionnaire are analyzed. Informants were selected by convenience sampling for the interview portion of the study. The informants were conducted face to face and asked to participate in the study. Interviews were conducted in person at their respective working places. All interviews were held in the very morning time according to the informant's willingness and convenience. The interviewees were given sufficient time to preview the questions and consent information prior to the interviews. A professional, but the relaxed atmosphere was maintained in the interviews. After that the gathered and collected data were analyzed, presented and interpreted quantitatively as well as qualitatively. Finally, the study are summarized and concluded; the suggested recommendations are forwarded to the concerned to the concerned parties.

3.6. Data Analysis

The analysis of the data was undertaken by bearing in mind the basic questions designed for the study. Once the quantitative data gathering is accomplished and properly scored and summarized, the statistics entered into the Statistical Package for the Social Science (SPSS version 20.0) software for analysis. Thus the data was organized, analyzed and interpreted using descriptive statistics. The data collected through questionnaires are tabulated and analyzed by using percent, mean, standard deviation, frequency. The percentages are used to interpret the characteristics of the respondents. Mean and standard deviations are used for organizing and summarizing sets of numerical data collected by Likert type scales in the questionnaires. The five point Likert scale ranging from strongly Disagree to strongly agree for the purpose of easy analysis and interpretation is used. The mean and standard deviation are used because they are generally considered as the best measures of a sample record on a particular measure (Best and James, 2004). To this end; descriptions have been made based on the results.

3.7. Ethical Considerations

As this study required the participation of human respondents, specifically human resource professionals, certain ethical issues were addressed. The consideration of

these ethical issues is necessary for the purpose of ensuring the privacy as well as the safety of the participants. Among the significant ethical issues which are considered in the research process include consent and confidentiality. In order to secure the consent of the selected participants, the researcher communicates all important details of the study, including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research. The respondents were also advised that they could withdraw from the study even during the process. With this, the participants were not forced to participate in the research. The confidentiality of the participants' were also be ensured by not disclosing their names or personal information in the research. Only relevant details that help in answering the research questions were included.

3.8. Data presentation, analysis and interpretation

In this part of the study, data was collected from different sources that has presented analyzed and interpreted. Respondents characteristic and issues related to the Practices and Challenges of School Leadership: The Case of Some Selected Secondary Schools in Nefas Silk Lafto Sub-city. Out of 294 of the wholeteachers' 150 samples filled out, and also from 16 education supervisors 10 of them filled and returned and included for analysis. The responses of principals and vice principals interview are discussed, analyzed and presented in order to compare the responses reliability.

3.8.1. Characteristics of Respondents

The study discussed about respondents sex, age, educational level, and year of service in teaching.

3.8.2. Analysis and Interpretation

This section present analysis of data based on the responses obtained from the sampled secondary schools, and sub city education offices supervisors.

The responses will gather through questionnaires using five rating scales of strongly disagree=1, Disagree=2, Neither Agree nor disagree=3, Agree=4 and strongly agree=5 and those through interview interpreted on the base of idea raised. The mean achieved from the data analysis were interpreted as 0.5-1.49 (Very low); 1.5-2.49

(Low); 2.5-3.49 (Moderate); 3.5-4.49 (High); >4.5 (Very High, (Abdullah et. al. 2008).

3.8.3 Validity and Reliability of the tool

Any good instrument should have sound psychometric properties, reliability, and validity.

In general, an instrument is reliable when it measures what is supposed to measure. Reliability is a measure of consistency and stability. A measure has reliability when the responses are consistent and stable for each individual who takes the test. The instrument which the researcher used is reliable as it measures the domains that supposed to be measured as well as they are common practices exercised by the school leadership in every context. It is valid when it accurately shows the practices; it is valid because Australian council for Educational Research was developed through a profession-led collaboration of school principals and the Australian Council for Educational Research, facilitated by the Western Australian Department of Education. The Tool describes the work and practices of highly effective principals based on lived school leadership experiences, combined with evidence from an accompanying review of international research findings ,The ACER Observer questionnaire was structured closed ended questionnaire with 5 point Likert scale of thirty items leadership practice. Therefore, it was appropriate not only for the researcher to obtain reliable response from the respondents but also for the respondents to choose one option from the given scales that best align with their views. In addition to this, open-ended questions were included at the end of each leadership practice to give the respondents an opportunity to express their views.

ACER tool is a reliable and valid standardized leadership assessment tool which was proved quite powerful in assessing individuals' leadership capacities and in demonstrating what exemplary leaders do (the six practices) to make a difference at the personal, interpersonal and organizational level (Leong 1995). Different researches were conducted to determine whether the inventory had sound psychometric properties and the tests indicated that the ACER tool was internally valid and reliable. All the studies revealed an internal reliability ranging from .70 to .91 and test-retest reliability of at least .93 in all six leadership practices (Leech, et.al. 2010).

Chapter four

Results and discussion

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire, structured interview and document analysis. It divided into two parts where the first part deals with characteristics of respondents while the second part presents analysis of data obtained from 150 teachers, 3 principals, 1 Vice principals of three public secondary school and 10 educational supervisors of Sub city education office who were part of the study.

4.1 Characteristics of the Respondents

As mentioned above, 170 copies of the questionnaires were distributed to 155 teachers and 16 sub city educational supervisors. Out of these, 150 copies of questionnaire from teachers, 10 from sub city educational supervisors were filled and returned. This is, the rate of return of the questionnaires was 66.7% from sub city educational supervisors while it was 96.78 % from teachers. In addition to this, interview was conducted with three principals and one vice principal from the three secondary schools in Nefas silk lafto sub city. Totally 164 respondents took part in this study. The following tables gives detailed information regarding the distribution of respondents by sex, age, year of teaching experience, qualification, position in career ladder and teaching load per week.

Table 2: Description of Respondents by Sex

Item	Teacher		Edu. Supervisors		Total	
	No	%	No	%	No	%
Sex						
M	126	84	7	70	133	83.12
F	24	16	3	30	27	16.87
T	150	100	10	100	160	100

As can be seen from table 2, the male group constituted the overwhelming majority of (137 participants or 83.54%) of the all respondents while the females make up the rest 27 (16.46%). From teacher participants, 126(84%) were males and 24(16%) were

females. From principal and vice principal participants, 4(100 %) were male and 0 (0%) were females. From sub city educational supervisors 7(70%) were male and the rest 3(30%) were females.

From the above data, one can conclude that the participation of females in teaching and principal ship position was low in general secondary schools of sampled area.

Table 3: Description of Respondents by Age

Item	Teacher		Edu. supervisors		Total	
	No	%	No	%	No	%
20-24	4	2.66	-	-	4	2.5
25-29	19	12.67	1	10	20	12.5
30-34	40	26.66	2	20	42	26.25
35-39	19	12.67	6	60	25	15.62
40 & above	30	20	-	-	34	21.25
Total	150	100	9	100	160	100

As indicated in table 3, out of the total 164(100%) respondents, 39(24.4%) are missing who were left to be filled and 4 (2.5%) were in the age category of 20-24 years while 20(12.2%) were within the range of 25-29 years. Of the remaining participants, 42(26.25%), 25(15.62%) and 34(21.25%) were in the range of 30-34, 35- 39 and 40 and above respectively. Regarding the age distribution across the two groups of respondents, majority of the teacher (82 teachers or 54.66%) were under the age of 40 while out of 10supervisors 8(88.88%) were above 30. Out of the total teacher participants, those who were in the age category of 40 and above accounted for 20% of the total teachers, while this was as high as 21.25% for Supervisors. This shows that participants in the study groups were diversified in terms of age.

Table 4: Description of Respondents by Year of Teaching Experience

Item	Teacher		Edu. supervisors		Total	
	No	%	No	%	No	%
3-6	26	17.33	-	-	26	16.25
7-10	47	31.33	-	-	47	29.37
11-14	26	17.33	1	10	27	16.87
15-18	11	7.35	2	20	13	8.12
19-22	12	8	-	-	12	8
23 & above	28	18.66	7	70	35	21.87
Total	150	100	10	100	160	100

As show in table 4, 26(17.33%) of teachers had teaching experience of 3-6 years while 47(31.33%), 26(17.33%) ,11(7.33%), 12(8%) and 28(18.66%) of the respondents had years of teaching experience between 7-10, 11-14, 15-18, 19-22 and 23 years and above respectively.

This clearly shows that teachers had different years of experience, which in turn helped the student researcher to secure data from teachers with relatively long years as well as short years' experience.

Table 5: Description of Respondents by Qualification

Item	Teacher		Edu. supervisors		Total	
	No	%	No	%	No	%
Diploma	-	-	-	-	-	-
BA/BSC/BED	140	93.3	7	77.77	147	92.45
MA/MSc	10	6.7	2	22.22	12	7.54
Total	150	100	9	100	159	100

As can be seen in table 5, out of the total teacher respondents, 140(93.3%) were first-degree holders while 10 (6.7%) were second-degree holder. On the other hand, 2(22.22%) of the supervisors were second-degree holders. No one fulfilled the

minimum qualification requirement to serve as Teachers and supervisors in secondary schools. Similarly (77.77%) of the supervisors were first-degree holders while the remaining 2 (22.22%) were second-degree holders which is compatible as per requirement.

Data analysis and interpretation of data related to practices and challenges of leadership effectiveness.

4.2 Data analysis and interpretation of Leadership Practices

4.2.1 Leading Moral purpose

Participants were asked to indicate the extent to which principals lead moral purposes. Accordingly, five items pertaining to the moral purpose were presented to the participants in the five points Likert scale. Their responses are presented in the Table 6 below. The mean scores of the responses of the participants were analyzed by using a reference points where by X , is 0.5-1.49 (Very low); 1.5-2.49 (Low); 2.5-3.49 (Moderate); 3.5-4.49 (High); >4.5 (Very High).

Table 6: Leading Moral Purpose

No	Items	N	X	SD
	the school leaders lead a school-wide commitment to caring for, and promoting the development of every student,	157	3.78	.894
	The school Leaders are promoting a school wide belief in the capacity of every student to learn successfully,	158	3.66	.914
	The school leaders are engaging and leading the school to higher levels of effectiveness in meeting the individual student needs,	154	3.39	.965
	The Leaders are making successful student learning the central consideration in all aspects of their leadership,	158	3.46	.988
	The School leaders are influencing others beyond the school in their commitment to, and pursuit of this education agenda	159	3.35	1.006
	LEADING MORAL PURPOSE TOTAL	159	3.5308	.70672

According to the table 6, the overall perceptions of the participants regarding the extent to which the principals are leading moral purposes found out to be, $M=3.503$ ($SD=.70672$) indicating moderate practices. This might imply that the extent to which principals are engaged in leading moral purposes was moderate and not the expected levels.

Table 7: Independent Sample Tests (T-test) on leading Moral purpose

	Category of the participants	N	Mean \bar{x}	Std. Deviation	Std. Error Mean	t-test	df	sig
LEADING MORAL PURPOSE	Teachers	149	3.522	.72063	.05904	-.550	157	.583
	Supervisors	10	3.650	.46007	.14549	-.810	12.188	

With the assumptions of possible variations in the perceptions between the teachers and supervisors, independent sample t-test was conducted (Table-7). The test result indicates that there was no significant difference between teachers ($M=3.52$; $SD=.726$) and supervisors ($M=3.65$; $SD=.46007$), $t(157) = -.550$, $p=.583$.

4.2.2 Productive Relationship

Productive relationship refers to the efforts made by school principals in creating productive interpersonal and work related communication with diversified stakeholders such as teachers, students, parents, local communities and others. In line with this, participants of the study were asked to indicate the extent to which the principals of Nifas Silk Lafto secondary schools were productive in terms of their relationships. Accordingly, their responses are presented in the following Table 8. The mean scores of the responses of the participants were analyzed by using a reference points where by X , is 0.5-1.49 (Very low); 1.5-2.49 (Low); 2.5-3.49 (Moderate); 3.5- 4.49 (High); > 4.5 (Very High), (Abdullah et. al. 2008).

Table 8: Descriptive statistics on Productive relationships

No	Items	N	X	SD
	The school leaders create a cohesive culture built around a commitment to improve outcomes for students	158	3.41	1.089
	The school leaders communicates and model the kinds of behaviors and relationships they wish to see	156	3.72	1.027
	The leaders create an inclusive school environment in which everybody feels valued and supported	158	3.65	1.034
	The school leaders established productive partnerships with parents the local community and other organizations	159	3.74	.989
	The school leaders build and promote staff relationships that are based on high levels of trust and respect	157	3.71	1.046
	PRODUCTIVE RELATIONSHIPTOTAL	159	3.6387	.75668

Accordingly, the mean scores of their responses were found out to be, $X=3.638$: $SD=.7566$ indicating slightly higher than the cut point. This implies, secondary school principals are relatively good in their relationships with the stakeholders as perceived by the teachers and supervisors. The data also indicates that, the school leaders established productive partnerships with parents the local community and other organizations as indicated by the higher mean score ($X=3.74$: $SD=.989$) while the focus of such relationship on the students' academic achievement has gained the lowest mean score ($X=3.41$: $SD=1.08$).

Table 9: T-Test on the Productive Relationship

	category of the participants	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
PRODUCTIVE RELATIONSHIP	Teachers	149	3.6312	.77334	.06335	-.763	157	.459
	Supervisors	10	3.7500	.44969	.14220			

An independent t-test was conducted to compare the perceptions of teachers and supervisors regarding the productive relationship of the principals. There were no significant differences in scores for teachers (M=3.63: SD=.773) and supervisors (M=3.75: SD=.449), $t(157) = -.763, p = .459$.

4.2.3 Promoting Improved Teaching

One of the duties of school principals relates to the responsibilities they discharge in an attempt to enhance improved teaching. Such a role requires principals; to ensure the use of more effective and evidence based teaching, provide high quality support to classroom teachers, to create school wide culture focused on continually learning among other things. It is in line with this notion that the participants of the study were asked to indicate their perception of the extent of the principals' effort in promoting improved teaching. Five items relating to the promotions of improved learning were presented to assess the perceptions of teachers and supervisors in this regard. Table 5, below presents the responses of the participants to the items regarding the extent to which secondary school principals promote teaching in their respective schools. The mean scores of the responses of the participants were analyzed by using a reference points where by X , is 0.5-1.49 (Very low); 1.5-2.49 (Low); 2.5-3.49 (Moderate); 3.5-4.49(High); >4.5 (Very High).

Table 10: Descriptive Statistics on Promoting Improved Teaching

No	Items	N	M	SD
	The school leaders promote the use of more effective, evidence based teaching practices throughout the school	160	3.66	.917
	The school leaders provide high quality support to classroom teachers in their implementations of best practice teaching	160	3.54	.951
	The school leaders create a school wide culture focused on continually learning how to improve teaching effectiveness	158	3.59	.917
	The leaders encourage teams to engage in the systematic investigation of alternative teaching strategies	157	3.70	1.016
	The school leaders introduce and lead school-wide initiatives to improve the quality of teaching and learning	158	3.66	1.007
	PROMOTING IMPROVED TEACHING	160	3.6338	.73606

According to Table 10, the overall mean scores of the responses of the participants in response to the principals' role in promoting improved teaching found out to be, 3.63: SD=.74. This implies that principals are perceived to be good in promoting improved learning in their schools as perceived by their teachers and supervisors. The highest score of M= 3.7 (SD= 1.016) was observed regarding the principals' effort to encourage teams to engage in the systematic investigation of alternative teaching strategies, while high quality support to teaching was received the lowest mean score of 3.54 (SD=.951) (See Table 10).

Table 11: T-Test on the Promoting Improved Teaching

	Category of the participants	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
PROMOTING IMPROVED TEACHING	Teachers	150	3.6340	.74285	.06065	.017	158	.987
	Supervisors	10	3.6300	.66005	.20873			

An independent t-test analysis was computed if there is any statistically significant difference between the two groups of the participants: Teachers and supervisors. The test yields in a result indicating no statistically significant difference between teachers (M=3.63: SD=.742) and supervisors (M=3.63: SD=.6605), $t(158) = .017, p = .987$.

4.2.4 Data Driven Practice

School leadership involves executions of several leadership behaviors and activities which call for the use of data. Principals are required to collect, record, and store, analyze and display data while making decisions, monitoring progress. It is with this assumption that the participants of the study were asked to indicate their perceptions of the extent of secondary school principals are engaged in data driven practices. Accordingly, five items pertaining to the data utilization trends of the secondary school principals were presented to the participants in five scale likerted items where their responses are analyzed as 0.5-1.49 (Very low); 1.5-2.49 (Low); 2.5-3.49 (Moderate); 3.5-4.49 (High); > 4.5 (Very High).

Table 11: Descriptive Statistics on Data Driven Practice

No	Items	N	X	SD
	The school leaders develop a school -wide understanding that all decision making should be guided by evidence	159	3.59	1.137
	The school leaders model the analysis and use of data to monitor progress, set targets and make decisions	156	3.67	.917
	The school leaders promote teachers 'use of data to identify starting points for teaching and to monitor learning	159	3.57	.977
	The leaders build their own and colleagues skills in collecting, analyzing, interpreting and using data	156	3.66	1.050
	The school leaders ensure access to quality school infrastructure to collect ,record, and store, analyze and display data	159	3.61	1.061
	DATA DRIVEN PRACTICE	160	3.6203	.80254
	Valid N (list wise)	150		

Table 12 shows that the mean score of the responses of the participants regarding the data driven practice was found out to be slightly beyond the average indicating high practices moderate ($X=3.62$: $SD=.80254$). This might indicate that the existing effort made by the Nifas silk Lafto secondary school principals in in terms of ensuring data driven practices was good.

The responses of the two group of participants: teachers and supervisors, were computed separately and the mean scores are found out to be $M=3.632$ ($SD=.809$) for teachers and $M=3.4350$ ($SD=.69524$) for supervisors indicating that teachers have a relatively positive evaluation of the principals effort in enhancing data driven practices as compared to the perceptions of the supervisors in this regard. Nevertheless, the differences between these two groups is not statistically significant as indicated by the t-test, $t(158) = .753, p=.453$

Table 12: T-Test for Data Driven Practices

	Category of the participants	N	Mean	SD	Std. Error Mean	t	df	sig
DATA DRIVEN PRACTICE	Teachers	150	3.6327	.80971	.06611	.753	158	.453
	Supervisors	10	3.4350	.69524	.21985			

4.2.5 Leading Strategic Change

Several school improvement scholars emphasize on the leadership of strategic change in the school. As Hopkins (2001: 2) suggests, ‘real’ improvement ‘is best regarded as a strategy for educational change that focuses on student achievement by modifying classroom practice and adapting the management arrangements within the school to support teaching and learning’ (Harris, 2005). It is therefore worth taking how school principals are leading strategic change in to account. It is with this strong conviction that the study aimed to assess the extent to which secondary school principals are leading strategic change through five items presented under Table13. The participants of the study were asked these five items relating to the leading strategic change. Their responses for these items were presented under the following Table 13.

Table 13: Descriptive Statistics on Leading Strategic Change

	N	M	SD	
The school leaders identify needs/opportunities to deliver improved outcomes for students	160	3.60	.946	
The school leaders communicate and promote the case for change and securing buy in and commitment	158	3.56	.974	
The school leaders specify what they intended results of change will be and how they will be measured	158	3.61	1.027	
The leaders collaboratively develop, resourcing and executing an implementation strategy	158	3.53	1.045	
The school leaders measure and evaluate the impact of change and learning from change process	157	3.69	.959	
LEADING STRATEGIC CHANGE	160	3.5996	.74309	
Valid N (list wise)	156			

Table 14 shows that the mean score of the responses of the participants in relation to principals effort in leading strategic change is 3.5996 (SD=.74309) (Table 14). This indicates that their effort in this regard is reasonably moderate as such that they were not leading strategic change as it is desired by their fellow teachers and supervisors.

Table 14: T-Test Leading Strategic Change

	category of the participants	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
LEADING STRATEGIC CHANGE	Teachers	150	3.6089	.74683	.06098	.612	158	.541
	Supervisors	10	3.4600	.70585	.22321			

Though the mean scores for teachers (M=3.6: SD=.74683) and supervisors (M=3.46: SD=.705) apparently fall within different categories in such a way that the teachers have a positive evaluations of principal effort of leading strategic change as compared to the supervisors, such differences are not statistically significant, $t(158) = .612, p = .541$ (Table 15)

4.2.6 Capacity to Lead

Among other things, school principals are expected to have the necessary capacity to lead. These are related the possessions of essential skills of developing mission, goals and objectives, forecast the expected future, and setting clear goals and plans. It is also required of school principals to have the competences in setting school vision and ability to translate strategy in to action. The participants of the study were asked to indicate the extent to which the secondary school principals in Nifas silk Lafto Sub- city are endowed with adequate capacity to lead their schools in line with the aforementioned parameters.

Table 15: Descriptive Statistics on Capacity to Lead

Items	N	X	SD
The school leader is skilled in developing mission, goals and objectives	156	3.82	1.056
The school leaders forecast the expected future	159	3.72	1.050
The leaders sets clear goals and plans	155	3.97	.900
School leaders have the ability to translate strategy into action	159	3.84	1.010
The school leader is competent in planning school vision	160	3.94	.989
CAPACITY TO LEAD	160	3.8543	.81724
Valid N (list wise)	151		

Participants of the study were asked to indicate their consent in a five point Likert scale consisting of five items related to principals' capacity to lead. The mean scores of the responses of the participants were analyzed by using a reference points where by X, is 0.5-1.49 (Very low); 1.5-2.49 (Low); 2.5-3.49 (Moderate); 3.5-4.49 (High); >4.5 (Very High).

Table 16: T-Test on Capacity to Lead

	category of the participants	N	Mean	Std. Deviation	Std. Error Mean	t	df	sig
Capacity to lead total	Teachers	150	3.8446	.83436	.06813	-.581	158	.562
	Supervisors	10	4.0000	.49889	.15776			

The responses of the participants were computed and the mean score was found out to be M=3.85 (SD=.8172). This indicates that the secondary school principals were rated high in terms of their capacity to lead. There are no statistically significant differences between the means for teachers (M=3.8:

SD=.834) and supervisors (M=4.00: SD= .498), $t(158) = -.581$, $p=.562$

This might imply that secondary schools are endowed with the necessary trainings and experiences of the work they are in charge. Most secondary school principals in Addis Ababa are aged and have several years of experiences of principal ship in different areas of the country. As a result, they have a possibility to accumulate wider array of leadership experiences. This coupled with their academic preparations might help them to develop a good capacity to lead.

4.3 Data analysis and interpretation of Challenges of school leadership

Table 17: Challenges

N	Major Challenges	X	SD
1.	The qualification of our school leaders affects the instructional leadership	3.61	1.136
2.	The absence of training and experience sharing on instructional leadership challenges the school operation	3.61	1.150
3.	The leaders occupied by routine administrative tasks	3.58	1.107
4.	In adequacy of adequate capacity, potential and knowledge of school leadership and management	3.46	1.089
5.	The in availability of in-service training and teachers development program	3.41	1.067
6.	There is the lack of instructional materials or pedagogical instruments for teaching- learning processes	3.34	1.245
7.	There is lack of adequate support from higher officials	3.29	1.268
8.	There is problem of budgeting to each activity	3.13	1.363
9.	There is the scarcity of recurrent financial support	2.99	1.212
10	The school leaders have lack of commitment	2.93	1.258
11	There is the lack of Library service and reference books or materials	2.84	1.351
12	There is the lack of supporting staff	2.76	1.369
13	There is lack of school furniture like students desks,chair,table and other resources	2.66	1.351
14	There is the lack of qualified teachers	2.49	1.255

Table 17 deals with the major challenges of school leadership in Public Secondary Schools in Nefas Silk Lafto Sub-city. Fourteen items were presented to the participants of the study to indicate their consent regarding the extent to which each of the challenges could affect school leadership. Accordingly, the mean scores of

their responses were computed and ranked in terms of their severity.

The first category of challenges is those challenges that received higher mean scores. According to the data in the table these challenges are mainly related to the qualifications, experiences and competences of the school principals. The data in the table indicates that such challenges related the qualification of school principals (M=3.61: SD= 1.136), absence of trainings and experiences of the principals (M=3.61: SD= 1.136) were found out to be the top challenges of school leadership followed by such challenges as the occupations of school principals' by routine administrative tasks (M=3.58: SD= 1.10), lack of adequate capacity, potential and knowledge of school leadership and management (M=3.46: SD= 1.08) and lack of in-service training and teachers development program (M=3.41: SD= 1.06).

The other category of challenges in the rank was related to resources and external supports. Accordingly, the lack of instructional materials or pedagogical instruments for teaching- learning processes (M=3.34: SD=1.245) was found out to be the highest challenge in this category followed by the lack of adequate support from higher officials (M=3.29: SD=1.268) and budget related problems (M=3.13: SD=1.363), and lack of recurrent financial support (M=2.99: SD=1.211) respectively. In relation to their mean scores, these could be considered as moderate challenges of school leadership in Nifas Silk Lafto secondary schools.

The third category of challenges is those received relatively lower mean scores in the ranking order. According to the data in the table, these challenges are principals lack of commitment (M=2.93: SD=1.258), lack of Library service and reference books or materials (M=2.84: SD=1.351), lack of supporting staff (M=2.76: SD=1.369), lack of school furniture such as desks, chairs, tables and etc. (M=2.66: SD=1.351) and lack of qualified teachers (M=2.49: SD=1.255).

It is apparently clear that the major problems relating to school leadership in Nifas Silk Lafto are related to the principals themselves as such they are perceived to lack the necessary experiences, and knowledge and skills of leadership. This could be attributed to the lack of both formal and in service trainings, among other things. Moreover, lack of adequate financial, material and human resources are also dominant challenges of school leadership. It is particularly difficult to provide managerial leadership in the absence of such essential resources as finance and adequate numbers of teachers.

4.4 Interview Questions

The result found from qualitative analysis show that the practices and challenges of the school are the similar with quantitative analysis results

I. How do school leaderships are assigned at your school?

3 of All respondents, (2) main principals and one vice principal, response showed that they were assigned politically before, but now after a new policy introduced by MOE, the assignment of principals become competition based on qualification and experiences.

II. What are the major practices of secondary school leadership?

All respondents responses showed that major practices such as strategic leadership, communicating with stake holders, Decision making, instructional leadership, controlling and evaluating all activities are the practices shown in the school by the school leaders.

III. To what extent secondary school leadership initiates the participation of community in school affairs?

All (3) respondents response that community participation in school affairs is a key to their leadership role they believe and act that parents, NGOs other community members have a supporting function to the school main activities, so they express as they initiate this force to their vision be implemented.

IV. Does the secondary school leadership encourage collaborative work to change the school?

All respondents (3) principals have explained that the work in education differently from other disciplines needs high collaboration work and it is a team work by far, if one fails to do his/her work it will affects the other department or staffs, so the work of school leader is creating enabling condition to collaborate and change the school positively to its goals.

V. Can you suggest the major challenges that principal's faces?

1 (33.33%) principal response showed that the major challenges are more of internal challenges than external, teachers' qualification, moral and commitment to the work they are assigned to do, lack of both formal and in- service trainings and routine administrative tasks hinders accomplishing strategic tasks (66.33%) of respondents, one main principal and one vice principal, responses showed that more of external

challenges these are lack of financial, material and human resources.

VI. What possible solution you suggest to tackle the problems facing the school principals in their school leadership?

1 (33.33%) principal response showed that the formal and in service trainings for all school communities must be given in more attention than there is now, reward system must be designed for teachers and principals to have more commitment and work moral(66.6%) of respondents explained that schools can scaling up of resources by requesting different organizations (NGOs, GOs),the schools needs to practice their tasks according to the law and deny negative interference and the decision they made should be more data driven or evidence based.

Chapter Five

Summary, Conclusions and Recommendations

This chapter is concerning with the summery of the major findings, the conclusions drawn from the findings and recommendations that the researcher proposes and assumed which will go a long way to help improve effectiveness of school leadership in secondary schools in Nefas silk lafto sub city, Addis Ababa.

5.1 Summary of the Major Findings

The purpose of this study was to assess the practices and challenges of school leadership in public secondary schools of Nefas silk Lafto sub city in Addis Ababa city administration. To meet this purpose, research questions related to school leadership practice, institutional and situational factors that affect effectiveness of school principals were considered.

To address these basic questions of the study, descriptive survey research design was employed. Regarding study population and the sample, currently, Nefas silk Lafto sub city has nine governmental secondary schools. The researcher included three schools in the study. From the three schools the researcher selected 51.02% (150) of the teachers using simple random sampling, 4 school principals' /vice principals and 10sub city level education supervisors using purposive sampling technique. To collect primary data, questionnaire with closed and open-ended questions and interview were used. Besides, necessary documents were consulted to obtain secondary data. The quantitative data obtained from close-ended questions were edited, organized, tabulated, and then analyzed by using frequency, percentage mean value and T-test.

5.1.1 Demographic Characteristics of the participants

- The significant majority of the participants of the study were male that constitute 83.54 % (137) of the total population while female constitute 16.46 % (27) of the population of the study. From teacher participants, 126(84%) were males and 24(16%) were females while all the 4(100 %) school principals were male. This implies that the dominance of male is evident in the secondary school in general and most vividly in the school principal ship.
- The study found out that out of the total 164(100%) respondents, 39 (24.4%) are

missing who were left to be filled and 4 (2.5%) were in the age category of 20-24 years while 20(12.2%) were within the range of 25-29 years. Of the remaining participants, 42(26.25%), 25(15.62%) and 34(21.25%) were in the range of 30-34, 35-39 and 40 and above respectively. The average age of the participants was found out to be 36.60 years (SD=14.32) indicating that the majority of the human power in the secondary schools of Nifas Silk Lafto is within the ranges of the adult category.

- Regarding the age distribution across the two groups of respondents, majority of the teacher (82 teachers or 54.66%) were under the age of 40 while out of 10 supervisors 8(88.88%) were above 30. Out of the total teacher participants, those who were in the age category of 40 and above accounted for 20% of the total teachers
- The study found out that the work experiences of the participants of the study on average were 14.32 years (SD=8.78).
- The study also found out that, 140 (93.3%) of the teachers were first-degree holders while 10 (6.7%) of them were second-degree holder. On the other hand, 2(22.22%) of the supervisors were second-degree holders. Similarly, (77.77%) of the supervisors were first-degree holders while the remaining 2 (22.22%) were second-degree holders. Currently, secondary school teachers, principals and supervisors are required to have second degree where as in the Nifas Silk Lafto secondary schools; these standards are not adequately met.

5.1.2 School Leadership Practices

- The study found out that teachers and (M=3.52: SD= .726) and supervisors (M=3.65: SD=.46007), indiscriminately $t(157) = -.550, p=.583$ agree that secondary school principals are leading moral purposes on average (M=3.503: SD=.70672) indicating moderate practices.
- The study also found out that secondary school principals are relatively good in their productive relationships with the stakeholders as perceived by the teachers and supervisors (X=3.74: SD=.989), though such partnerships were not adequately emphasizing on the students' academic achievement (X=3.41: SD=1.08).
- The study found out that secondary school principals in Nifas Silk Lafto are relatively good in their leadership in terms of promoting improved teaching (M=3.63: SD=.74), in leading strategic change (M=3.5996: SD=.74309), and their

capacity to lead (M=3.85: SD=.8172).

- The study pointed out, through a series of independent T-test analysis, that there were no statistically significant differences between teachers and supervisors in line with the leadership practices of secondary school principals in relation to all the variables used to study the leadership practices: Leading Moral purpose ($t(157) = -.550, p = .583$); productive relationship ($t(157) = -.763, p = .459$); Promoting Improved Teaching ($t(158) = .017, p = .987$); Data Driven Practices ($t(158) = .753, p = .453$); leading Strategic Change ($t(158) = .612, p = .541$); and Capacity to Lead ($t(158) = -.581, p = .562$).

5.1.3 Challenges of School Leadership

- In this study, the categories of challenges were identified in line with their severity as perceived by the participants. These are challenges related the qualification of school principals (M=3.61: SD= 1.136), absence of trainings and experiences of the principals (M=3.61: SD= 1.136), occupations of school principals by routine administrative tasks (M=3.58: SD= 1.10), lack of adequate capacity, potential and knowledge of school leadership and management (M=3.46: SD= 1.08) and lack of in-service training and teachers' development program (M=3.41: SD= 1.06). The study also pointed out that such challenges as lack of instructional materials or pedagogical instruments for teaching- learning processes (M=3.34: SD=1.245), lack of adequate support from higher officials (M=3.29: SD=1.268) and budget related problems (M=3.13: SD=1.363), and lack of recurrent financial support (M=2.99: SD=1.211) respectively are moderately affecting the school leadership practices.

5.2 Conclusions

Quantitative and qualitative methods of the study were combined to obtain a reasonable conclusion about the finding of the study. Therefore, the following conclusions are drawn:

In Ethiopia, essential legal and policy documents, including the FDRE constitutions declare that women shall have equal right with men, in the enjoyment of rights that among other things include equality in employment, promotion, and pay. Various affirmative actions were made during the last nearly three decades in place to ensure the realizations of such bold rights. Nevertheless, the achievements gained in these aspects are still limited.

Though it is apparently clear that secondary school principals in Nifas Silk Lafto Secondary schools are perceived to be good in their leadership practices, their overall leadership capacities might not be wholly considered effective in all aspects of leadership. They have obvious problems of linking their leadership endeavors with students' academic achievements as they are lacking adequate knowledge and skills of educational leadership and management. There are clear deficiencies among the principals in terms of the necessary skills of leadership and management.

The fact that most of the principals lack the necessary skills and competences of leadership as well as the commitments required of them might be attributed to various factors. As the lack of in-service and formal training opportunities are lacking in the sub-city, it is not unexpected that the principals are lacking the essential skills and competencies of school leadership. In the situation where principals are not provided with continuous professional development, it might be unwise to expect them have developed of the necessary skills and competencies. Moreover, as the work of school principals becomes demanding and complex coupled with the lack of adequate and consistent motivational packages for principals, it is inevitable to have less committed principals.

Leadership is beyond a single person's role where the follower and the leader interact in a given situation to achieve a desire goal. In line with this, though individual principals play crucial role in achieving the goals of schools, there are also other factors that must be taken in to account if school effectiveness is to be ensured. Such aspects are, among other things, related to the availability of and the adequacy of

resources in the situation. In the situation where schools suffer with lack of resources of all types, it might be critically difficult for the school principals to provide strong leadership and to influence their teachers towards the goals of the school. The secondary schools in the Nifas Silk Lafto sub-city are lacking the necessary financial, material and human resources. Where principals are lacking the necessary leadership skills coupled with severe lack of resources makes the situation wickedest.

5.3 Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are put forward.

So as to tackle the major challenges observed in the school leadership several actions might be sought from diversified bodies.

Motivational and personal development trainings should be designed and implemented to continually develop the self-esteem of women teachers so that they will be empowered to run for principal ship. Such strategies could be devised in collaboration with governmental and NGOs.

In this dynamic era of globalization where change is a constant norm in every aspect of our life, leaders with no exceptions of schools' leaders should have a learning gene in their DNA so that they will be able to cope up with the changes and ensure the realizations of organizational goals. Besides the efforts of self-learning by the principals, there should be in service training opportunity at the sub-city, Woreda and school levels. Such a modality will not only help to develop the capacity of the existing school leadership in the sub-city, but also help to create a leadership pool for leadership succession. To do so, the sub-city education office should work in collaboration with Higher education and Training institutions to identify the training needs and modalities and its provision as well.

The sub-city education office needs to ensure the availability of required resources for the secondary schools. It might be difficult to address all the needs of resources through the public budget and therefore for strong mechanisms should be devised to involve the community in supporting schools. Moreover, innovative income generation mechanisms could also be designed so that the schools will be able generate their own incomes and address the shortage of resources.

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Appendix 1

Jimma University

School of Graduate Studies

College of Business and Economics

Department of Management

Questionnaire to Be Filled by Teachers

Dear Teachers!

My name is Dereje a post graduate student of College of Business and Economics Department of Management, Jimma University. I am conducting a Descriptive study for the partial fulfillment of Masters of Business Administration.

The study entitled, “The leadership practice and challenges in the case of publicsecondary schools” aims at assessing leadership practices and challenges of school principals’ at Nifas Silk Lafto sub city. You are selected to participate in this study randomly and cordially invited to take part through providing the necessary data. Your participation is quite voluntary.

Your responses are meant solely for the purpose of this research as such utmost effort will be made to ensure confidentiality. The results of the study will only be analyzed and discussed in such a way that you are not identified in any way.

Part I: General Background of the participants

1. Woreda where your school is found: _____
2. Name of the school: _____
3. Your age in complete years: _____
4. Sex
 - a. Male _____
 - b. Female _____
5. Your current highest Educational qualification
 - a. Diploma

- b. BA/BSc/B.Ed./
- c. MA/MSc/M.Ed.
- d. PhD/ D.Ed./MPhil
- e. Other (Please Specify) _____

6. Area of specialization or field of study: _____

7. Total years of service in full years _____

Part II: The following section (II) deals with issues related to school principals’ leadership practices. Accordingly, several items pertaining to leadership practices are presented under table 1. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below. Where 1=strongly disagree; 2= disagree; 3= neither disagree nor agree; 4= agree; 5= strongly agree;

TABLE 18: ITEMS RELATED TO THE PRINCIPALS EFFORT IN LEADING THE MORAL PURPOSE

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
LMP 1	The school leaders lead a school-wide commitment to caring for, and promoting the development of every student	1	2	3	4	5
LMP 2	The school leaders are promoting a school-wide belief in the capacity of every student to learn successfully;	1	2	3	4	5
LMP3	The school leaders are engaging and leading the school to higher levels of	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	effectiveness in meeting the individual student needs;					
LMP4	The leaders are making successful student learning the central consideration in all aspects of their leadership; and	1	2	3	4	5
LMP5	The School leaders are influencing others beyond the school in their commitment to, and pursuit of, this education agenda	1	2	3	4	5
PR 1	The school leaders create a cohesive culture built around a commitment to improve outcomes for students	1	2	3	4	5
PR 2	The school leaders communicates and model the kinds of behaviors and relationships they wish to see;	1	2	3	4	5
CEC3	The school leaders build and promote staff relationships that are based on high levels of trust and respect;	1	2	3	4	5
CEC4	The leaders create an	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	inclusive school environment in which everybody feels valued and supported; and					
CEC5	The School leaders establish productive partnerships with parents, the local community and other organizations	1	2	3	4	5
PIT1	The school leaders promote the use of more effective, evidence-based teaching practices throughout the school;	1	2	3	4	5
PIT2	The school leaders provide high quality support to classroom teachers in their implementations of best-practice teaching;	1	2	3	4	5
PIT3	The school leaders create a school-wide culture focused on continually learning how to improve teaching effectiveness;	1	2	3	4	5
PIT4	The leaders encourage teams to engage in the systematic investigation of alternative teaching strategies; and	1	2	3	4	5
PIT5	The School leaders	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	introduce and lead school-wide initiatives to improve the quality of teaching and learning;					
DDP1	The school leaders develop a school-wide understanding that all decision making should be guided by evidence;	1	2	3	4	5
DDP2	The school leaders model the analysis and use of data to monitor progress, set targets and make decisions;	1	2	3	4	5
DDP3	The school leaders promote teachers' use of data to identify starting points for teaching and to monitor learning;	1	2	3	4	5
DDP4	The leaders build their own and colleagues' skills in collecting, analyzing, interpreting and using data;	1	2	3	4	5
DDP5	The School leaders ensure access to quality school infrastructure to collect, record, and store, analyze and display data.	1	2	3	4	5
LSC1	The school leaders identify needs/opportunities to	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	deliver improved outcomes for students;					
LSC2	The school leaders communicate and promote the case for change and securing buy-in and commitment;	1	2	3	4	5
LSC3	The school leaders specify what the intended results of change will be and how they will be measured;	1	2	3	4	5
LSC4	The leaders collaboratively develop, resourcing and executing an implementation strategy; and	1	2	3	4	5
LSC5	The School leaders measure and evaluate the impact of change and learning from the change process;	1	2	3	4	5
CL1	The school leader is skilled in developing mission, goals and objectives.	1	2	3	4	5
CL2	The school leaders forecast the expected future.	1	2	3	4	5
CL3	The leader sets clear goals and plans.	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
CL4	School leaders have the ability to translate strategy into action	1	2	3	4	5
CL5	The school leader is competent in planning school vision.	1	2	3	4	5

Part III. Challenges of School Leadership Effectiveness

The following table (2) consists of items relating to the common challenges of leadership in the contexts of schools. Please indicate the extent to which these challenges are affecting the school leadership practices in your respective schools circling a number from 1 to 5 using the scale below. Where 1=strongly disagree; 2= disagree; 3= neither disagree nor agree; 4= agree; 5= strongly agree

TABLE 19: CHALLENGES OF SCHOOL LEADERSHIP

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
CH1	The qualification of our school leader affects the instructional leadership.	1	2	3	4	5
CH2	The absence of training and experience sharing on instructional leadership challenges the school	1	2	3	4	5

	operation.					
CH3	The in availability of in-service training and teachers 'development program.	1	2	3	4	5
CH4	Inadequacy of adequate capacity, potential and knowledge of school leadership and management.	1	2	3	4	5
CH5	The leaders occupied by routine administrative tasks	1	2	3	4	5
CH6	The school leaders have lack of commitment	1	2	3	4	5
CH7	There is the lack of Instructional materials or pedagogical instruments for teaching -learning processes.	1	2	3	4	5
CH8	There is the lack of Library service and reference books or materials.	1	2	3	4	5
CH9	There is lack of School furniture like Students desk, chair, table and other resources	1	2	3	4	5
CH10	There is the scarcity of recurrent financial support.	1	2	3	4	5
CH11	There is the lack of qualified teachers	1	2	3	4	5
CH12	There is the lack of supporting staff	1	2	3	4	5
CH13	There is lack of adequate support from higher officials	1	2	3	4	5
CH14	There is problem of budgeting to each activity	1	2	3	4	5

Note For the analysis Use

- LMP: Leading Moral Purpose
- PR: Productive Relationship
- CEC: Creating Enabling conditions
- PIT: Promoting Improved Teaching
- DDP= Data Driven Practice
- LSC= Leading Strategic Change
- CL= Capacity To lead
- CH-Challenges of school leadership

Jimma University
School of Graduate Studies
College of Business and Economics
Department of Management
Questionnaire to Be Filled by Supervisors

Dear Supervisors!

My name is Dereje a post graduate student of College of Business and Economics Department of Management, Jimma University. I am conducting a Descriptive study for the partial fulfillment of Masters of Business Administration.

The study entitled, “The leadership practice and challenges in the case of publicsecondary schools” aims at assessing leadership practices and challenges of school principals’ at Nifas Silk Lafto sub city. You are selected to participate in this study randomly and cordially invited to take part through providing the necessary data. Your participation is quite voluntary.

Your responses are meant solely for the purpose of this research as such utmost effort will be made to ensure confidentiality. The results of the study will only be analyzed and discussed in such a way that you are not identified in any way.

General Directions

- Don’t write your name
- Specific instructions are provided for each of the sections, please read the instructions carefully.

Part I: General Background of the participants

1. Woreda where your school is found: _____
2. Name of the school: _____
3. Your age in complete years: _____
4. Sex
 - c. Male _____
 - d. Female _____

5. Your current highest Educational qualification

- f. Diploma
- g. BA/BSc/B.Ed./
- h. MA/MSc/M.Ed.
- i. PhD/ D.Ed./MPhil
- j. Other (Please Specify) _____

6. Area of specialization or field of study: _____

7. Total years of service in full years _____

Part II: The following section (II) deals with issues related to school principals' leadership practices. Accordingly, several items pertaining to leadership practices are presented under table 1. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below. Where 1=strongly disagree; 2= disagree; 3= neither disagree nor agree; 4= agree; 5= strongly agree;

TABLE 20: ITEMS RELATED TO THE PRINCIPALS EFFORT IN LEADING THE MORAL PURPOSE

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
LMP 1	The school leaders lead a school-wide commitment to caring for, and promoting the development of every student	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
LMP 2	The school leaders are promoting a school-wide belief in the capacity of every student to learn successfully;	1	2	3	4	5
LMP3	The school leaders are engaging and leading the school to higher levels of effectiveness in meeting the individual student needs;	1	2	3	4	5
LMP4	The leaders are making successful student learning the central consideration in all aspects of their leadership; and	1	2	3	4	5
LMP5	The School leaders are influencing others beyond the school in their commitment to, and pursuit of, this education agenda	1	2	3	4	5
PR 1	The school leaders create a cohesive culture built around a commitment to improve outcomes for students	1	2	3	4	5
PR 2	The school leaders communicates and model the kinds of	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	behaviors and relationships they wish to see;					
CEC3	The school leaders build and promote staff relationships that are based on high levels of trust and respect;	1	2	3	4	5
CEC4	The leaders create an inclusive school environment in which everybody feels valued and supported; and	1	2	3	4	5
CEC5	The School leaders establish productive partnerships with parents, the local community and other organizations	1	2	3	4	5
PIT1	The school leaders promote the use of more effective, evidence-based teaching practices throughout the school;	1	2	3	4	5
PIT2	The school leaders provide high quality support to classroom teachers in their implementations of best-practice teaching;	1	2	3	4	5
PIT3	The school leaders create a school-wide culture	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	focused on continually learning how to improve teaching effectiveness;					
PIT4	The leaders encourage teams to engage in the systematic investigation of alternative teaching strategies; and	1	2	3	4	5
PIT5	The School leaders introduce and lead school-wide initiatives to improve the quality of teaching and learning;	1	2	3	4	5
DDP1	The school leaders develop a school-wide understanding that all decision making should be guided by evidence;	1	2	3	4	5
DDP2	The school leaders model the analysis and use of data to monitor progress, set targets and make decisions;	1	2	3	4	5
DDP3	The school leaders promote teachers' use of data to identify starting points for teaching and to monitor learning;	1	2	3	4	5
DDP4	The leaders build their own and colleagues' skills in collecting, analyzing, interpreting	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
	and using data;					
DDP5	The School leaders ensure access to quality school infrastructure to collect, record, and store, analyze and display data.	1	2	3	4	5
LSC1	The school leaders identify needs/opportunities to deliver improved outcomes for students;	1	2	3	4	5
LSC2	The school leaders communicate and promote the case for change and securing buy-in and commitment;	1	2	3	4	5
LSC3	The school leaders specify what the intended results of change will be and how they will be measured;	1	2	3	4	5
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LSC5	The School leaders measure and evaluate the impact of change and learning from the change process;	1	2	3	4	5

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5
CL1	The school leader is skilled in developing mission, goals and objectives.	1	2	3	4	5
CL2	The school leaders forecast the expected future.	1	2	3	4	5
CL3	The leader sets clear goals and plans.	1	2	3	4	5
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Part III. Challenges of School Leadership Effectiveness

The following table (2) consists of items relating to the common challenges of leadership in the contexts of schools. Please indicate the extent to which these challenges are affecting the school leadership practices in your respective schools circling a number from 1 to 5 using the scale below. Where 1=strongly disagree; 2= disagree; 3= neither disagree nor agree; 4= agree; 5= strongly agree

TABLE 21: CHALLENGES OF SCHOOL LEADERSHIP

No	Items	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
		1	2	3	4	5

CH1	The qualification of our school leader affects the instructional leadership.	1	2	3	4	5
CH2	The absence of training and experience sharing on instructional leadership challenges the school operation.	1	2	3	4	5
CH3	The in availability of in-service training and teachers 'development program.	1	2	3	4	5
CH4	Inadequacy of adequate capacity, potential and knowledge of school leadership and management.	1	2	3	4	5
CH5	The leaders occupied by routine administrative tasks	1	2	3	4	5
CH6	The school leaders have lack of commitment	1	2	3	4	5
CH7	There is the lack of Instructional materials or pedagogical instruments for teaching -learning processes.	1	2	3	4	5
CH8	There is the lack of Library service and reference books or materials.	1	2	3	4	5
CH9	There is lack of School furniture like Students desk, chair, table and other resources	1	2	3	4	5
CH10	There is the scarcity of recurrent financial support.	1	2	3	4	5
CH11	There is the lack of qualified teachers	1	2	3	4	5

CH12	There is the lack of supporting staff	1	2	3	4	5
CH13	There is lack of adequate support from higher officials	1	2	3	4	5
CH14	There is problem of budgeting to each activity	1	2	3	4	5

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- PR: Productive Relationship
- CEC: Creating Enabling conditions
- PIT: Promoting Improved Teaching
- DDP= Data Driven Practice
- LSC= Leading Strategic Change
- CL= Capacity To lead
- CH-Challenges of school leadership

Appendix 3

Jimma University

School of Graduate Studies

College of Business and Economics

Department of Management

Interview Guide: For the school principals and vice principals

Part I: General Background of the participants

1. Name of the school: _____

2. Sex

Male _____ Female _____

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

4. Your current highest Educational qualification

Diploma

BA/ /B.Ed./

MA/MSc/M.Ed.

PhD/ D.Ed./Phil

Other (Please Specify) _____

5. Field of Study

Major _____ Minor _____

6. Experience

In Administration before present position; worked as

An assistance principal a unit leader a department head

A school supervisor another
specify _____

In your present position

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

Total Experience

1-5 6-10 11-15 16-20

21 and above

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

Yes No

If your answer for question no 7 is yes or no,why? Please specify it .

8. Your position attainment condition

By competition based on merit

By competition based on directives set by MOE

By close involvement of publicpolicy

If any other specify_____

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

Excellent Very good Good Poor Fair

Part II.Interview Guide Questions:

1. How do school leaderships are assigned at your school?
2. What are the major practices of secondary school leadership?
3. To what Extent secondary school leadership initiates the participation of community in school affairs?
4. Does the secondary school leadership encourage collaborative work to change the school?
5. Can you suggest the major challenges that principal's faces?
6. What possible solutions you suggest to tackle the challenge facing the school principals in their school leadership?

Appendix 4
 Jimma University
 School of Graduate Studies
 College of Business and Economics
Department of Management
 A Guideline for Document Analysis;

Name of the school _____

Observation Checklist

No	Item	Conditions				remark
		v-good	good	fair	poor	
1	Arrangement of school Document					
2	Preparation of the school strategic plan (the three years and one year)					
3	Action researches done in the school					
4	Comment minutes of supervisors					
5	Attractiveness of school compound					
6	Material resources ICT, laboratories and the like					
7	School leadership manuals					