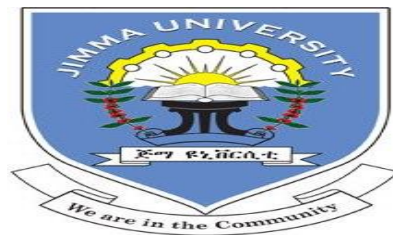


THE RELATIONSHIPS BETWEEN TEACHERS' EMPOWERMENT  
IN EDUCATIONAL LEADERSHIP WITH THEIR COMMITMENT IN  
GENERAL SECONDARY SCHOOLS OF EAST WOLLEGE ZONE

BY  
MEKONNEN REGASSA



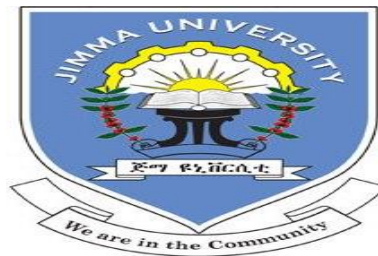
A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND  
BEHAVIORAL SCIENCES OF JIMMA UNIVERSITY

DECEMBER, 2019

JIMMA UNIVERSITY, ETHIOPIA

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ATHESSUBMITTEDTOTHEDEPARTMENTOFEDUCATIONALPLANNING  
AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF MASTER OF ARTS IN SCHOOL LEADERSHIP.

DECEMBER, 2019

JIMMA, ETHIOPIA

**JIMMA UNIVERSITY**

**COLLEGE: EDUCATION AND BEHAVIOURAL SCINCES**

**DEPARTMENT: EDUCATIONAL PLANING AND MANAGEMENT**

**LETTER OF THESIS APPROVAL**

this is to certify that the thesis prepared by: Mekonnen Regassa“ the relationships between teachers’ empowerment in educational leadership with their commitment in general secondary school of east Wollega Zone and submitted in partial fulfillment of the degree of master of art in educational leadership complies with the regulation of the university and meets the accepted standards with respected to originality and quality.

**APPROVED BY BOARD OF EXAMINERS**

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## **DECLARATION**

I, the undersigned, declare that the thesis is my original work, has not been presented for a MA in any other university and that all sources of material used for the thesis have been accordingly acknowledged.

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Date \_\_\_\_\_

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

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Date Submission

## ***Acknowledgements***

*First, I would like to express my heart-felt thanks to my advisor, Dr. Desalegn Beyene, for unreserved, critical and constructive comments he has given me for the overall accomplishment of this thesis and for excellent approach*

*I am also grateful to East Wollega Zone sample general secondary schools principals, teacher and education office for their information provision through questionnaire and unstructured interview, I would like to extend my special regards to all my colleagues who provided me moral support and encouragement. Special thanks Mr. Desalegn Bulti, Mr. Dsalegn Worku, Mr Tekalegn Neggassa, Ato Teshome Bersisa, for their material as well as moral support starting from the initial to the completion of this research work*

*My thanks also go to Fayera Fanta, for not only editing this material but also providing me an overall constructive comment through the study.*

*Finally, I do not forget my family (wife and children) for their moral and financial support and encouragement, as well as their patience throughout my study.*

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## *Abbreviations and Acronyms*

CRC: Cluster Resource Center

CTQ: Center for Teaching Quality

MOE: Ministry of education

SIP: School Improvement Program

SPES: School Participant Empowerment Scale

SPSS: Statistical Package for Social Scientists

TGE: Transitional Government of Ethiopia

## **Abstract**

*The purpose of this study was to assess the relationship between teachers' empowerment in educational leadership with their commitment in general secondary school of east wollega zone, Oromia Regional state. To be successful in the study four basic questions were raised. The research questions were emphasized the extent to which the Teacher empowerment in educational leadership and its relationship with teaching and learning was being implemented in public secondary schools of the zone. Mixed method that is both quantitative and qualitative employed. Accordingly, the total of 59 public secondary schools of East Wollega. From seventeen wore as four wore as (Guto Gida, Jima Arjo, Diga and LekaDulecha) were selected. A total of 118 individuals were participated in the study. Among these 98 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 10 secondary school principals, 10 Teacher associations were included through purposive sampling technique. Questionnaire, document analysis and interview were the main instrument of data collection Interview was utilized to substantiate the data collected through the questionnaire the analysis of the quantitative data was carried out by using percent, mean and standard deviation. Data obtained through open ended questions, and interview was qualitatively analyzed. Mean standard deviation and T-value, P-value was employed to analysis quantitative data. The findings of this study showed significant relationships between the teacher empowerment in educational leadership and its relationship with their commitment. The data showed statistical significant between the teacher empowerment in educational leadership and commitment in teaching and learning in the study. Significance between the domains of the teacher empowerment in educational leadership and commitment in teaching and learning in the study showed no statistical significance in this study. This is because teachers will be freely involved to participate and make decisions regarding the learning and teaching of the students. Based upon the data, can be concluded that specific principal skills related to the domains that have an influence on teacher empowerment to improve commitment to teaching and learning. Finally, some of the recommendations forwarded are School leaders are advised to use the teacher empowerment in school leadership and give attention to the teacher empowerment in order to adequately enhance better teaching and future research should also focus on how school administration and leadership practices in secondary schools could be improved.*

## ***CHAPTER ONE***

### ***INTRODUCTION***

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

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

One of the promising models in education reform is teacher empowerment which is related to teacher leadership (Hirsch et al., 2006). According to Short and Johnson (1994), teacher empowerment is important in educational reform. Empowerment in educational reform stems from the business sector. Davison and Dell (2003); Martin et al. (2001) and Short and Johnson concur that teachers will be more creative and productive if they are empowered; this productivity should improve school effectiveness. The result should be improved student achievement (Davison & Dell, 2003; Martin et al. 2001; Short & Johnson, 1994). Riley, (1995) indicated that teachers are the most important resource in the school restructuring processes. In similar, (Hirsch et al., 2006a, 2006b; Wan, 2005) stated that teachers are the most equipped to make decisions concerning teaching and learning, so it is very important to research the conditions that will ensure that teachers are able to effectively perform their jobs. When teachers have empowered, their authority structure changes and if this can change, then empowerment can be more easily performed as well as school restructuring can be accomplished. Empowered teachers can make greater contributions, and seeing the changes that these contributions make, can further add to and sustain the momentum.

Empowerment is a process utilized across multiple disciplines and addressed in the works of several scholars: Organizational (Hemric, Schools, Boone, Boiling Springs, & Shellman, 2010); Psychological (Coble, 2011; Lintner, 2008; Zimmerman & Peterson, 2004); Business (Lintner, 2008; Short & Johnson, 1994); Healthcare (Bluestein, 2011; Coble, 2011; Lintner, 2008; Vickers, 2003; Zimmerman & Peterson, 2004); Social issues (Kark, Shamir, & Chen, 2003); Education (Coble, 2011; Hemric et al., 2010; Kirgan, 2010; Zimmerman & Peterson, 2004); Merriam-Webster Online Dictionary (2012) define empowerment as to give official authority or legal power. Principals who empower are equipped to foster relationships with teachers while influencing them to participate in decision making processes of their school. When teachers are

involved in making decisions, their morale, performance, satisfaction, and ownership positively influence school effectiveness. Teachers become acceptant, compliant, and develop a, “just doing a job mentality,” when involvement is absent. Upon developing this mentality, teachers feel as though they are in constant struggle with self and others in an attempt to maintain humanity. Empowerment has its roots in education, as advocated by Freire (2004).

Teacher empowerment is a field that teachers should have enough jurisdictions in the professional development process to have self-efficacy. Short (1992) stated that teacher empowerment is as a professional development process including professional knowledge base, higher teaching efficacy, and promote decision-making to meet the requirement of education. The three key issues accentuated in the study included: (a) empowerment is a learning process which grows the ability of teachers to achieve authority and let them to create a more effective learning environment, (b) teachers should obtain a higher self-awareness to enhance the learning environment, and (c) empowering motivation is a factor which improve teacher’s sense of power and consequently increase self-efficacy.

Principals need to utilize their leadership power to establish, develop, and implement methods that empower teachers to make decisions and take responsibility for the content included within their curriculum. Area Technology Center principals are not able to possess expertise in all technical programs within their schools, deeming it necessary to empower teachers to make decisions, take ownership, and implement change. Therefore, it is essential for principals to gain an understanding of the relationship between principal power and teacher empowerment in order that organizational change will be more effective (Hemric et al., 2010; Johnson & Short, Lintner, 2008; Scribner et al., 2001; Short & Johnson, 1994).

Lightfoot (1986) defined empowerment as exercising “autonomy, responsibility, choice, and authority” and stressed the importance of empowering all educational partners. Short and Rinehart (1992) refer to empowerment as teachers taking responsibility for their own choices and decisions. The body of research is vague when addressing the relationship between career and technical education teacher empowerment and principal power bases. This study will provide insight into how career and technical education teachers perceive their level of empowerment based on their principal’s use of power.

At present time, the MoE and Regional Education Bureaus of the country gave special attention to achieve high quality of students result through teachers' empowerment. East Wollega zone Secondary schools are one of the governmental structures that cannot be free from teachers' empowerment to use their capacity effectively in order to improve quality education. Thus, this research is aimed at investigating of the relations of teachers' empowerment in educational leadership and their commitment in general secondary schools of East Wollege Zone.

## **1.2. Statement of the Problem**

Teacher empowerment has been viewed by many researchers as promoting collegiality, providing quality professional learning and acknowledging the impact that teachers have on student achievement (Zembylas &Papanastasiou, 2005). According to Wynne (2001), the goal of teacher empowerment is improved student achievement. Results from a study of 449 teachers in Cyprus to determine if professional growth, decision-making, promotion, and status affect a teacher's sense of empowerment indicated that status, decision making and personal growth does increase a teachers' feeling of empowerment (Zembylas &Papanastasiou, 2005).

As the job of the principal increases in difficulty due to new and more rigorous expectations for accountability and student achievement, empowering teachers grows in importance. Principals must learn how teachers feel about being empowered, how to best empower teacher-leaders in their buildings, and how to study the perceived levels of empowerment in their respective school buildings (Kelly A Moran, 2015)

Anderson (2004) discusses two types of teacher leadership/empowerment, formal (department chairs, lead teachers, mentors etc.) and informal (well versed in their craft and able to influence colleagues to hone their skills). The results from this study indicated a need for caution in the use of formal teacher leaders (Anderson, 2004). Formal leaders often resemble administrative leaders and this may prevent some teachers from assuming leadership roles (Anderson, 2004). Anderson stated the schools in the study created informal leadership roles; these teachers were empowered. They were allowed the autonomy to make decisions and they were provided the opportunity to participate in professional learning. They were respected as educational professionals. These informal leaders influenced the entire organization; the informal teacher leaders did support school improvement

Blanchard and Carlos (1996) accentuated some key pinpoints. First, employees must be responsible and managers need to trust employees. Second, rewards create more motivation, enhance self-efficacy of the organization, and encourage an innovation. Third, training and development is vital in the process. Fourth, the more trust, the more motivation can be predicted. According to Short's (1992) study teacher empowerment as a professional development process containing professional knowledge base, higher teaching efficacy, self-efficacy, and increasing participation in decision-making to meet the goals of education. The three key points in the study include: (a) empowerment is a learning process increasing the ability of teachers to achieve authority and allowing them to make a more efficient learning environment, (b) teachers should have a higher self-awareness and improve the learning environment, and (c) empowering teachers can enhance their motivation and improve their sense of responsibility in order to increase overall efficacy.

Saunders (1969) observed decades ago that one could conceptualize the development of an educational system in Africa (that could play its proper role in national development) within the major constraints imposed by the African scene. He also listed out six such constraints or bottlenecks of "development-oriented" education in Africa: too many children, too little money, too few qualified and dedicated teachers, lack of facilities, shortage of appropriate textbooks and teaching materials and the gulf that exists between the school and its community. It is disappointing to learn that all these constraints or bottlenecks are still posing a formidable threat to the relevance of education in Africa.

People were trying to explain (Negash, 1990; TGE, 1994) the performance of the Ethiopian educational system against the constraints or bottlenecks identified by Saunders some 40 years ago. The Ethiopian government attributes, for instance, the irrelevance of the country's education to the lack of interrelated contents and mode of presentation that can enrich problem-solving ability and attitude. Negash (1990, 2006) also puts the blame on the inappropriate teaching-learning process characterized, among others, by too many students in a classroom and poor command of the English language. He concludes that "it is very hard to say that Ethiopia has a functioning secondary education system" (Negash, 1990). This paper reports the result of efforts to address some of the challenges that undermined the relevance and practical contributions of

education. Focus has been put on empowering teachers and alleviation of shortage of teaching materials.

In Ethiopia, principals as educational leader can do their best in the success of their school. In building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that take responsibility for student achievement, develop and communicate plans for effective teaching, among all staff members and monitor students learning progress and closely work with parents(MoE:2005). In this regard, Nanson (2010) argued that most principals' are hardly seen in their offices executing their duties; they neither delegate nor communicate to their teachers. Furthermore, CfBT, (2008) argued that much of principals time was spent on political duties unrelated to the education of students at their school, and requiring much absence from the school site. This seems to reduce the level of performance affecting the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate drop out as well as other instructional activities at schools. Hence, the collision of principals' leadership style and teachers' performance as has been a subject of disagreement by Adeyemi, (2006). The argument was centered on whether or not the principals' leadership style influences the level of performance among teachers.

In the past ten years the researcher has served in East Wollega schools as a teacher, school vice principal and as CRC supervisor. In that period of time the researcher observed complaints that most teachers have not been empowered in Educational leadership that the teachers are not interested in decisions made by principal, in delegation of duties and responsibilities in different activities of the school. Therefore, the above situation and the ordinary experience in the secondary schools of the zone initiated the researcher to conduct a study on the teachers' empowerment in educational leadership.

This research therefore was fill the gap observed in the area of teacher empowerment that more closely has the relationship between levels of teacher empowerment in teaching and learning. If there is a strong correlation between empowerment and in teaching and learning, school leaders can use the practice of empowering teacher-leaders to improve the overall working conditions and morale of the teachers.

Thus the purpose of this study would be to investigate the status of teachers' empowerment in educational leadership and examine their relationships to the teaching learning. Therefore, the following research questions answered in the course of this study.

1. What is the practice of empowering teachers in educational leadership in selected secondary school of east wollega?
- 2 To what extent do school principals' empower teachers in educational leadership in the selected secondary schools of East Wollega
- 3 What is the relationship between teachers' empowerment in educational leadership with their commitment?
- 4 What are the major challenges of the schools in empowering teachers in school based management?

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

#### ***1.3.1. General Objective of the Study***

The general objective of the study was to assess the relationships between teachers' empowerment in educational leadership with their commitment in government general secondary schools of East Wollega zone.

#### ***1.3.2. Specific Objectives of the Study***

Specifically, the study attempted:

- 1) To identify the practice of empowering teachers in educational leadership.
- 2) To assess the extent to which the principals' in the selected secondary schools of East Wollega zone empower teachers in educational leadership in the selected secondary schools.
- 3) To assess the relationship between teachers' empowerment in educational leadership and with teaching and learning in the selected secondary schools.
- 4) To identify the major challenges of schools in empowering teachers in school based management in the selected secondary schools.

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

Teachers' empowerment in educational systems needs to be emphasized by the government, school leaders and educational experts as a whole. As far as teachers' empowerment is concerned, the role and contribution of school leaders are indispensable. For the effective teacher



empowerment, school leadership' awareness and active participation were important. So, the study aims at assessing the overall school leadership' effectiveness teachers' empowerment and finally to recommend possible solutions.

That is why currently; the government of Ethiopia made the education sectors its agenda to ensure the provision of quality education for all citizens, which was launched as a major nation-wide reform program to improve the quality of general education MoE, (2010). The results of this research would have deep significance for the enhancement of secondary school teachers' performances and satisfaction by empowering them in study areas. Specifically the result of this research would have the following importance in the school principals, teachers, students, parentand others.

Thus, the results of the study would have the following contributions.

- It may provide information about the status of the principals' understandings in empowering teachers in educational leadership in secondary schools of East Wollega zone for the Zone and Woreda Education Officials and secondary school principals.
- The study may contribute to the future quality education improvement, by initiating school leaders' and other responsible parties in the zone to effectively empowering teachers in educational leadership.
- It may help to initiate other researchers to conduct further study around the teachers' empowerment.

### **1.5. Delimitations of the Study**

In order to make the study more manageable, the study was delimited geographically it was delimited to Oromia Region, East Wollega zone, specifically 10 secondary schools (grade 9-10) schools that are found in four woredas of east wollega: namely, Guto Gida, JimaArjo, Diga and Leka Dulecha to make it more manageable and feasible. Regarding the concepts, it was delimited to teacher empowerment in educational leadership such as development, career development and empowering to different ladders of leadership in schools and its relationships with their commitment. The population of the research also delimited, therefore, Community in this context: teacher, teacher association and school principals are the specific population of the study. The research was also delimited on teacher empowerment in educational leadership and its relationship. With teaching learning. Finally, concerning the time, the study was confined to 2011 E.C school year.

## **1.6. Limitations of the study**

It is obvious that research work can not totally free from limitations. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals, teacher association and teachers were busy and had no enough time to respond to questionnaires and interviews. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of contemporary and relevant literatures on the topic, especially on local contexts. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible.

## **1.7. Definition of terms**

**Leadership** –Capacity to translate vision in to reality (Warren Bennis)

**Teachers’ empowerment** - Bolin (1989, p.82) defined teacher empowerment as investing teacher with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.

**Decentralization**-Decentralization is simply meant that decision-making authority is passed down to lower organizational levels (Robbins, 1994.).

**Status**-The professional respect that teachers receive from peers; it is when peers acknowledge their expertise (Short, 1994; Whitaker & Moses, 1990).

## **1.8 Organization of the Study**

This study was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter of the study gives emphasis on relevant literature related to the factors that affect female teachers' participation to primary schools 2nd cycle leadership and an attempt were also made to define educational leadership

#### 2.1. Concept of Teacher Empowering

"Empowerment" as a term has been frequently used in management circles in the 1980s. It requires individuals to make appropriate decisions that result in improved processes or products, which, in turn, contributes to organizational objectives (Scarnati & Scarnati, 2002). Although the empowerment management approach emerged from the business world, the concept of teacher empowerment parallels employee empowerment in a business.

According to Bolin (1989), empowerment is defined as "investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach" (p. 82). Lee (1991) shared this definition and further emphasized the development of an environment in which teachers act as professionals and are treated as professionals. Lightfoot (1986) explained empowerment in terms of the opportunities that an individual has for power, autonomy, choice, and responsibility.

School administrators need to become knowledgeable of what empowerment practices look like in the school environment in addition to the skills and behaviors this practice includes. This knowledge will then assist them in replicating such models of empowerment in their own districts in hopes of maximizing student achievement. As defined by Marks and Louis (1997), teacher empowerment is "an educational reform initiative that often accompanies policies to increase decision-making authority and accountability at the school level (p. 245). According to Seed (2006), who experienced empowerment first hand as a teacher and defines it a little differently, administrators empower teachers by "acting as a buffer between the school board and critical community members while simultaneously aiding the [teacher] teams" in their decision making practices (p. 41). Hatcher (2005) proposed a slightly different view and proposed that empowerment is "the opportunity to exercise leadership [that] can be made available to the body of teachers within a school by creating a non-hierarchical network of collaborative learning" (p.

255). According to Devos, Tuytens, and Hulpia (2014), however, empowerment resides “where the leadership is distributed among all members of the leadership team and where teachers can participate in school decision-making” methods (p. 205). Empowerment, then, is a “dynamic, interactive influence process” comprised of the “concerted action of people working together [...] which brings about a situation in which the amount of energy created is greater than the sum of the individual actions” (Devos et al., 2014, pp. 208-209). The school that follows a leadership framework of elevating teacher-leaders is one that follows a “model that empowers groups of teachers to act as a professional practice in their school” (Williams, 2007, p. 211). In highly empowered school environments, “leadership functions are stretched over the work of a number of individuals, and tasks are accomplished through interaction between multiple leaders” (Devos et al., 2014, p. 209).

In the United States, there has been an increasing acceptance of the idea that good schools must treat their teachers with respectful regard, allowing them to exercise their judgment in matters related to instruction as well as school-wide issues that extend beyond their individual classrooms (Zeichner, 1991). Advocates see teacher empowerment as a means of overcoming the existing administrative order and gaining increased control of the profession.

The involvement of teachers in the process of school-wide decision-making means the establishment of bonds to connect teachers with other teachers, their principal, the parents, students and community. They also argue that granting new respect to teachers may help to attract and retain more capable teachers (Bolin, 1989,). Oswald (1995) claims that teacher empowerment is a corner stone of teacher professionalism

Empowerment can be thought of as a process whereby school principals help to develop teachers' competence to take charge of their own work and resolve their own problems. Several researchers have looked in to the process of empowerment at different levels (e.g., the teacher level, the administrator level, and the school level) and concluded a number of conditions that are essential to the implementation of teacher empowerment in any particular school.

## **2.2. Teacher Empowerment**

Scholars recognized empowerment as a significant factor in successful school reform. Lightfoot (1986) defined empowerment as a chance to practice autonomy, responsibility, choice, and

authority. On the other hand Melenyzer (1990) stated, “Teacher empowerment is the opportunity and confidence to act upon one’s ideas and to influence the way one performs in one’s profession”. The review of literature indicates that principals’ effective use of leader power can empower teachers.

Hobbs and Moreland (2009) and Keedy and Finch (1994) conducted case studies to explore the sharing of power between high school principals and teachers. Data were collected through a series of interviews, with principals being asked about several components of the school: vision, mission, environment, and improvement strategies. Findings from these studies led to a four-step process of the sharing of power between the principal and teacher: (1) willfully sharing, (2) principal’s vision implemented, (3) negotiation, and (4) roles united between principal and teacher, with each step working together to empower faculty. The willful sharing of power occurs when the principal expands the foundation of distribution of power among the faculty so they take ownership in the vision through the negotiation of what and how the vision can be attained. With this approach, the principal becomes more of a team member, with everyone working toward the same outcome. Positional power is realigned, and teachers are empowered to have input and affect decisions that are made within their school. This process was utilized to bring stability back to the school by involving all members and making them accountable for their actions or lack thereof.

Keedy and Finch (1994) identified that neither the principal nor teachers were responsible, yet a team effort involved all parties desiring the best for the school. As teachers were empowered and became accountable for their roles, the principal acted as a catalyst for change and focused on school improvement. Researchers also noted that principals should understand the power they possess and how to utilize that power to empower teachers.

Hobbs and Moreland (2009) found six dimensions of empowerment identified by Short and Rinehart (1992) that include: decision making, professional growth, status, self-efficacy, autonomy, and impact. Autonomy was identified as a weak construct that required time to develop in order to make decisions. Decision making had an immediate effect on teacher empowerment. As teachers acquire more experience and knowledge, their level of self-efficacy increases; and they build confidence in the decision making process.

In their qualitative research study on teacher empowerment and principals that empower, Blasé and Blasé (2001) collected data from 285 teachers among elementary, middle, and high schools. These schools were practicing a shared governance model focused around the League of Professional Schools. The instrument utilized to collect data was an open-ended questionnaire asking teachers to supply information about how their principal empowered them and to provide an example of what took place for the empowerment to occur.

Findings revealed that principals should encourage independence by enabling teachers to make decisions about their curriculum materials, increase innovation by allowing teachers to provide experiments with students, and permit the use of a variety of materials within the classroom. These leadership practices empower teachers to make decisions that influence their classroom. Further, teachers indicated that trust in their professional knowledge and judgment was needed to be successful, i.e., that principals need to trust their teachers to perform the work necessary to allow students to be more successful.

### **2.3. Principals' Role in Empowering Teachers**

A variety of research articles and their findings are present in the field of education in USA and UK. Most of them agree on the key leadership roles assumed by the school principals to help teachers to develop as professionals who are confident and committed, possess specialized knowledge and expertise, collaborate with colleagues and undertake leadership roles both within and outside their classes.( Harris, 2003) Principals are the promoters of a environment which results in a paradigm shift of powers from those at the top of pyramid to those who are working in close collaboration with the learners- that is the teachers. This mode of shifting responsibilities and power to teachers' results in shared decision-making, which is essential to school reform and to the changing demands in a global world.

Results of various studies indicate that teacher empowerment is most closely related to principal's social attractiveness (perceived similarity to teachers) and trustworthiness (perceived willingness to suppress one's own self-interest for the benefit of the school (Blase, J. and Blasé, 2001).

The role of the leaders is to facilitate the development of teachers so that they will have the power and ability to determine important things about their work and schools. As indicated

above, recent development on school reform, organizational studies, teachers' professional development, and school leadership all point to the importance of teacher empowerment. Empowerment is not easy and it cannot be accomplished in a short span of time. However, it can invoke real thinking and learning as well as meaningful action.

If teachers are directly involved in leading the improvement effort they, would act as leaders without occupying any formal leadership roles. (Ghamrawi.2010,). Schools need to cultivate this largely untapped resource for change and improvement in schools by providing teachers with leadership opportunities, appropriate training, and professional support - empowerment in short. (Rizvi M., 2008) .An active and effective teacher leader can directly impact the school, its teachers and most importantly the students.

There seems little doubt that both district and school leadership provides a critical bridge between most educational-reform initiatives, and having those, reforms make a genuine difference for all students. Such leadership comes from many sources, not just superintendents and principals. However, those in formal positions of authority in school systems are likely still the most influential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement.

School principals have an important role to play in building teacher leadership capacity by promoting teacher leadership learning teams, helping them clarify their vision, and encouraging them to develop habits that will enable them to make the most of their collaborative efforts. Many researchers have tried to develop a link between the distributed leadership of school heads and principals and consider it an important step towards empowering the staff. (Harris, 2003). They consider that the leadership of the principal is necessary but not sufficient.

The principal is also more likely to be seen by staff as a source of instructional advice, which suggests that they are both more accessible and more knowledgeable about instructional matters than their counterparts in otherwise similar lower achieving schools Ash and Persall (2000) also in agreement to the view that principals must create an environment that supports collaboration

among teachers; provides time for teachers' professional development; and recognizes, rewards, and celebrates the concept of the teacher as leader

The crucial role of principal is evident from the survey reports of *The American Teacher: An Examination of School Leadership* (2009) which reports that many teachers fear their chances to influence decisions about their profession are eroding. Teachers believe that principals spend more time on reporting and compliance than on guiding and motivating teachers, but principals report that the reverse is true. Principals must change this perception so that teachers feel empowered as school leaders.

## **2.4. Conditions to Implement Teacher Empowerment**

Some studies have attempted to group these conditions at the administrator level into seven dimensions. The first four dimensions of conditions can also be regarded as human-side conditions/factors, while the remaining three are operational conditions/factors.

### **2.4.1. Human Factors**

#### **I Visionary Leadership**

A vision constitutes the expression of what the organization needs to be and is capable of becoming at a specific point in the future. Vision can also be viewed as the shared values and beliefs of a group of people, and thus in any educational reform it helps schools to define their own direction (Stoll&Fink, 1995,).

According to (Beare, Caldwell & Millikan, 1997,) to become visionary leaders, principals should take actions like: (a) establish a sound vision .for their school;(b) communicate this vision in a way that secures commitment among members of the school; and (c) communicate the visions with a clear focus on meaning. On the other hand, visionary leaders have to help teachers articulate and question their own visions and then consider how these might relate to those of others (Stoll &Fink, 1995,). Organizational effectiveness is partially dependent on the degree of congruence between the values of the organization and the personal values of its members (Porterfield, 1999,)

The formulation of a shared vision is no easy task. Principals are reminded that the vision must be constructed with substantial input from school participants, be reflected in important



important actions, and incorporate the key values that drive school participants in their tasks (Wall&Wall,1995).

## **II Empowering Mentality**

An empowering mentality can be viewed as a personality characteristic and refers to the innate attributes of the leader that motivate behavior in various inter personal situations. Before leaders can create an environment through which others can be empowered, they must first empower themselves (Appelbaumetal.,1999,).That is to say, principals must adjust themselves intrinsically at the very beginning of the empowerment process. The content of an empowering mentality might include such elements as (Appelbaumetal., 1999,) (a) a sense of self-determination: leaders are free to choose how to do their work;(b) a sense of meaning: leaders feel that their work is important to them;(c) a sense of competence leaders are confident about their ability; and(d) a sense of impact: leaders believe they can have influence on their work.

## **III Emotional Leadership**

Maslow's need hierarchy theory has become a widely discussed perspective in the study of human motivation. Needs refer to internal factors that determine the direction and goals of behavior. Many of these factors are emotional by nature, such as enthusiasm, *interest*, and excitement. Empowerment, obviously, is closely related *to the emotional* dimension of organizations. Bearing this in mind, principals *motivate teachers* by emotions more than by tangible rewards *in completing* their tasks.

Lashley(2001,) suggests the methods for leaders in the service sector to demonstrate emotional leadership: These methods (a) appeal to emotional responses from subordinates by involving the use of mission statements which convey the vision and values of the organization and (b) use of emotional language: showing complete *confidence* and trust in subordinates.

## **IV Trust**

Visionary leadership, empowering mentality, and emotional leadership are all associated with the element of trust. At the administrator level, what can school leaders do on their attitudes in order to enhance mutual trust among all school participants? . Under humanistic

management, workers are seen as liking work, which is as natural as rest or play; they do not have to be controlled and coerced, if they are committed to the organization's objectives; under proper conditions they will not only accept but also seek responsibility (Robbins, 1994,). Incorporating humanistic attitudes into a principal's leadership style can thus enhance trust among all school participants.

## **2.5. Operational Conditions/Factors**

### **2.5.1. Decentralization**

Schools are formal organizations with highly centralized management authority and highly bureaucratic structures. By decentralization is simply meant that decision-making authority is passed down to lower organizational levels (Robbins, 1994,). Teacher empowerment, at its core, requires teachers to participate in a more central way in the determination of school goals and policies and to exercise their professional judgment about the content of the curriculum and the means of instruction (Zeichner, 1991, ). Decentralization is therefore an important operational factor of empowerment at the administrator level.

### **2.5.2. Information Sharing**

Because of bureaucratization in schools, determining the content of information sharing has rested in the hands of principals. This responsibility must be moved downward to school participants if empowerment is to be meaningful. Crucial content has to do with the school's mission and performance and the knowledge and skills that enable teachers to understand and contribute to organizational performance (Lawler, 1992,inAppelbaumetal., 1999; Potter field, 1999,).

Johnson and Redmond (1998,) further elaborate the process of information sharing and explain how empowerment happens: A manager might (a)provide information about the job to be done, the methods to be used, and the training provided; (b)discuss with the individual how the work is to be done, and how the job holder's knowledge and skills can be enhanced.

### **2.5.3. Collaboration**

If leaders are to create an empowering organization, they need to establish a supportive working environment, develop individuals or groups that work collaboratively, and inspire the

organization(Davis &Wilson,2000). Collaboration can be characterized as a relationship where in all parties involved us shared means, such as information and other resources, to accomplish mutually defined ends (Hayes& Lunsford, 1994). From this perspective, leadership has another meaning in operational terms. Apart from being defined as the personal characteristics of a leader, leadership is now described as a process of coordinating efforts and moving individuals together as a group (Appelbaumetal., 1999).

When school participants collaborate, they bring their own vision and talents to solving mutual problems. An understanding and sharing of each other' sex perience increase trust. Therefore, collaboration brings definite benefits, both as ends in themselves and as a means of improving performance(Evans, 1996)

## ***2.6. Dimensions of Teacher Empowerment***

### ***2.6.1 .Decision Making***

One dimension of teacher empowerment is decision making. Teachers should be involved in making decisions concerning all aspects of the teaching and learning process to include curriculum, textbooks, scheduling, planning, personnel selection, and goal setting (Davidson & Dell, 2003; Levin, 1991; Short, 1994; Sweet land& Hoy, 2000; Whitaker & Moses, 1990). In order for change to occur teachers must become partners in the process, (Whitaker & Moses, 1990).Their involvement must have an impact on final decisions (Short, 1994; Whitaker & Moses, 1990). Allowing teachers to be involved in decision making will result in teachers being responsible for solving problems; they will no longer just identify the problems (Short, 1994; Whitaker & Moses, 1990).

People tend to be more committed to ideas/projects if they are involved in the designing and planning process (Short, 1994; Short & Johnson, 1994; Whitaker & Moses, 1990). Klecker and Loadman (1998a) in a study of 10,544 classroom teachers in Ohio defined and measured the dimensions of teacher empowerment. The findings from the study indicated that the teachers in the study felt they were recognized in their schools; felt there was support for their professional growth; and felt they were equipped to differentiate for the students, but they did not feel they were involved in decision-making; therefore, the overall rating of empowerment remained in the neutral range (Klecker & Loadman, 1998a).

Shared decision-making is necessary for teacher empowerment to occur (Klecker&Loadman, 1998a). In another study of 2,741 teachers conducted in 86 New Jersey middle schools; this study was conducted to determine the relationship between teacher empowerment and school climate; the findings concluded that teachers felt more empowered if they were involved in the decision making process (Sweet land& Hoy, 2000). The findings from a study of the Accelerated Schools Project model (the project was conducted in three rural schools with 24 teacher participants) concur with the findings from Sweet land and Hoy (2000); for empowerment to occur teachers must be actively involved in the decision-making process (Davidson & Dell, 2003). Jinkins (2001) conducted a small study consisting of three teachers and nine students; the participants in the study participated in intense professional learning; the study investigated how knowledge and the use of the teaching/learning cycle in reading instruction influence decision making and student achievement. Baseline data was collected using running records and writing samples; progress was monitored using the same items. The findings supported the use of increased decision-making for teachers; there was a correlation between teachers making instructional decisions and improved student achievement.

Finally, the findings, from a study of a 100 participants on the detailed analysis of teacher empowerment, also concur with Jinkins; Klecker and Loadman (1998a); and Sweetland and Hoy there is a correlation between teachers who have the highest involvement in the decision making process and their perception that empowerment is really beneficial (White, 1992).

### ***2.6.2. Professional Growth***

Another dimension of teacher empowerment is professional growth. Teachers should be provided the opportunity for continuous professional growth; teachers feel more empowered when they are knowledgeable about their subject (Short, 1994). Glenn (1990) stated leaders should recognize teachers that are involved in professional development. People are more confident when they are good at their craft (Short, 1994; Whitaker & Moses, 1990). Short, Whitaker and Moses agree instruction will improve when teachers are skillful. Good professional learning is necessary for quality teaching and improved scores (SECTQ, 2004).

According to Berry et al. (2010a) results have proven that the reason "American students do not perform as well as many of their international peers on achievement measures in math and science is that their teachers are not given the kinds of opportunities they need to learn from

each other" (Berry et al. (2010a).Results from a national survey of 1,210 teacher leaders indicated that teachers who have the opportunity to collaborate with their peers improve their teaching effectiveness (Berry et al., 2010a). The results also indicated that teachers joined local networks because they wanted to be able to exchange ideas with other professionals (Berry et al., 2010a). Finally, according to the results from the 2006 North Carolina Teacher Working Conditions Survey, teachers indicated a need for time to participate in professional development (Hirsch et al, 2006a).

### ***2.6.3. Status***

Status is a dimension of teacher empowerment. Status refers to the professional respect that teachers receive from peers; it is when peers acknowledge their expertise (Short, 1994; Whitaker & Moses, 1990). Teachers feel that the status of the profession has suffered because of the public's low opinion of public education (Short, 1994; Whitaker & Moses, 1990). It is important for the status of the profession to be improved and this can be done through empowering teachers to make decisions affecting their careers (Whitaker & Moses, 1990).

Results from the Clark County Teacher Working Conditions Survey which included responses from approximately 8,500 educators indicated that teachers being recognized as educational experts had a positive effect on student achievement (Hirsch et al., 2006b).According to Hirsch et al. (2006b), "For every 10 percent increase in the percentage of educators who agree that they are recognized as experts, a 1.7 percent increase in the proportion of students proficient or above in math can be estimated" (Hirsch et al. (2006b)).

### ***2.6.4. Self-Efficacy***

Self-efficacy, a dimension of teacher empowerment refers to teachers believing they have the skills to perform the job (Short, 1994; Whitaker & Moses, 1990). Teachers need to know that they are competent to make a difference (Short, 1994; Whitaker & Moses, 1990).Self-efficacy increases as teachers develop competence. When teachers believe their knowledge of teaching and learning is of value; they will feel more empowered (SECTQ, 2004). Teachers will feel more empowered if they have strong skills and abilities (Short, 1998).

According to Berry et al. (2010a), "Both individual and collective teacher leadership self-efficacy have been linked with successful school improvement and reform efforts, by creating a critical mass of empowered experts within the building". Results from the Center for Teaching

Quality (CTQ) indicated that educators in a large urban district in North Carolina agree that encouraging self-efficacy is important to creating empowered experts, which they indicated as a key factor to improving student achievement (Berry et al., 2010a).

### ***2.6.5. Autonomy***

Autonomy, another dimension of teacher empowerment, autonomy refers to teachers believing that they have control over certain aspects of their work; autonomy is directly related to decision making (Short, 1994; Whitaker & Moses, 1990). It involves having the freedom to make decisions (Short, 1994; Whitaker & Moses, 1990). Autonomy allows for growth and renewal which is essential to success (Whitaker & Moses, 1990). White (1992) finds that autonomy creates a greater interest in teaching, increases collaboration, and increases self-esteem. Leaders must create environments where autonomy can occur (Short, 1994).

### ***2.6.6. Impact***

The final dimension of teacher empowerment is impact. Impact refers to the teacher's need to have an influence on the teaching and learning process (Short, 1994; Whitaker & Moses, 1990). Teachers need to know that they are of value to the organization (Short, 1994; Whitaker & Moses, 1990). Teachers want to be told that they are positively affecting the teaching and learning process (Short, 1994; Whitaker & Moses, 1990).

According to Davidson and Dell (2003), teachers must believe their ideas will be put into practice. The findings from the study of 10,544 classroom teachers in Ohio, which defined and measured the dimensions of teacher empowerment indicated that because teachers felt they were not allowed to make a real impact, their feeling of empowerment was rated as neutral (Klecker & Loadman, 1998a). According to the results from the Teacher Working Conditions Survey, which has been administered in at least five states over the past 8 years, teachers have a major impact on student learning; therefore, it is important that they are involved in the teaching and learning process (Berry et al., 2007; Hirsch et al., 2006a, 2006b; SECTQ, 2004).

## ***2.7. Communication and teacher's performance***

Oxford (2005) defines communication as a process of passing on information from one person to another. Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management.

Hannagan (2002) defines communication as a way of passing on information about the effectiveness of particular work behaviors and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviors that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined especially in primary schools of east Wollegazone Pritchard and others (1988, as quoted in Hannagan, 2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/she is doing in relation to the goal. So, that if necessary adjustments were made in supporting teachers. He further indicates that communication may be informs of memos, telephone calls, messages, posting notes, writing letters and sending E-mail or fax.

In East wollega zone these modes of communication are not properly applied in fields of education more particularly in secondary school . The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that for performance to be effective, it is important for employers to communicate on what is to be done and how it is to be done. He added that communication might be presented directly or indirectly to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individual may come because of good and open communication provided by heads of human resource departments or heads of institutions like principals.

This concept of communication is supported by House (1973) path-goal theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. The theory further stresses that through communication errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning. Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management in

(1997). The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible.

Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees' critical performance aspects. This view has a relationship with research conducted by Ash ridge management research group in Handy (1996) which identified that one of the reasons why communication is important to support a number of human resource processes such as appraisal, resourcing and succession planning. Communication therefore becomes more than distributing messages, it becomes an interplay between actors Johansson, (2003). Depending on how communication is conducted, in what circumstances and with what actors, it can deliver different outcome.

The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites. This has a bearing to research conducted by Armstrong and Baron (1998) where they found that the 51 organizations covered by the research used communication channels get information about development needs. Armstrong (2003) further notes that communication is often anonymous and may be presented to individuals or managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open, the culture is, the more open communication is likely to be revealed to the subordinates. One of the reasons why communication is important is that it supports a number of human resource supplies. However, these scholars do not show how principals' communication to the teaching staff could be used to enhance teachers' empowerment in the zone.

Thus, a gap left for this study to under-take. In a related view, Nanson (2010) identified that communication as leadership behavior many a times has been mishandled and has tended to reduce its proper meaning in leadership. Areas in which it has been mishandled include; education managers not being frank and often give wrong communication to teachers. Many times principals' entrust their information to junior staff who often report wrongly to their colleagues. Though Narayana findings revealed a lot as far as communication and teacher performance in primary schools were concerned, her focus was not on the secondary schools in East Wollega zone. From above reviews, it is important to conclude that, the idea of communication is important in leadership; where communication is truly practiced; the



leadership trends to be democratic while where it is denied to the subordinates, the leadership style becomes autocratic. On the other hand, some leaders leave communication as a free will. It may or may not be communicated to the subordinates. Such leadership style is laissez-faire Okumbe (1998). It is unfortunate, however, that the idea of communication as a leadership behavior had not been fully explored and yet its values if well managed cannot be denied. It should be noted that not all the above studies were positively correlated between leaders' communication with the teaching staff and teachers performance. This left a research gap for this study to undertake. Besides, none of the studies were carried out in the context of Ethiopia specifically in Oromia Regional state East Wollega zone.

A variety of variables are interacting which means that communication is created in the actual moment and therefore hard to predict Englund, (2007). Communication within an organization differs in some respect from other communication processes. Organizations have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized are other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes. Communication in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation Bredeson,( 2003). Weick argues that schools can be described as loosely coupled systems. Loosely coupled systems, require even more sense making and communication than tightly coupled systems Weick, (1995). The more people and idea intense an organization gets the more important the communication processes are Hall, (2005); Witherspoon, (1997). Aspects indicated that research about communication in school settings are warranted Communication is a process of creating and exchanging messages. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages Goldhaber, (1993). Communication is closely connected to organizational structure and culture. Communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than an individual skill (Kowalski, Petersen, &Fusarelli, 2007). In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality (Czarniawska-Joerges, 1993). According to Miller (1998), communication

plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. These are essential in teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to aid students' comprehension of difficult concepts.

## **2.8. Constraints towards teacher empowerment**

The nature of teachers work today can be challenging. The demands from the development of technology, increased controls in curriculum and instruction, standardization of teachers' work make teachers maintain little control over their work making the professional abilities and resulting in decline in teachers' status. The ever-increasing enrolment and workload of teachers and their isolated working environment make it hard for teachers to engage in professional discussions and develop strong professional communities. However, the question is: are teachers empowered or relatively disempowered? Teachers' sense of disempowerment has a negative impact on their profession. Consequently, empowering teachers becomes an important agenda in teachers' professional development as there is need to increase teachers' power and ability in order to improve their status and ability (Zeichner, 1991) Another challenge is time factor which affects teacher's everyday activity. Decision making process takes a lot time before a consensus is reached making majority of teachers not be willing to take more responsibility owing to great pressure in balancing two demands teaching and taking part in administrative duty (White, 1992; Zeichner, 1991). Teachers lack of moral support from other teachers as well as the administration especially when they are tied up with other responsibilities. Some teachers devote their personal time and energy to improve the working relations while others may see those who are often involved in decision making as being favored by the administration especially where decision arrived at did not consider their views. Lack of training in related field such as team and capacity-building programs hamper them from participating in decision-making process fairly well. Teacher empowerment is more than the expansion of teachers' power as it also emphasizes the growth of teachers' ability and power to handle diverse circumstances. The legacy of traditional bureaucracy allows few people to be responsible for making decisions on behalf of others. Where teacher empowerment is encouraged changes the power relations at school, between the administrators and teachers may not be easy since both groups might not be ready for that. According to the African culture, orders are made from the top or being made by male and less of women. Therefore having either or any one of them to make decisions might become

a burden or a challenge for them (Foster, 1990). Some administrators are not used to taking order or even share their power with other/some teachers who might invoke oppositions from administrators.

## CHAPTER THREE

### *RESEARCH DESIGN AND METHODOLOGY*

The purpose of the study was to assess the teachers' empowerment in educational leadership in East Wollega zone secondary schools. Thus this part of the research was presented the methodological aspects of the research, which includes the research design, research method, study population, sample size and sample techniques, data collecting instruments, data analysis and interpretation and ethical considerations.

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

In order to investigate the teachers' empowerment in educational leadership in East Wollega zone secondary schools, descriptive survey design was employed. This was because of it was believed it could enable the researcher to gather information about teachers' empowerment in educational leadership and their challenges. As argued by Kumer (1999), descriptive research design is used to describe the nature of the existing conditions in detail. In the same line of argument, Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. It is also assumed that this method was economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

#### **3.2. Method of the Study**

The method employed in this research was mixed or used both quantitative and qualitative methods. It more emphasized quantitative research approach. Quantitative approach incorporated information which was gained from close ended questionnaire while the qualitative

approach in corporate information gained from interview, document analysis and through open-ended questions and hence, helps validate and substantiate the quantitative data. Thus, this approach was preferred on the ground that the teachers' empowerment in educational leadership that better perceived from the opinion of school Principals' and teaching staff. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It also provides more comprehensive answers to research questions going beyond the limitations of a single approach. It is practical in the sense that the researcher is free to use all methods possible

to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study. Thus in this study, simultaneous mixed method was selected. According to Creswell (2009) this is the method in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.

### **3.3. Sources of data**

Data can be obtained from both primary and secondary. Primary data sources were collected from teachers and principals. On the other hand, the secondary sources of data were reports and documents in the selected schools, internet and some governmental documents.

### **3.4. Description of the Study area**

The study area is Oromia Regional state, East Wollega zone, which is located in the Western part of Ethiopia. It is located at about 330km away from Finfine to the South-West of Ethiopia. East Wollega zone is one of the 24 Zones of Oromia Regional State, which is found in the Western part of Ethiopia. to the south Jima and Buno Bedele Zones, to the North by Horo GuduruWollega zone and Amhara regional state, to the East by West Shewa and Jimma Zone and to the West-by-West Wollega and Beneshangul Gumuz Regional State, border it to the south. The zone has 17 Weredas. Agriculture is the backbone of the communities of the Zone. Nekemte is the Zonal capital and is located at 330 km away from Finfine. (*Source: Geographical information system*).

### **3.5. Population, Sample and Sampling Technique**

#### **3.5.1. Population of the Study**

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron& Coups, 2008). Therefore, the populations of the study area were 17 woredas of East Wollega zone and 59 secondary schools (9th-10th) in the zone. Accordingly, all the 59 secondary schools principals and all the secondary school teachers in the zone were the total population of the study;specifically,98 secondary school teachers,10 principals,10 teacher associations total of 118. I prefer the above three educational actors that directly involved in teacher empowerment in educational leadership in relation to teaching learning.

### 3.5.2. Sample Size and Sampling Techniques

In order to get relevant and authentic information about the teachers' empowerment in educational leadership, respondents were selected by using different techniques. To obtain the necessary sample units, multistage sampling techniques was employed. According to Abiyi, Alemayehu, Daniel, Melese and Yilma (2009) multistage sampling technique were used when a single appropriate sampling technique do not exist or cannot be obtained and used a collection of preexisting units or clusters to stand in for a sampling frame. Accordingly, first from the total of 17 woredas 4 (24%) woreds were selected and included using random sampling method and from 59 secondary schools 10 (17%) in the zone were selected by taking into account the manageability within the given time and resources. The selected woredas were GutoGida, Jima Arjo, Diga and LekaDulecha. Random sampling method was used to give equal chance of selection for all woredas. Accordingly, out of 245teachers (population of selected woredas) 98 (41.2%) were selected using simple random sampling technique. Next, out of 59 teachers' association 10 (17%), out of 59 school principals 10(17%) were selected by using purposive sampling technique. Following that, all the secondary schools in the woredas were included using availability sampling.

**Table 1: Characteristics and Distribution of total Population**

Respondents	Population	Sample	Sampling technique
Woredas of the zone	17	4(24%)	Purposive sampling
Secondary schools of the zone	59	10(17%)	Purposive sampling
Secondary school teachers from the 10 schools(four woreds)	245	98 (41.2%)	Simple random sampling
Principals	59	10(17%)	Purposive sampling
School level teachers' association	59	10(17%)	Purposive sampling

### 3.6. Instruments of Data Collection

The objectives and basic questions of this study were required the use of both quantitative and qualitative data. Therefore, different procedures were employed to gather the required data from

the field. Various data collection instruments were developed and used in this study. These were included questionnaires, interview and document review.

### **3.6.1. Questionnaire**

To gather primary data for the study, questionnaire was developed based on review of the literatures. The questionnaire will be constructed in English because they expected able to read and write in English language. The questionnaires were consisting of both open ended and close-ended items. Close ended questions such as Likert or rating scale was used because they were suitable for large scale survey as they were quick for respondents to answer, they were easy to analyze using statistical techniques, and they enables comparison to be made across group. Open ended items were suited to allow a free response. It was also more appropriate to elicit sensitive information (Scmech&Lewin, 2005).

In terms of content, the three sets of questionnaires have 33 items (32 close-ended and 1 open-ended items). The questionnaires were divided in to three sections. The first section contains ten close-ended items on background information on demographic characteristics of respondents, like sex,age, academic qualification and experience. The purpose of these variables was to provide some basic background information pertaining to some sample population with the assumption that it might have some kind of relationship with teacher empowerment in educational leadership.

The second section on issue related to school principals supporting teachers in educational leadership which contains 32 close-ended and 1 open ended items. The first item was related to the relationship between teacher empowerment which contains 11 close-ended items.The second item was related with challenges of empowering teachers in school in educational leadership, which contains 10 and the third contain 11 close-end and 1 open-end question.

Finally, under each section, open-ended questions were employed to obtain detailed responses to complex problems and their dedication about the issue. However, unstructured question items were fewer in number since it permits greater depth and insight of responses and hence, many respondents did not take enough time to respond the items in reasonable attention.

### **3.6.2. Interview**

Semi-structured interview was used to gather in-depth qualitative data from 10 principals & 10 teachers' association from the selected secondary schools. School leaders were asked about their lived experience in teachers' development. Employing semi-structured interview was quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyiet *al.*, 2009). The interview questions were translated in to the local language (Afan Oromo) for some members to minimize communication barriers.

### **3.6.3. Document analysis**

In addition to questionnaire and interviews, the researcher used records to collect additional information about the practices and challenges of teacher empowerment in secondary schools of East Wollega. In this case, documents like: file containing feedback given for teachers, strategic plans of the schools, and checklists were reviewed.

## **3.7. Validity and Reliability Checks**

Checking the validity and reliability of data collecting instruments before providing for the actual study subject was the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments was developed under close guidance of the advisor and a pilot study was carried out on 24 teachers of Dergie secondary school of Nekemte town to pre-test the instrument. The pilot test providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams, Khan, Raeside, R. & White, and D. 2007). After the dispatched questionnaires' were returned, the necessary modification was done. Additionally the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct were measuring a similar concept

Based on the respondents response some improvements were made on the questionnaire to make it clear and relevant to the basic questions to get information that is more valuable. For example,



3 questions, which were identified unnecessary, were cancelled; some unclear statements were also elaborated and modified.

**Table 2: Cronbatch's alpha result**

No	Scales and Sub-scales	Number of items	Cronbach's Alpha
1	What are the practices of empowering teachers in educational leadership?	11	.92
2	To what extent do school principals' empower teachers in educational leadership in the selected secondary schools of East Wollega	11	.87
3	What is the relationship between teachers' empowerment in educational leadership and teaching and learning?	10	.84
4	What are the major challenges of the schools in empowering teachers in school based management?	11	0.85
<b>Total/Mean</b>		<b>43</b>	<b>.0.87</b>

As indicated above, all the instruments used in this study were reliable since their Cronbach's alpha coefficients ranged from 0.84 to 0.92 for the subscales and 0.87, suggesting that the items have relatively high internal consistency (Marczyk, DeMatteo, & Festinger, 2005). This is in line with the standard that the coefficient of 0.70 and above shows that the instrument has a high reliability standard (Hair, Black, Babin, Anderson, & Tatham, 2006; Jackson, 2009; Marczyk et al., 2005; Sekaran & Bougie, 2010). The instruments were tested for their validity and reliability in order to reduce measurement error as the most useful instrument is both valid and reliable.

### **3.8. Procedures of Data Collection**

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study the researcher was pass through a series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interview and document analysis. Having letters of authorization from Jima University and each selected woreda education office; the researcher was directly lead to each sampled school according to the schedule outlined. Then, the

student researcher in every step followed all-important ethical procedures until all required data were collected and completed from intended sampled schools through.

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

For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through a questionnaire was analyzed by using percentage, mean, and standard deviation, and confidence interval which was followed by discussion of the most important points. In addition the question ‘What is the relationship between teachers’ empowerment in educational leadership and its relationship with teaching and learning?’ were analyzed using statistical significance f-test and t-test. The data gathered through close-ended questionnaire and interview and document analysis were analyzed by summarizing, re summarizing, memoring and seeking connection between themes.

With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS 20 version to obtain the mean value, standard deviation and test of each item. Likert Scale was employed to identify to what extent the respondents agree or disagree.

The data which were collected from interviews, open ended question of the questionnaire, document analysis and interviews were analyzed and interpreted qualitatively. The hand written notes were transcribed; categorized and compiled together into themes. The results of open-ended questions, document analysis and observation were also summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

### **3.10. Ethical Issue**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the student researcher communicated all secondary schools legally and smoothly. The purpose of the

study was made clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents' was kept confide.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is based on the presentation and analysis of data collected from east wollega zone selected woredas,(GutoGida, Jima Arjo, Diga and Leka DulechaWoredas) of government secondary school members. The data were collected through questionnaires, interview and documents analysis. The population of the study was all middle school teachers in selected woredas, 245. For the purpose of the study, secondary school teachers are defined as teachers in grades 9-10. In East wollega there are 59 secondary schools. This chapter is divided in to two parts. The first part discusses the characteristics of the respondents while the second part deals with the analysis of the findings in line with the research questions.

**Table 3: Sex, agegroup, total service years and academic qualification of teacher**

No-	Variables		Frequency	Percent	Valid Percent	Cumulative Percent
1	Sex	Male	77	78.6	78.6	78.6
		Female	21	21.4	21.4	100.0
		Total	98	100.0	100.0	
2	Age group	< 25	28	28.6	28.6	28.6
		26-35	45	45.9	45.9	74.5
		36-45	13	13.3	13.3	87.8
		46-55	7	7.1	7.1	94.9
		>56	5	5.1	5.1	100.0
		Total	98	100.0	100.0	
3	Total Service Years	1-5	24	24.5	24.5	24.5
		6-10	14	14.3	14.3	38.8
		11-15	39	39.8	39.8	78.6
		16-20	13	13.3	13.3	91.8
		21 and above	8	8.2	8.2	100.0
		Total	98	100.0	100.0	
4	Academic Qualification	First Degree	87	88.8	88.8	88.8
		MA/MSC	11	11.2	11.2	100.0
		Total	98	100.0	100.0	

As indicated in table 3, Teachers' respondents indicated that there were 77(78.6%) males and 21(21.4%) females. This shows teachers were male dominated. Concerning the age of respondents, Teachers between 26 and 35 years of age, 45(45.9%) and teachers  $\leq$  25 years of age were 28(28.6%) and 13(13.3%) of them were between 36 and 45 years of age and teachers  $>$ 56

years of age were 5(5.1%) . When I observed the large number age of respondents was in between 26 and 45 years of age. Thus, there would no barrier that the age difference might have caused for work cooperatively and collaborate in teacher empowerment and teaching learning.

Teachers' years in service would directly or indirectly influence status of empowerment in educational leadership with teaching and learning which in turn affects students' performance in examinations. Data are as presented in table 3.

Concerning years of services, the majority of the respondents 39.8% were in the service category of between 11-15 years, 24.5% were in the service year between 1-5 years and 14.3% were in the service between 6-10 years. This show that small share of total sample 8.2% have experiences of various school teacher empowerment and teaching learning.

Academic and professional qualification of teachers was also a factor to consider in this study. Teachers' academic and professional qualifications directly or indirectly determine status of teacher empowerment in educational leadership and teaching learning process in management of public secondary schools which in turn influence students' performance in examinations. Teachers' academic and professional qualifications are shown in Table 3

As shown in Table-3,the qualification distribution of the respondents revealed that 88.8%had first degree where as 11.2% had MA/MSc. This indicates that there was much variation in qualifications of teacher's. According to principles of MoE for secondary school teachers' qualification, they should have second degree (MA/MSc).

#### **4.2.Instrumentation**

The participants were administered the School Participant Empowerment Scale (SPES); this scale measures teacher empowerment on three dimensions: empowerteachers in educationalleadership, challenges of empowering teacher in school andpractices of teacher empowerment (Martin *et al.*, 2001). The scale uses a 5-point Likert type rating scale (1 = strongly disagree to 5 = strongly agree); it includes 32 items (Martin *et al.*, 2001). Ratings for strongly disagree were in the range between 1.00-1.99. Ratings for disagree were in the range between 2.00-2.99. Ratings for neutral were in the range between 3.00-3.99. Ratings for agree were in the range between 4.00-4.99. Finally, ratings for strongly agree were in the range between 5.00-5.99.

#### 4.2.1. School Principals' Empower Teachers in Educational Leadership

Effective implementation of any Empower teachers in educational leadership largely on the acceptance and support by the other people. It is important to consider other people's concerns because, as Woodward and Buchholz (1987:16) put it, "if people are angry regarding the way of Empowering teachers, and their views are not accommodated, such Empowering of teachers will not proceed smoothly". Their feelings and perceptions account for the success or failure of educational leadership.

**Table 4 : Descriptive Statistics**

No	Teachers empowerment	Test Value = 0.05					r-value
		Mean	Std. Deviation	t-value	95% Confidence Interval of the Difference		
					Lower	Upper	
1	I am given the responsibility to monitor Programs	2.04	.772	25.523	1.84	2.15	.488
2	I function in a professional environment	2.07	.794	25.089	1.86	2.18	.285
3	I believe that I have earned respect	2.01	.780	24.884	1.80	2.12	.981
4	I have control over daily schedules	2.01	.806	24.080	1.80	2.12	.721
5	I believe that I have the ability to get things done	4.01	.818	22.351	1.68	2.01	.042
6	I make decisions about the implementation of new programs in the school	1.91	.733	25.082	1.71	2.01	.182
7	I am treated as a professional	2.06	.823	24.205	1.85	2.18	.745
8	I am able to teach as I choose	2.10	.925	21.963	1.87	2.24	.117
9	I participate in staff development	4.07	.864	27.721	2.25	2.59	.046
10	I make decisions about the selection of other teachers for my school	2.11	.731	27.946	1.92	2.21	.411
11	I have the respect of my colleagues	2.01	.780	24.884	1.80	2.12	.478

*Significance at p-0.05 levels*

**Key:** Ratings for mean value of strongly disagree = 1.00-1.99, disagree = 2.00-2.99, neutral = 3.00-3.99, agree = 4.00-4.99 and strongly agree = 5.00-5.99

As indicated in Table 4, item 1, teachers respond on that "I am given the responsibility to monitor Programs" for their given the empowered to monitor programs, while mean of the respondent was 2.04 with SD .772 which was disagree. On the other hand teachers gave less concern to the responsibility for monitor programs by lack of response which means Participants leave the empowerment in the hands of the leader and do not discuss or make any contributions to the solution of the problem and Decision making by empowering. In line with this, the

computed t-test for the equality of means with at calculated t-value of 25.523 the obtained value is  $r=0.488$  which is greater than  $p=0.05$ . Therefore, there was no statistically significant difference between the views of the groups of respondents about the given the responsibility to monitor Program.

On the top of this, the researcher found evidence from the interviews he conducted with the principals views, the principals claimed that various stockholders were consulted before any decision could be made. But, teacher association indicated that were reported the application of sequential steps in decision making process practiced rarely, It is clear that principals perpetuate a top down, hierarchical leadership style and management approach rather than participative decision-making.

As indicated in Table 4, item 2 teachers not gave priority for their function in a professional environment to empowerment in educational leadership programs, while mean of the respondent was 2.07 with SD 0.794 which was responded as disagree. On the other hand teachers gave less concern to their function in a professional environment to empowerment in educational leadership programs the responsibility for professional environment by lack of response which means Participants have low contributions to the solution of the problem in education. In line with this, the computed t-test for the equality of means at calculated t-value of 25.089 obtained r-value is 0.981 which is greater than  $p=0.05$ . Therefore, there was no statistically significant difference between the views of the groups of respondents about the issue.

Pertaining to item 3, teachers respond on that ‘I believe that I have earned respect leaders respondents’ with mean values of a 2.01 with 0.806 SD. The weighted mean value is rated disagree on whether the teachers’ ideas and suggestions are considered regarding students’ teaching and learning performance. Accordingly, the calculated t-test result 24.884 was below  $r=0.780$  at  $P=0.05$  significance level. Hence, it can be concluded that there is no statistically significant difference among the views of the groups of respondents about the issue.

With respect to item 4, i.e. I have control over daily schedules is accomplishment of the tasks at hand rather than addressing staff needs, teachers responses show that they disagreed on the idea with mean result of a 2.01 weighted mean value. The computed t-test result 24.080 is less than the table value ( $r=0.721$ ) at ( $r=0.05$ ) level of significance which implies that there is no significant difference among the views of respondents about the issue

The interviewed principals and teacher association recognize that the status of teacher empowerment in educational leadership and its relationship with teaching and learning “I have control over daily schedules” styles. They also confirmed that they sometimes not function in a professional environment to some extent when facing unconditional problem in the school in order to bring it back to the normal position. Rowley (1997), however, noted that leaders, who have used control over daily schedules to get things done, are too strict in the formality by which things are done. But, this hinders teacher creativity especially in instances where creativity and planning are imperative to secure the academic program in schools. Finally, as it can be seen from the table and analysis, it is possible to summarize that the combination having control over daily schedules styles in a moderate way in the sample school of East wollega zone.

With respect to item 5, i.e. I believe that I have the ability to get things done is accomplishment of the ability to get things done as teachers responses show that they agreed on the idea with mean result of a 4.01 weighted mean value. The computed t-test result (22.080) is greater than the table value ( $t_{0.072}$ ) at ( $\alpha = 0.05$ ) level of significance which implies that there is a significant difference among the views of respondents about the question.

Item number 6 has an average weighted mean value of 1.91 for I make decisions about the implementation of new programs in the school. These values indicate that empowering teachers leadership style in the sampled schools was somewhat strongly disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (25.082) was below the table value ( $t_{0.182}$ ) at ( $\alpha > 0.05$ ) level of significance. So, there is no significant difference between the respondents.

Item number 7 has an average weighted mean value of 2.06 for I am treated as a professional in the school. This value indicates that empowering teachers leadership style in the sampled schools were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (24.205) was below the table value ( $t_{0.745}$ ) at ( $\alpha > 0.05$ ) level of significance. So, there is no significant difference between the respondents.



Item number 8 has an average weighted mean value of 2.10 for I am able to teach as I choose as a professional in the school. This value indicates that empowering teachers according to their able to teach as they choose in the sampled schools were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result 21.963 was below the table value  $t_{0.05}$  at  $\alpha=0.05$  level of significance. So, there is no significant difference between the respondents.

Item number 9 has an average weighted mean value of 2.47 for I participate in staff development as a teacher empowered in the school. This value indicates that empowering teachers to participate in staff development were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result 27.721 was greater than that the table value  $t_{0.05}$  at  $\alpha=0.05$  level of significance. So, there is significant difference between the respondents.

Item number 10 has an average weighted mean value of 2.11 for I make decisions about the selection of other teachers for my school as a teacher professional in the school. This value indicates that empowering teachers according to their able to make decisions about selection of teacher as they choose in the sampled schools were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (27.946) with below the table value ( $t_{0.05}$ ) at ( $\alpha=0.05$ ) level of significance. So, there is no significant difference between the respondents

Item number 11 has an average weighted mean value of 2.01 for I have the respect of my colleagues as a teacher professional in the school. This value indicates that empowering teachers according to their able to make the respect of their colleagues in the sampled schools were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (24.884) was below the table value ( $t_{0.05}$ ) at ( $\alpha>0.05$ ) level of significance. So, there is no significant difference between the respondents

Furthermore, the interviews carried out with school principals show the influence of empower teachers in educational leadership in the schools. Due to the internal problems of the schools, implementation is not as effective as is wanted; especially because of the multiple responsibilities of the implementers, lack of capable head teachers to investigate and set direction in using of investigation and improvement of profession to provide resources at the needed time. Bush and Glover's (cited in Bush, 2007) definition stresses the direction of the teacher empowering process: Accordingly, school leadership focuses on teaching and learning and on the behavior of teachers in working with students. Scheerens and Bosker reported in their findings that educational leadership as one of "effectiveness enhancing factors" for schools (1997). In their analysis, they stated that teacher empowerment leadership characteristics were more clearly developed as positive factors in schools where strong contextual evidence was also taken into account. Therefore, as indicated in the mean, weighted mean, t-test results and as understood from the data gained in the interviews it is possible to conclude that the provision of instructional leadership roles played by school leadership is almost made moderately to promote teacher empowerment leadership in education. Especially (Blasé and Blasé, 1999) findings indicate that when teacher empowerment in educational leadership monitor and provide feedback on the teaching learning process, there were increases in teacher reflection that informed what and how they perform to fulfill their professional responsibilities

#### **4.2.2. Teacher Empowerment Practices in Educational leadership**

Teachers were to respond to questionnaire items on teacher empowering leadership in education to show whether they usually apply it in school through their daily interaction with the teachers. Their response would help the researcher to compare with teachers' response on Teacher Empowerment Practices in Educational leadership. Data collected are as tabulated in Table.

**Table 5: Teacher Empowerment Practices in Educational leadership the status of availability and adequacy of training has to be known first?**

One-Sample Test ANOVA Table								
Item	Teacher empowerment practices	Test Value = 0.05						
		Mean	Std. Deviation	t-	Df	r-value	95% Confidence Interval of the Difference	
							Lower	Upper
1	Training enhances my teaching performance and enables me to meet my set targets	2.22	.831	25.889	97	.074	2.01	2.34
2	Principals encourages regular communication with teachers so that teachers are aware of what is taking place in the schools	1.89	.785	23.177	97	.010	1.68	2.00
3	Adequate resources (financial, information, tools and equipment) are provided to teachers whenever they are required in undertaking activities	2.19	.821	25.864	97	.017	1.98	2.31
4	The principals encourages team building(working teams)	2.39	.741	31.230	97	.474	2.19	2.49
5	My principal delegates authority to me,	2.42	.798	29.362	97	.006	2.21	2.53
6	Necessary information is readily availed to teachers	2.27	.726	30.214	97	.002	2.07	2.36
7	There is extensive delegation, individual responsibility and autonomy of teachers in making decisions	2.38	.742	30.937	96	.000	2.18	2.48
8	Teachers are allowed to participate in school goal setting	2.29	.732	30.228	97	.000	2.09	2.38
9	Teachers are allowed to participate in decision-making process	2.35	.662	34.221	96	.028	2.17	2.43
10	Teachers are in control over those aspects of teaching jobs for which they are accountable	2.44	.733	32.257	97	.032	2.24	2.54

**Key:** Ratings for mean value of strongly disagree = 1.00-1.99. , disagree = 2.00-2.99, neutral = 3.00-3.99, agree = 4.00-4.99and strongly agree = 5.00-5.99

As indicated in Table 5, item 1, teachers respond on that” Training enhances my teaching performance and enables me to meet my set targets” for their given the empowered to monitor programs, while mean of the respondent was 2.22 with SD .831 which was disagree. On the other hand teachers gave less concern to the training enhances my teaching performance and enables him to meet his set targets teacher empowerment responsibility. In line with this, the computed t-test for the equality of means at calculated t-value of 25.889 the obtained value is r-0.074 which is greater than p-0.05. Therefore, there was no statistically significant difference between the views of the groups of respondents about the issue.

With respect to item 2, table 5, i.e. Principals encourages regular communication with teachers so that teachers are aware of what is taking place in the schools, as teachers responses show that they almost strongly disagreed on the idea with mean result of a 1.89 weighted mean value. The computed t-test result (23.177) is greater than the table value ( $t_{0.010}$ ) at ( $p= 0.05$ ) level of significance which implies that there is statistically a significant difference among the views of respondents about the question.

Item number 3 has an average weighted mean value of 2.19 for adequate resources (financial, information, tools and equipment) are provided to teachers whenever they are required in undertaking activities. This value indicates that empowering teachers to adequate resources were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (25.864) was greater than that the table value ( $t_{0.017}$ ) at ( $p>0.05$ ) level of significance. So, there is no significant difference between the respondents.

With respect to item 4, table 5, i.e. The principals encourages team building(working teams), as teachers empowerment in educational leaders in school show that they almost disagreed on the idea with mean result of a 2.39 with std. deviations of 0.741 weighted value. The computed t-test result (31.230) is greater than the table value ( $t_{0.474}$ ) at ( $p= 0.05$ ) level of significance which implies that there is not a significant difference among the views of respondents about the question.

Item number 5 has an average weighted mean value of 2.42 with std. deviations of 0.798 for ‘My principal delegates’ authority to me’. This value indicates that principal delegates authority to them were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (29.362) was less than that the table value ( $t_{0.017}$ ) at ( $p>0.05$ ) level of significance. So, there is a statistically significant difference between the respondents.

With respect to item 6, table 5, i.e. Necessary information is readily availed to teachers, as teachers’ empowerment in educational leaders in school show that they almost disagreed on the idea with mean result of a 2.27 with std. deviations of 0.726 weighted values. The computed t-test result (30.214) is less than the table value ( $t_{0.002}$ ) at ( $p= 0.05$ ) level of significance which

implies that there is statistically a significant difference among the views of respondents about the question.

Item number 7 has an average weighted mean value of 2.38 with std. deviations of 0.742 for 'There is extensive delegation, individual responsibility and autonomy of teachers in making decisions. This value indicates that extensive delegation, individual responsibility and autonomy of teacher empowerment in educational leadership to them were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (30.937) was less than that the table value (r-0.000) at (p>0.05) level of significance. So, there is a statistically significant difference between the respondents.

Item number 8 has an average weighted mean value of 2.29 with std. deviations of 0.732 for 'Teachers are allowed to participate in school goal setting. This value indicates that Teachers were not allowed to participate in school goal setting were somewhat disagree. Finally the independent sample t-test was employed to check whether there is significant different or not between the response of the teachers. However, the calculated t-test result (30.228) was less than that the table value (r-0.000) at (p -0.05) level of significance. So, there is a statistically significant difference between the respondents.

With respect to item 9, table 5, i.e. Teachers are allowed to participate in decision-making process, as teachers' empowerment in educational leaders in school show that they almost disagreed on the idea with mean result of a 2.27 with std. deviations of 0.726 weighted value. The computed t-test result (30.214) is less than the table value (r-0.002) at (p- 0.05) level of significance which implies that there is statistically a significant difference among the views of respondents about the question.

On the top of this, the researcher found evidence from the interviews he conducted with the principals and Teacher Association' Organizational factor play a significant role in the manner decisions are, their speed and process. It determines the extent of flexibility indecisions consistent with the need to cope with changing environment and affects its administrators' willingness to make risk decisions. it is really they did not know strategies and policies provided a frame work for decision-making. Existence of clearly defined strategies and polices guide the

executive in decisions behavior, and canal decisions forwards to achievement of predetermined objectives.

With respect to item 10, table 5, i.e. Teachers are in control over those aspects of teaching jobs for which they are accountable, as teachers' empowerment in educational leaders in school show that they almost agreed on the idea with mean result of a 4.27 with std. deviations of 0.733 weighted value. The computed t-test result (32.257) is less than the table value (r-0.032) at (p-0.05) level of significance which implies that there is statistically a significant difference among the views of respondents about the question.

#### **4.2.3. The major challenges of the schools in empowering teachers in school based management**

The nature of teachers work today can be challenging. The demands from the development of technology, increased controls in curriculum and instruction, standardization of teachers' work make teachers maintain little control over their work making the professional abilities and resulting in decline in teachers' status. The ever-increasing enrolment and workload of teachers and their isolated working environment make it hard for teachers to engage in professional discussions and develop strong professional communities. Another challenge is time factor which affects teacher's everyday activity. However, the question is to analysis the teachers empowered or relatively disempowered Table 6 below indicates the major challenges of the schools in empowering teachers in school based management.

**Table 6: The major challenges of the schools in empowering teachers in school based management what is empowerment for your study?**

No	Item	Test Value = 0.05						
		Mean	Std. Deviation	t-value	p-value	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
1	Salary and benefits	4.10	.739	44.876	.841	3.123	2.99	3.26
2	School management, leadership and administration	4.09	.659	43.604	.293	3.521	3.36	3.68
3	Students behaviour and discipline	3.73	.726	31.718	.052	3.338	3.13	3.55
4	Interference of external body	3.96	.930	45.658	.024	3.787	3.62	3.95
5	Lack of the students' motivation	3.68	.869	43.778	.006	3.940	3.76	4.12
6	Lack of professional respect	3.92	.620	61.716	.972	3.868	3.74	3.99
7	The school environment	3.99	.891	41.410	.001	3.634	3.46	3.81
8	Characteristics of the work	3.84	.821	41.626	.103	3.909	3.72	4.10
9	Resources/materials/facilities	3.39	1.042	50.255	.309	3.685	3.54	3.83
10	Relationships with the principal	3.57	.799	60.682	.810	4.042	3.91	4.17
11	Class size	3.17	.689	54.277	.002	4.052	3.90	4.20

**Key: Ratings for mean value of strongly disagree = 1.00-1.99. , disagree = 2.00-2.99, neutral = 3.00-3.99, agree = 4.00-4.99and strongly agree = 5.00-5.99**

As indicated in Table 6, item 1, teachers respond on that ‘Salary and benefits’ for the major challenges of the schools in empowering teachers in school based management, while mean of the respondent was 4.10 with SD 0.739 which was agreed. On the other hand teachers gave high concern to the Salary and benefits’ to meet his set targets teacher empowerment responsibility. In line with this, the computed t-test for the equality of means at calculated t-value of 44.876 the obtained value is r-0.84 which is greater than p-0.05. Therefore, there was no statistically significant difference between the views of the groups of respondents about the issue.

With respect to item 2, table 6, i.e. School management, leadership and administration, as major challenges of teachers’ empowerment in educational leaders in school show that they almost agreed on the idea with mean result of a 4.09 with std. deviations of 0.658 weighted value. The computed t-test result (43.604) is greater than the table value of r-0.293 at p- 0.05 level of

significance which implies that there is statistically not a significant difference among the views of respondents about the question.

According to item 3, Students behavior and discipline, the respondents' teachers responded moderately agreed as challenges of teacher empowerment in educational leadership with the mean result of a 3.73 with std. deviations of 0.726 weighted values. The computed t-test value (31.718) is equal with the table value of  $r=0.05$  at  $p=0.05$  level of significance which implies that there is statistically a significant difference among the views of respondents about the Students behavior and discipline.

According to item 4, Interference of external body, the respondents' teachers responded agreed as challenges of teacher empowerment in educational leadership with the mean result of a 3.96 with std. deviations of 0.030 weighted values. The computed t-test value (45.658) is greater than the table value of  $r=0.024$  at  $p=0.05$  level of significance which implies that there is not statistically a significant difference among the views of respondents about the interference of external body.

With respect to item 5 and 6, table 6, i.e. students 'lack motivation and Lack of respect forth professional were a major challenges of teachers' empowerment in educational leadership in school show that they almost moderately agreed on the idea with mean result of a 3.68 and 3.92 with std. deviations of 0.869 and 0.620 respectively weighted value. The computed t-test result (43.778 and 61.716) is less than the table value ( $r=0.006$  and  $0.01$ ) at ( $p=0.05$ ) level of significance which implies that there is statistically a significant difference among the views of respondents about the question.

According to item 7 and 11, table 6, i.e.the school environment and Class size, were also reported as major challenges of teachers' empowerment in educational leadership in school show that they almost moderately agreed on the idea with mean result of a 3.99 and 3.17 with standard deviations of 0.891 and 0.689 respectively weighted values. The computed t-test result (41.410 and 54.277) is less than the table value ( $r=0.001$  and  $0.002$ ) at ( $p=0.05$ ) level of significance which implies that there is statistically a significant difference among the views of respondents about the question.



According to item 8 and 9, table 6, i.e Characteristics of the work and Resources/materials/facilities, as a major challenges of teachers' empowerment in educational leadership in school show that they almost moderately agreed on the idea with mean result of a 3.84 and 3.39 with std. deviations of 0.821 and 1.042 respectively weighted value. The computed t-test result (41.626 and 50.255) is greater than the table value (r-0.103 and 0.309) at (p- 0.05) level of significance which implies that there is not statistically a significant difference among the views of respondents about the Characteristics of the work and Resources/materials/facilities.

According to item 10, Relationships with the principal, the respondents' teachers responded moderately agreed as challenges of teacher empowerment in educational leadership with the mean result of a 3.57 with std. deviations of 0.799 weighted values. The computed t-test value (60.682) is greater than the table value of r-0.810 at p- 0.05 level of significance which implies that there is not statistically a significant difference among the views of respondents about Relationships with the principal

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary of the major findings, conclusions and recommendations.

#### *5.1. Summary*

This research indicates that teachers feel that they are empowered and have a voice in their current school setting; there are still areas of teacher empowerment that could be enhanced and strengthened. Teachers need additional time and compensation in order to be more greatly motivated to take on additional leadership roles. They also want to be valued and recognized for the time spent on going above and beyond their expected duties. Having an assistant principal position present in the school building aides in the development of teachers' perceptions regarding their empowerment. School districts should struggle to maintain the position of the principals even during times of financial strain to help promote shared leadership, collective sense of belonging, and stronger collective decision making processes. Gender and length of principal tenure matter in terms of leveraging teacher empowerment. Superintendents should analyze carefully principal candidates and also work to coach and cultivate inexperienced principals.

Finding time to discuss ways in which a building principal is striving to grow opportunities for teacher empowerment in the building will not only benefit the teachers in that building, but also the overall success of the students. These gains in turn help to them further develop a positive school culture and more efficiently run school district. There are powerful implications for empowering teacher-leaders, one of which is the positive feelings of connectedness and having a shared sense of belonging to the organization. As one teacher put it, "students are not the only learners in our school. Teachers also need to continue learning, and empowering them creates an environment where morale is high and self-confidence grows. These two powerful components throw away people to be more involved in their own learning and their own self-improvement through professional development and advanced learning, especially when they know that their ideas and knowledge is respected and sought after through collaborative activities". As accountability measures for students, teachers, and administrators all continue to rise, districts need to look to models of teacher empowerment to offset the additional stress that accompanies

such measures. Therefore, future research needs to be conducted investigating the possible relationships between teacher empowerment and teaching learning.

## ***5.2. Conclusions***

The purpose of this study was to determine the status of teacher empowerment and its relation with teaching and learning. The results indicated that there was no statistical significant between teacher empowerment and teaching learning and only a slight statistical significance between status, a dimension of teacher empowerment, and student achievement. Status refers to teachers being recognized as educational experts. After careful analysis of the results and a review of the literature, it is concluded that the lack of a statistical significance was related to the low mean score for the decision making and autonomy subscales of the School Participant Empowerment Scale (SPES). Prior studies indicated that for teachers to feel empowered, they must be involved in the decision making process and given autonomy to make decisions. Results from these studies also indicated that when teachers were empowered; there was a statistical significance between teacher empowerment and teaching learning. Based on the low mean score for making decisions about the implementation of new programs in the school, and it is concluded that the teachers in the present study believes they were not involved in decision making; they also did not feel they were given independence. Teachers in the study were only somewhat empowered; the scores for the School Participant Empowerment Scale fell in the neutral range. There were low mean scores for the subscales of decision making and have the ability to get things done. The Criterion Referenced Competency Scores, mean of 1.90, also were just average. It is concluded if the teachers felt more empowered, there may have been an increase in test scores or vice versa

The research indicates that teachers being recognized as educational experts had a positive effect on the commitment of teaching and learning. Depending on the finding, the teachers' commitment can be improved by empowering to enhance commitment to teaching learning that directly involved in classroom teaching.

## **5.3. Recommendations for Future Research**

The area of teacher empowerment has established to be a noteworthy investigative area of study with broad implications for teacher empowerment in educational leadership and its relation with teaching and learning. However, this study has provided insight into a very large domain of teacher empowerment in educational leadership and its relation with teaching and learning.

While relevant findings have been discussed, this study uncovers the need for additional research. Future research in the area of teacher empowerment should investigate more closely the relationship between level of teacher empowerment and teaching learning.

Therefore, the researcher recommended the following:

1. For the empowerment in educational leadership and its relation with teaching and learning, the school leaders are advised to do their best in setting a well communicated school vision, mission and goals to improve their schoolteachers' empowerment and concerned with learning and teaching stakeholders.
2. There was a little commitment of school leaders in assisting students' teaching learning process and providing instructional and managerial leadership. The researcher recommends that school leaders be committed to assisting the teaching learning process and providing empowering teacher leadership by encouraging collaboration and creating a sociable environment for learning teaching success.
3. For activities to be accomplished in accordance to decision making, school leaders are expected to make a functional influence on the school community by delegating responsibilities to teachers empowering and continuously following whether they are accomplished or not. School leaders, especially principals, should give due attention to the classroom teaching and learning process and provide constructive feedback to empowered teachers whether the instruction is going in accordance with the plan or not.
4. Wereda Education Office, in collaboration with the school leaders, are advised to create and facilitate different trainings, seminars and workshops in order to provide teachers empowerment with current information and update them for the better learning teaching of the students in the school.
5. School leaders are advised to use the teacher empowerment in school leadership and give attention to the teacher empowerment in order to adequately enhance better teaching and future research should also focus on how school administration and leadership practices in secondary schools could be improved. Learning of to the required level. This is because teachers will be freely involved to participate and make decisions regarding the learning and teaching of the students.
6. Although this research may have its own contribution in understanding the effectiveness of teacher empowerment in school leadership on learning teaching in East Wollega Zone

secondary schools, were not conducted on all aspects of empowerment. Therefore, the researcher recommends that those who want to conduct further study on the teacher empowerment of school leadership on teaching learning of students in the secondary schools of the zone.

7. Future research should also focus on how school administration and leadership practices in secondary schools could be improved.

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***APPENDIX- A***

Good morning/afternoon dear Teacher, my name is Mekonnen Regassa. i come from Jimma University graduate school department EDUCATIONAL PLANNING AND MANAGEMENT to

investigat“TEACHERS’EMPOWERMENTINEDUCATIONALLEADERSHIPAND ITS RELATIONSHIP WITH TEACHING AND LEARNING:

THE CASE OF EAST WOLLEGA ZONE SECONRY SCHOOLS” please feel free to answer all questionnaire .

THANK YOU

**JIMMA UNIVERSITY**

**COLLEGE: EDUCATION AND BEHAVIOURAL SCIENCES**

**DEPARTMENT: EDUCATIONAL PLANNING AND MANAGEMENT**

**QUESTIONNAIRES PREPARED FOR TEACHERS**

The purpose of this questionnaire is to gather relevant information on “to examine the principals' perceptions and understanding of teacher empowerment in education leadership.” Therefore, your honest and genuine response is highly valuable for the success of this study. I sincerely express my thanks in advance for devoting your time and energy to complete this questionnaire.

*THANK YOU*

**Part I. Background information**

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
1. Years of service \_\_\_\_\_
3. Academic Qualification \_\_\_\_\_

**Part II.**

**Instruction 1.**Items related to the exte

**nt to which the school principals' empower teachers in educational leadership**

**Instruction 1**The following are the employee empowerment practices that are adopted by the secondary schools as part of their teachers' development policies. What is the practices of empowering teachers in educational leadership?

## Instruction 2

Circle to the number in the column that best describes the given statements to what extents do school principals' empower teachers in educational leadership in the your schools.

N.B: 1 = (Strongly Disagree), 2 = DA (Disagree), 3 = Undecided=3), 4 = (Agree), 5 = (Strongly Agree)

No	Empowerment scales	Responses				
		1	2	3	4	5
1	I am given the responsibility to monitor programs					
2	I function in a professional environment					
3	I believe that I have earned respect					
4	I have control over daily schedules					
5	I believe that I have the ability to get things done					
6	I make decisions about the implementation of new programs in the school					
7	I am treated as a professional					
8	I am able to teach as I choose					
9	I participate in staff development					
10	I make decisions about the selection of other teachers for my school					
11	I have the respect of my colleagues					

N.B: 1 = (Strongly Disagree), 2 = DA (Disagree), 3 = Undecided=3), 4 = (Agree), 5 = (Strongly Agree)

No	Employee empowerment practices in the secondary schools	Rating				
		1	2	3	4	5
1	Training enhances my teaching performance and enables me to meet my set targets					
2	Principals encourages regular communication with teachers so that teachers are aware of what is taking place in the schools					
3	Adequate resources (financial, information, tools and equipment) are provided to teachers whenever they are required in undertaking activities					
4	The principals encourages team building(working teams)					
5	My principal delegates authority to me,					
6	Necessary information is readily availed to teachers					
7	There is extensive delegation, individual responsibility and autonomy of teachers in making decisions					
8	Teachers are allowed to participate in school goal setting					
9	Teachers are allowed to participate in decision-making process					
10	Teachers are in control over those aspects of teaching jobs for which they are accountable					

Circle to the number put in the column that best describes about the major challenges of the schools in empowering teachers in school based management.

N.B: 1 = (Strongly Disagree), 2 = DA (Disagree), 3 = Undecided=3), 4 = (Agree), 5 = (Strongly Agree)

No	Items	Responses				
		1	2	3	4	5
1	Salary and benefits					
2	School management, leadership and administration					
3	Students behaviour and discipline					
4	Interference of external body					
5	Lack of the students' motivation					
6	Lack of professional respect					
7	The school environment					
8	Characteristics of the work					
9	Resources/materials/facilities					
10	Relationships with the principal					
11	Class size					

What are additional factors teachers perceive as influences or barriers to their level of empowerment? -----  
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**APPENDIX- B**

**JIMMA UNIVERSITY  
COLLEGE: EDUCATION AND BEHAVIOURAL SCIENCES**

**DEPARTMENT: EDUCATIONAL PLANNING AND MANAGEMENT**

**GAFFILEE QOMAA DURABU'OOTAA FI BARSII SOTAA FILATAMANIIF  
DHIYAATE.**

1. koorniyaa-----

2. umurii-----

3. tajaajila-----

4. sadarkaa barnootaa-----

1. Barsiisonidhimmootaamanabarnootafsagantaaleeaddaaddahoogganuufhangamhirmaatu?

2. Walittidhufeenyagegessummaabarnootattibarsiisaangessuubaruu barsiisuukeswsattiakkamiini  
bsita ?

3. Barsiisaangessuufmannibarnootaahaalakamiinhojji gareeqindeessa?

4. Akkamanabarumsakeessanittishaakallibarsiisotaangessuumaalfakkaa

5. Guddachuun Ogummaa qindessummaa attamiin barsiisotadareekessatangessuudanda'a?

6. Lenjiidagaaginaogummaaf work shoop addaaddaafleecalloonattami?

7. Akkamanabarumsaakessanittirakkoonijoonakkabarsiisanhinangeffamnetaaasisumaal?