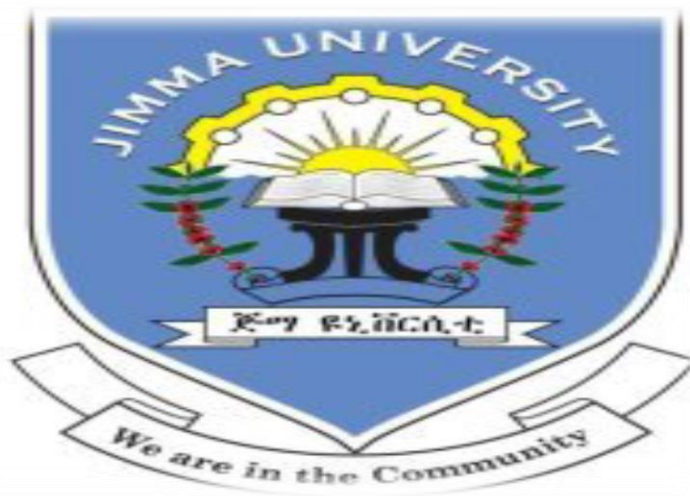


PRACTICES AND PROBLEMS OF SCHOOL LEADERSHIP IN SECONDARY SCHOOLS OF  
METEKEL ZONE: BENISHANGUL GUMUZ REGION

BY  
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## **Abbreviation and Acronyms**

**CSA:** Central Statistical Agency

**EPL:** Executive Professional Leadership.

**ESDP:** Educational Sector Development Program

**ICT:** Information Communication Technology

**GEQIP:** General Education Quality Improvement Program

**LAMP:** Leadership and Management Program

**MOE:** Ministry of Education

**OECD:** Organization for Economic Co-Operation and Development

**PTA:** Parent Teacher Association

**SPSS:** Statistical Package for Social Science

**TVET:** Technical and Vocational Education and Training.

**WEO:** Woreda Education Office



## *Abstract*

*The major purpose of this research was to assess the practices and problems of secondary school leadership to see how it is practiced. The extent to which the school leadership influences all stakeholders and get them actively engage in all school activities to provide quality education for the pupils was given due emphasis. Proposing possible solutions which will help the schools to improve their practice was also the concern of this study. Hence, four basic questions were formulated to assess practices of school leadership and identify the major problems. To conduct this research descriptive research design was employed. Mixed research methods were employed giving more emphasis to quantitative one to conduct this research. The study was delimited to Metekel zone secondary schools of the zone. For collecting necessary data for this research, 9 principals, 9 PTA coordinators and 45 department heads of the sample secondary schools were included using purposive sampling technique and 118 teachers were selected as respondents by using lottery method of simple random sampling technique. The researcher used questionnaires to gather data from department head and teacher respondents. To collect qualitative data from principals and PTA coordinators semi structured interview guide was used. In addition, important documents related the practices of school leadership were also analyzed. The data collected using close-ended questions of the questionnaire were analyzed mainly using quantitative data analysis method. In doing so, frequency and percentage were used. Chi-square test was used to test whether significant statistical difference was observed or not between responses of two respondent groups. But the responses obtained through interview and results of document analysis were analyzed qualitatively for the sake of validating and triangulating the quantitatively analyzed data. Accordingly, the findings of the research indicated that school leadership practices in secondary schools of the study area were poor. Lack of trends of setting common school vision and values, under qualification level of school principals, weak relationship of parents and the school, lack of commitment, lack of basic leadership skill of principals, principals poor engagement in enhancing organizational related resources such as poor laboratory, library and plasma service, weak support of parents to follow up their student learning were some of the main findings . Therefore, creating school vision and values, to develop risk taking culture, develop mechanism of evaluating student progress and leadership effectiveness consistently, promote quality instruction and innovative teaching method, taking feedback from all stakeholders, create strong relationship with parents, to work hard to fulfill educational equipment are recommended by the researcher for secondary schools of the study area to be done.*

## CHAPTER ONE

### THE PROBLEM AND ITS APPROACH

#### 1.1 Background of the Study

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resources which can overcome development impediments of a given country. As to Gunter (2001) the purposes of schools and schooling are to educate as well as train, and enable children to engage in the theory and practice of what it means to be a citizen in an unfolding and reforming democratic project.

It is generally believed that the society's future depends on the success of schools. The success of schools, however, depends on various factors of which one is the school leadership. As to (Rimmer, 2013) school leadership is the most important activity next to class room instruction to improve student learning. Hence, attention to leadership and identifying all the factors that affect leadership effectiveness has a paramount importance. Therefore, to address the multivariate needs for school success sound understanding of the nature of the leadership practices is indispensable. Though important effective leadership is for school success, the concept of leadership itself has been understood in a number of different ways that resulted in hundreds of definitions. To this end, it is hardly possible to come up with one and agreed upon definition of the concept. However, it is so important to look into various definitions provided by different scholars to better understand how leadership has been viewed. As to Hallinger & Heck (1999) School leadership is simply the vision, skills, and leadership capabilities that superintendents and principals need to possess to build and maintain their school. Those some educational leadership qualities are used to attract talented teachers, and create educational programs that can provide children with a superior academic environment.

Yukl (2006) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and then process of facilitating individual and collective efforts to accomplish shared objectives” . Peter Northouse (2007) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” Lord Seift, In Ronald (2000) also describe leadership as the moral and intellectual ability to visualize and workforce what is better for the organization and its employees. From this definition one can conceptualize that leadership has both intellectual and moral dimension, and focus on enhancing the efficiency of employees so as to achieve organizational goals.

Diettel (1996) in the same manner defines leadership as the process of setting direction, motivating and inspiring employees. This definition clearly states the need to set goals and showing employees direction so as to motivate them in doing their level best to enhance organization as well as individual performance. Ade (2003) on the other hand defines leadership as a societal process in which the leader seeks voluntary participation of subordinates in an effort to reach organizational objectives.

Still some other scholars define leadership from the perspectives of decision making within the school system for example, as Johnson and Kruse, (2009) in highly institutional organizations where goals and means are contested, the success of many decisions often rests on the ability of the decision maker to persuade others of the worthiness of her/his position. Effective decision making in these situations calls for persuasion and negotiation. Both are essential communication skills.

These scholars further indicates in school leaders decide lot of activities in their organizations so decisions making needs leadership qualities as a result they consider decision makers as a leader. One can understand from the different definition above that many of them differ only in focus and perspectives, yet they have a lot in common such as influencing, convincing, motivating and creating integrity in employees to reach the goal of the organization to an end, Therefore, leadership can be conceptualized as the process of making influence, motivating, and setting direction and working with all stakeholders in the school to reach the goal of the school to an end. In addition school leadership may involve mobilizing teachers, parents and community to engage in school endeavors ability to mobilize resources for students learning and creating conducive environment for the day to day activities of teaching and learning. The researcher here tries to look into the

practice of leadership by the school principals in the area of modeling the way, challenging process, instructional leadership and the community participation on students result progress and factors that hinders school leadership activities.

For Winston and Patterson (2006), for example, -a leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted and coordinated effort to achieve the organizational mission and objectives.

According to MOE (1994) of Ethiopian education and training policy in educational organization school leaders are principals, vice principals, department heads, PTA and kebele education and training board members. These leaders are expected to understand the real context within the organization and coordinate, guide activities of the employees to achieve educational goals.

According to MOE 2002 the major roles of school principals are expressed as follows:

Prepare annual school plan with PTA and school community with reasonable amount of budget and appraise the plan by kebele education and training board and implement the plan with all stakeholder.

To make the department head and teachers to prepare their own plan this is in line with the school plan, Make clear the duties and responsibilities to teacher of the school and other staff members and support them for the implementation of their work, To create the school environment supportive and conducive which enable students psychologically and mentally strong, disciplined and competent in all situation, To organize the activities of different committee and clubs in the school and follow up their implementation and provide support for their effectiveness, To lead the implementation polices, rule and regulation which is prepared at national and regional level and To provide counseling and guidance service to all students attending their school.

Crawford (2009) state that the ability to 'play' the role of principalship is linked to the emotional health of the organization as a whole. He supports his idea by citing Argyris (1996; 1999) organizations that function well as psychologically safe, but suggests that it is much more common for organizations to be places where relationships are superficial and wary. If this is the case in a

school, knowledge of the emotional regulation that might be needed could help a new principal approach the task with more confidence. In this paragraph any one can understand that principal's ability to create staffs that are psychologically ready to do tasks, committed and interested in their work is more successful than schools which are not.

According to Fleming (2007) Effective leaders create specific school culture through which all staff, teachers and students internalize the culture and practice it in all the school endeavors.

Fleming strengthen his idea by citing research findings by Peter Hill and Ken Rowe (1995) showed that some subject departments within the same secondary schools appeared to have found more effective ways of teaching, with correspondingly better outcomes for students. He further elaborate that excellent leadership is, perhaps the most crucial feature of a school with a strong learning and performance culture. The scholar emphasize that effective leaders are those leaders who creates strong performance working culture within their organization.

Principals and school leaders in schools with strong learning and performance cultures understand that the teacher is the most important influence on students' learning. They create opportunities for developing ideas, and they allocate resources and manage time and space in ways that support teachers' work (Fleming 2007).

According to Leithwood et al. (1994) transformational leadership has three dimensions, these dimensions are:

Setting Directions, Developing People and Redesigning the Organization. Under these dimension there are eight functions Building school Vision, Demonstrating High Performance expectations, establishing school goals, offering individualized support, providing intellectual stimulation, modeling best practices and important organizational values, creating a productive school culture, developing structures to foster participating in school decisions.

In accomplishing the duties expressed in the paragraph above the school principal should communicate and coordinate the school communities. In line with this Bella et al (2007) state that principals have to operate simultaneously in four leadership modes, or domains. First, principals work with their school communities to develop understandings about school goals and the implication of these goals for what is important about the various school accomplishments. Second,

they decide which school conditions, or accomplishments, require particular attention at any given time in their school and use structures, priorities, and personal engagement to bring about needed changes. Third, they guide the solution of countless day-to-day problems in ways that foster the conditions they want to sustain in their schools. And fourth, principals' work to guide the solution of countless day-to-day problems to reach collective decisions and take collective action related to the school's accomplishments. In this process resources are very crucial tools to undergoing the day to day activities but still people's engagement and commitment is the first.

This indicates that having quality inputs do not guarantee effective outcome but managing and leading the process is equally important with quality input. As Gunter (2001) effective secondary schools are not simply schools with effective teachers' and the context (inputs) does not automatically determine outputs, because there are institutional and organizational whole-school and departmental effects: 'in terms of pupil progress (the value added) school effects are much more important. Effective leaders are 'firm and purposeful' in leading improvement; 'participative' by sharing leadership and delegating; and, 'the leading professional' through their pedagogic and curriculum knowledge (Sammons et al. in Gunter 2001).

In line with this the governments of Ethiopia have clearly stated school leadership and management as one of the six pillars of General educational quality improvement program (GEQIP) in order to provide quality education and to enhance student learning.

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

Even though leadership effectiveness is not directly measured how much it contribute to student learning but researches findings indicate that the effectiveness of the school leadership has significant effect on students' learning. For example studies such as Bossert, et.al.( 1982); Edmonds, (1979); Hawley& Rosenholtz, (1984); Purkey & Smith, (1983) as cited in Philip Hallinger (2007) shows that the "school leadership" role of the principal was crucial to school effectiveness.

Leithwood and colleagues (2006) drew a very useful and central conclusion concerning the interpretation of research findings on effective leadership practices in schools. They noted that effective school leaders tend to enact the "same basic leadership practices" across schools, but in a

manner that is responsive to the particular contexts. This conclusion, broadly consistent with general contingency leadership theory, suggests that those who attempt to define successful school leadership practices must be content with a reasonably high level of thought.

According to the scholars in the paragraph above tries to state the importance of understanding the real opportunities and threats within the schools by school leaders and facilitate students learning by coordinating teachers, department heads, parents and the community of the school highly contribute to students' achievement.

In a synthesis of several studies of the impact of the principal from a transformational leadership perspective, Leithwood (1994) cited in P. Hallinger (2007) highlights 'people effects' as cornerstone of the transformational leadership model. Within the model proposed by Leithwood and colleagues, many of the outcomes of interest in terms of restructuring schools are teacher effects (e.g. changes of behavior, adoption of new programs, teaching techniques). Thus, as suggested above, the principal's efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instructional practices.

Leithwood (1994) also found that principal effects are achieved through fostering group goals, modeling desired behavior for others, providing intellectual stimulation, and individualized support (e.g., toward personal and staff development).

In these schools, principals were better at supporting staff, providing recognition, knowing problems of school, were more approachable, follow through, seek new ideas, and spent considerable time developing human resources.

School principals should think strategically in order to reach his/her organizational objectives. Creating a vision and setting the direction of the school over the medium to longer term for achievement of goals and effectiveness. Where the school needs to be and what it needs to provide for its students should be the main focus for the strategic leader. Strategic leaders envisage what a desirable future for the school will be and create strategic conversations to build viable and exciting pathways to create the capacity to achieve that future (B. Davies, M. Brundrett, 2010).

In Ethiopian context school leadership is a very crucial issue for effectiveness of school. For example (MOE, 1994: 29) states that educational management should be democratic, professionally

coordinated, efficient and effective. In addition management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, has been organized based on professional principles including professional code of ethics, working condition, incentives and professional growth and over all right and duties.

The policy also gives emphasis to the system of educational management that improves the leadership effectiveness. Besides, educational organization and administration shall be restructured in accordance with the devaluation of power from central government that is being implemented. The intention to improve the standard of education and desire to make management more efficient will require a corresponding adjustment and change in the existing educational system. The administration of elementary school and secondary education and training shall be decentralized in line with the ongoing regionalization process (MOE, 1994: 16).

This shows that the government of Ethiopia has given higher attention for the school leadership to provide quality education for the citizens. However, to reach this objective to an end the education sector should critically work on leadership practice and tackle all the problems school leaders face in the process of school leadership.

Even though school leadership has a lion share in providing quality education for students as the research finding indicates above and as the government of Ethiopia gives high priority, as eight year of the researcher experience shows the principals and vice principals in the study areas are mostly devoting their time in administrative and other activities. As annual report (2012) of Metekel zone education department indicates education time is wasted and students are devoted for unnecessary tutorial and make up classes. Furthermore principals are taking more of the school works than creating commitment and common vision with teachers and other stakeholder.

Evaluation results were not used by some schools for planning of the next year strategic planning in order to correct last year short comings further more school principals perform school activities and prepare different reports not for the sake of change rather being free from consequence of their duties. School functioning also needs further improvement, in particular concerning school leadership. Irrelevant and uncoordinated training courses have not succeeded in overcoming these challenges: training did not translate systematically into improved work practices (ESDP IV)



According to MOE (2002) school principals are expected mobilize the community, coordinate school stack holder, improve community participation, and create good school working culture in the school. But this working expectation has been weakly practiced. Regarding keeping time of education in the study area students has been registered late at the beginning of the year and leaves the school early at the end of the year; this has negative impact on students learning, this is the gap that is created because of loose relationship with parents and weak working culture.

Parents and the community has been come to school rarely that they could not make discussion with teachers and the school community about students learning as a result they little know about the vision of the school and they contribute less in its implementation.

According to finding of Deme (2012) has indicated that the school principals in the study area in the instructional leadership aspect revealed that the school leadership practices were poor. School leaders were involved in leading and managing the school without having prior qualification in school leadership and trainings. School leaders were also inefficient creating strong school-community relationship. Furthermore, the study revealed that: lack of qualified and well-trained school leaders, lack of training and experience sharing with surrounding schools, hinder leadership activities.

In addition as the finding of Mekonen (2012) research study on the practice of teacher appraisal in Metekel zone principals were rarely prepare plan of action on teachers appraisal and they randomly practice at the end of the year as a result the appraisal process could not measure the exact performance of the teachers.

Therefore, from the actual challenges of school leadership and the need to have effective schools, which provide quality education, a study of practices and problems of Metekel zone secondary schools leadership have a vital significance and timely research from the perspective of the current need of government to provide quality education since school leadership is the most important school related factor next to classroom instruction.

In order to assess the practice of school leadership and problems the following leading question will be used.

1. To what extent do school principals practice school leadership?( Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. )
2. To what extent do school leaders practice instructional leadership? (I.e. defining the school's mission, managing the instructional program, and promoting a positive school-learning climate.)
3. To what extent do school principals engage student parents in school affairs to enhance students' learning
4. What are the factors that affect the school leadership?

### **1.3.Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this research was to assess the practices and problems of school leadership in Metekel zone secondary schools.

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

The specific objectives of the study are:

- ▶ To what extent the school principals play a role model activity for school community?
- ▶ To what extent do school principals challenge processes that held in the school system?
- ▶ To what extent do the school principals encourage the heart of the stakeholder for the goal achievement?
- ▶ To investigate to what extent do school leaders create mission of the school and communicate it to all stake-holders in order to achieve educational objectives of the school?
- ▶ To what extent do school principals control instructional program to enhance students learning?
- ▶ To assess to what extent do school leader create conducive learning environment for student learning?
- ▶ To assess to what extent do school leaders are engaged work to improve parental participation on students learning?
- ▶ What are the factors that hinder the effective implementation school leadership activities?

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

The finding of this research is significant for Metekel zone secondary school and education office as well as parents in the following ways:

- ✚ The finding of the research study may be significant for Metekel zone secondary school in such a way that the school may obtain evidence supported leadership weakness that may all stake holders actively participate on solving process.
- ✚ It may help the Zone education office to understand the status of leadership practice and enable them to identify areas of weakness and find solution that may include preparing training, workshop and other alternatives.
- ✚ It also benefit students of each secondary school in Metekel zone if the school will find solution to problems identified on leadership practice and strengthen area of good practices since leadership practice is the most important school factors next to classroom instruction for students' achievement.
- ✚ The research may benefit the parents by enabling them to understand the challenges that the school leaders face and initiate them to work with the school to alleviate those challenges.
- ✚ This research may call for other researchers to the secondary schools of Metekel zone so that students and the community of the area may be benefited from the research finding and recommendation provided.

### **1.5. Delimitation of the Study**

Although school leadership roles can be held by department heads and unit leaders, parent teacher association kebele education and training board in addition to the principals and assistant principals the emphasis of this study was delimited to the principals and assistant principals' leader leadership practice. This is because most dimensions used to conceptualize leadership role were the responsibilities of the main and assistant principals than others. The study also assesses the practices of school leadership, community participation and the problems that hinder school leadership in improving and promoting school success.

The scope of the study is delimited geographically to secondary schools that are found in Metekel Zone, Benishangul Gumuz region because of financially and time constraints.

### **1.6. Limitations of the Study**

It is clear that research work cannot be free from constraints. For that matter, limitations could observe in this study. Among the frequent problems that researcher faced: lack transportation

because of the hilliness of the area, lack finance and the researcher limited knowledge and experience of research was main limitations of the study.

### **1.7. Operational Definitions of Terms:-**

**Leadership:** the process of influencing an individual or group of individuals towards the achievement of organizational goals

**Educational leader:** Educational leaders in this context are the Principals, vice principals, unit leaders, and department heads parent teacher association, Kebele Education and training board (MOE 2002)

**Principals:** is an individual who are assigned in head position to organize, control and evaluate school activities in both primary and secondary schools.

**Instructional leadership:** it is the type of leadership, which is made up of direct or indirect behaviors' that significantly affect educator's instruction and, as a result, student learning. liu (1984)

**School leadership** - School leadership is simply the vision, skills, and leadership capabilities that superintendents and principals need to possess to build and maintain their school (Hallinger & Heck 1999:142).

### **1.8. Organization of the Study**

This research study is organized into five chapters. The first chapter deals with the problem and its approach. The second is concerned with the review of related literature while the third chapter deals with the research methodology. The fourth chapter contains analysis and interpretation of data where as the fifth chapter is concerned with summary of major findings, conclusions and recommendations

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Concept and Meaning of leadership

Leadership, and the study of it, has roots in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common—leadership. There are numerous definitions and theories of leadership; however, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance (Wren, 1995 cited in Gregory Stone, G. and Patterson, K. 2005).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership. Interpersonal influence, directed through communication to ward goal attainment. The influential increment over and above mechanical compliance with directions and orders. An act that causes others to act or respond in a shared direction, The art of influencing people by arguments for example to follow a line of action, The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective).

There is no single definition; a major point about leadership is not established among people in higher leadership positions. Leadership is needed in an organization and can be practiced in some extent even by a person not in a formal leadership position. As said by Ketlniko(2001) leadership is the process of directing behavior of others towards the achievement of some common objectives. Leadership is influencing of peoples to get things done to a standard and quality above their norm and doing it willingly. Therefore, according to Kotelniko, Leadership is a complex activity involving; Process of influence , Actors who are both leaders and followers and range of possible outcomes the achievement of goals, the commitment of individuals to such goals and the enhancement of group co-culture-

Others such as, Sexily and Starke (1995:p. 39), define leadership as “the ability to influence others to pursue the goals the leader thinks is important and desirable.

Leadership also involves many specific activities such as creating a vision which motivates followers to action.” [Koontz, et al. (cited in, MOE, 2004). Forward the most comprehensive definition of leadership as “...the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.” they put influence as a key thought in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group. Terry and Franklin (2003) mention that a leader influences subordinates based on one or more of five source of power coercive, reward, legitimate, expert and referent. Where the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader. All these theories used influence and vision as important aspects of leadership.

### **2.1.1. Concepts of Leadership**

Children and young people in schools around the world will graduate to face a very different future from previous generations. Technological advances and scientific discovery are significantly accelerating the amount of knowledge and information available. We now live in an increasingly interdependent international community, where success or failure in one country has consequences for many others.

There is a growing concern that the role of school principal, designed for the industrial age, has not evolved to deal with the complex challenges that schools are preparing children and young people to face in the 21st century. As expectations of what school leaders should achieve change, so must the definition and distribution of school leadership roles. Succession planning is also a high priority in order to ensure high quality school leadership for the future.

According to OECD (2009) Standards of teaching and learning need to improve and improve continuously if schools are to ensure that children and young people can be successful in the future. School leaders play a key role in improving school outcomes by influencing the motivation and capacity of teachers and affecting the climate and environment in which they work and learn. To increase their influence, school leaders need to play a more active role in instructional leadership by; monitoring and evaluating teacher performance; conducting and

arranging for mentoring and coaching; planning teacher professional development; and organizing teamwork and collaborative learning.

The concept of leadership overlaps with two similar terms, management and administration. But the work and activities of school leaders including school principals involves leadership, administration and management. As Dim mock (1999, cited in Bush and Glover, 2003) explains that School leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

Even though school leadership is defined from different angles and used interchangeably with administration and management it is believed that it is important for school effectiveness and student's academic achievements and behavioral change. As Clive Dimmock et al (2003) Leadership lies at the centre of such change in education, both as a key component of educational organizations in its own right and as a catalyst for the successful reorganization of other activities.

He further strengthens his idea by citing the research finding by (Hallinger and Heck, 1997) which states the centrality of leadership to school improvement and quality schools.

According to Jo-Ann C. Byrne and Richard T. Rees (2006) Leadership development activities often occur in a classroom setting and do not provide opportunities for participants to develop their skills in real life situations as a way of demonstrating their competency. A key part of the leadership development process should be to provide opportunities for participants to engage in organizational initiatives such as strategic planning, building projects, new product selection, new or redesigned work processes, and organization development activities. This will give program participants a chance to exhibit requisite leadership competencies beyond the cognitive level. Not only will this give the program participants real experience and insight into "senior" level activities, but it will also build the strength of the organization so that more individuals will be prepared to take new and/or expanded leadership roles.

In addition Jo-Ann C. Byrne and Richard T. Rees in their book tries to set principles which help instructional leaders to practice leadership activities and develop effective leadership approach with in their organization, these principles are: The importance of human growth and development in the organization; The organization's commitment to lifelong learning ;The importance of highly productive and effective leaders; The commitment to self-managed and adult learning principles The relationship of leadership development to the organization's mission, vision, values, goals, and strategic initiatives.

### **2.1.2. Leadership Skills**

According to Snell (2002), performing leadership function and achieving competitive advantage is the cornerstone of a leader's job. However, recognizing and understanding this does not ensure success. Managers need variety of skills these things well. Skills are specific abilities that result from knowledge, information, practice and aptitude. Technical, conceptual and human skills are major skills that leaders need to possess in order to direct their employees in an effective and efficient ways.

#### **Technical Skill**

Technical skill is the ability to perform specialized tasks that involves a certain method or process. Most people develop a set of technical skill to complete the activities that are part of the daily work lives (Snell, 2002)

In relation to this, Chanadanis (1987) stated that the technical skill basically involved the knowledge, methods techniques, and the ability to use these skills in performing a job effectively. Similarly Brusk and Boldget (1975) stated that technical skill involves understanding of proficiency in specific kind of activities, particularly one involving method, process, procedure or techniques.

#### **Human relation skills**

The human skill as an organizational leadership behavior is manifested in the ability to motivate, manage conflict, and communicate to work with and to work with and although people(et al 1982). Interpersonal and communicative skills influence the leader's ability to work well with people. These skills often called people skill. Leaders spent the greatest majority of their time



interacting with people because leaders must deal with others. They must develop their ability to lead, motivate, and effectively communicate with those around them (2002).

### **Conceptual Skills**

Snell (2002) elaborated that skill is managers/leaders ability to recognize complex and dynamic issue by examining the numerous and conflicting factors that influence these issue and to resolve the problem for the benefits of the organization and everyone concerned.

The conceptual skill is the ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit (Chanadan, 1987). This is an extremely crucial skill necessary for successful operation of the top management. Generally the above definitions explain that leaders need take into consideration, the social, cultural and economical situations of the environment in order to attain the goal of the organization. The possession of conceptual skill enables the principals to understand how one unit of organizational work affects the other to achieve the overall organizational goals.

Generally in order to lead their organization principals need to have a mix of these skills. Especially in educational institutions, where the structure is a professional bureaucracy, the community is sensitive to their function and appraisal, monitoring and evaluation are relatively complex, these skills are very important.

#### **2.1.3. The Practice of School Leadership**

The school principals are the one who is expected to play significant role to put school vision and objective in to practice and also support all school community to share these vision and objective in order to participate strongly. As Mckeever (2003) there are nine important lessons of leadership practices which are important to be successful leader in the school. This practices are to focus on the Continuous Improvement of Student Achievement, Create a Supportive School Culture through a Persistent Focus on Student Achievement, Build Commitment, Save Time,

Pay Attention to people in the organization, Build the Team, Facilitate the Transition of the Team from Learners to Learners-as-Leaders, Ensure Principal Commitment, Develop Teacher Leadership and Align the Support of the District. In the same line Lawlor and Sills (1999) found that school principals characterized by a number of features or qualities, including clear, shared values and vision, a passion for pupils' development and achievement; well-developed interpersonal skills; a positive commitment to staff development, high expectations; risk-taking, political wisdom and high levels of knowledge and professional confidence.

Also according to James et al (2010) .....The analysis of the personal - best surveys revealed an interesting phenomenon. Even though the individuals' recollections of their peak leadership experiences were all different, all of them engaged in similar practices. They developed a model of leadership that consists of The Five Practices. As the authors explained above the five leadership practices are Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

#### **2.1.3.1. Model the Way**

The writer elaborate these practices modeling the ways is refers to Leaders know that to gain commitment and to win respect they need to become exemplars of the behavior they expect of others. Excellent leaders need to identify and articulate their personal values what they represent. The principles that leaders establish, espouse, and live become the standards of excellence for others to follow. The leader who sets an example creates a situation making it easier to build consensus on shared values no matter what the climate. The excellent leader is clear about his or her values and principles because he or she asks for feedback about his or her actions.

#### **2.1.3.2. Inspire a Shared Vision**

A vision is not about a statement; it is about the shared dream of the future (Kouzes and Posner , 2010). This means that Leaders envision the preferred future, creating an ideal image of the organization. They get others behind the vision by vividly expressing their passion. Leaders are able to bring their vision to everyone's level, breathing life into other individuals' hopes and dreams. This strengthens the individuals, strengthens the team, and strengthens the vision. When leaders believe that they can make a difference, others see that the vision can be for the common good of all involved.

A vision, then, projects an idealized situation that resolves the psychological tensions and conflicts of followers. It satisfies their hopes and desires by offering an imagined solution to problems that are currently experienced. A vision is an image that heals the psychological and material wounds that leaders and followers share. It soothes present anxieties and offers hope for the future (Black, 2007).

Vision provides the focus of group energies towards a state of affairs that will exist in the future and the very existence of the vision is intended to be self-fulfilling and makes a state of affairs more likely to actually occur; it is the equivalent of a destination in spatial terms. Without knowing where one intends to go it is impossible ever to arrive. A leader has to resonate with followers. Part of being an effective leader is having excellent ideas, or a clear sense of direction, a sense of mission. But such ideas or vision are useless unless the would-be leader can communicate them and get them accepted by followers (Cronin in Black, 2007). As it is indicated by the author above unless the visions and values of the organization is effectively communicated and internalized by each member of the organization it is difficult to implement those visions, so school principals in collaboration with other school leaders are expected to communicate effectively.

Burn also strengthen the importance of communication by defining leadership as” leadership as leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers’ values and motivations”.

A vision is unlikely to be successful unless it complies with the values of a particular group. Followers will only believe in visions that are compatible with their value system. In any healthy and reasonably coherent community people decide what things they will define as legal or illegal, virtuous or vicious, in good taste or in bad. These values are embodied in the society’s religious beliefs and its secular philosophy. However expressed, values carry the message of shared purposes, standards, and conceptions of what is worth living and striving for; and they have immense motivating power .The leaders whom we admire the most help us to revitalize our shared beliefs and values (Black, 2007).

### **2.1.3.3.Challenge the Process**

As Kouzes and Posner (2010) Challenging the process is refers to the way the leader treat every activities within the school. Leaders look for ways to improve processes, for better, faster, less - expensive ways to get the work done, and they encourage the strength of the team to do it. Leaders make certain that the improvement process has a strong chance of success by helping to develop a logical plan of actions and milestones that incorporates dates, goals, and accountability. Leaders challenge themselves to ensure that they grow and learn. They invariably must experiment and take risks on their way to innovative improvement ideas. This means, of course, that leaders learn from their mistakes and blunders as well as from their successes and triumphs, making it possible for the rest of their team to do the same.

### **2.1.3.4. Enable Others to Act**

Leaders foster collaboration through the use of excellent interpersonal skills. Developing cooperative relationships, treating others with dignity and respect, and trusting people to do what they say they will builds individuals ' self - confidence and capacity to accomplish the team ' s work. Leaders show respect for others when they consider diverse viewpoints.

Leaders involve others in making decisions about how to do their work and they support the ultimate actions. These actions build cooperation across the team. When leaders empower individuals in this way, they ensure that people grow in their jobs, ultimately empowering the entire team.

### **2.1.3.5. Encourage the Heart.**

Leaders bring hope and satisfaction; they bring encouragement and support; and most of all they bring praise and appreciation (Kouzes and Posner, 2010). They further explain People will accomplish extraordinary things when they know someone cares and appreciates their dedication. Leaders recognize the contributions that individuals make; they celebrate the accomplishments that teams make. Leaders begin by showing confidence in individuals' actions. They then continue by praising individuals for both a completed job as well as for achieving small increments along the way. They celebrate creatively, celebrate sincerely, and celebrate often.

In line with this the Ethiopian government has clearly state the duties and responsibilities for school leaders. According to MOE 2002 the basic roles of school principals are expressed as follows:

- Prepare annual school plan with PTA and school community with reasonable amount of budget and appraise the plan by kebele education and training board and implement the plan with all stakeholder.
- To make the department head and teachers to prepare their own plan this is in line with the school plan.
- Make clear the duties and responsibilities to teacher of the school and other staff members and support them for the implementation of their work.
- To create the school environment supportive and conducive which enable students psychologically and mentally strong, disciplined and competent in all situation?
- To organize the activities of different committee and clubs in the school and follow up their implementation and provide support for their effectiveness.
- To lead the implementation polices, rule and regulation which is prepared at national and regional level.
- To provide counseling and guidance service to all students attending their school.
- To enable the education service which satisfies the needs of the local community, work to improve community participation.
- To announce all decisions made by parent teacher association to all stakeholder being checking its fairness.
- To coordinate the community, governmental and nongovernmental organization to support the school both financially and in labor.

#### **2.1.4. Community Participation on Students Learning Practices.**

A community is one of the stakeholders in educational activities. So the effective participation of parents and the community has positive impacts on students' achievement and effectiveness of the schooling system. Education and learning will increasingly take place beyond educational institutions. (Mulgan, in Gelsthorpe and Burnham, 2003). From this one can understand that the involvement and awareness of parents and community is crucial to improve students' learning since students have been spending most of their time with them.

The role of the community in making the schools vital is just as important as the role of the school itself. In a community where schools are looked upon as isolated institutions, as a necessary convention, the school will remain largely so in spite of the most skilful methods of teaching. But a community that demands something visible from its schools, that recognizes the part they play in the welfare of the whole... Such a community will have social schools, and whatever its resources, it will have schools that develop community spirit and interests (Skilbeck, 1970).

Communities which shares the schools vision, mission and which believes the schools strategies will engage with full potential and interest in the school activities. (Sergiovanni, in Gelsthorpe & Burnham, 2003) also strengthen this idea by stating “ When individuals (students, teachers, parents) are bound to shared ideas, values, beliefs, and frame working, bonds of fellowship emerge which empower the membership as a whole.”

School leaders have become increasingly familiar with the concept of having a vision as to how the school should be in the future. This has to be extended into the whole community.

Indeed it is difficult to see how a vision for an institution could be developed without reference to the wider community. Such a vision might include reference to: shared values and vision, social cohesion, economic growth, the development of a learning community, inclusiveness, safety and security. (Gelsthorpe and Burnham, 2003)

*Leadership consists in facilitating the emergence of novelty. This means creating conditions rather than giving directions, and giving the power of authority to empower others ... Being a leader means creating a vision: it means going where nobody has gone before. It also means enabling the community as a whole to create something new.* (Capra, in Gelsthorpe and Burnham, 2003)

Gelsthorpe and Burnham also states that Community engagement in schools lies at the heart of the processes of educational leadership. It is the key measure of success to mutual community benefit and achievement where shared vision promotes commonly agreed aims for individuals, groups and organizations. From scholars literature it is possible to deduce that community has great share for the success of the school. So school leaders including the school principals should develop strong bridge between the school and the community.

In line with this, the government of Ethiopia put a great responsibility on the shoulder of principals to create strong link between the school and the community. For example, the national professional standard for school principals (2012) states the following responsibilities: principals are expected to connect the school with the community, involve parents and community members in improving student learning, use community resources to improve student learning, establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

Parents are critical to children's successes during the school years. (Ballantine, 1999 in Hornby 2000). In fact, minimal parental involvement in schools is an international phenomenon, with the majority of parents worldwide having little contact with the schools which their children attend (Epstein, 1990). But research shows that those students whose parental involvement is high, their achievements are also better than those students whose parental involvements in their learning are less. Experiences shows that parental involvements on the children learning in Metekel zone secondary school is low but school principal as well as those stakeholders in school leadership position is expected to improve this trends as far as students better learning is important in the organizational goal achievements. Ballantine (1999) suggests that the positive outcomes of parental involvement include: improved communication between parents and children; higher academic performance of the children whose Parents are involved; high school attendance and less disruptive behavior; increased likelihood of Completing high school and attending school; a sense of accomplishment for parents; higher parental expectations of children; improved study habits among children: increased likelihood of parents deciding to continue their own education. Therefore, establishing and maintaining high levels of parental involvement in schools is an essential element in ensuring their effectiveness in providing the best possible education for the children.

According to Hornby (2000) there are different barriers that negatively affects community participation in a given school, this includes:

#### **Societal Factors;**

In some societies there is no history or societal expectation of parental involvement in schools or even in the education of their children. Schools are seen as places where children are sent to be educated.

Parents are not expected to be involved in schools or even in educating their children at home. Educating children is seen as the job of teachers and this is to occur in schools.

### **Parent Attitudes,**

Numerous studies of parental involvement conclude that almost all parents from all backgrounds care about the education of their children. So it is not a lack of interest on behalf of parents which leads to low levels of parental involvement. Epstein suggests that it is the fact that so few of them know what schools expect from them or how they might contribute to their child's schooling which is at the core of the problem. It is this lack of knowledge which acts as a barrier to the establishment of high levels of parental involvement (Epstein in Hornsby, 2000). There for this is the role expected of school leader to create this knowledge and awareness in the parents to help them involved in all school endeavors.

### **School Culture**

The more autocratic the management structure of schools, the less likely they are to be able to sustain parental involvement which is based on partnerships between parents and teachers. Where collaboration is not the norm among staff at the school it is unlikely that the collaboration between parents and teachers which is necessary for effective parental involvement will be possible.

### **School Policy and Procedures**

In order for schools to effectively involve parents, they must have clear policies and well-established procedures for working with parents. School policies are influenced by national and regional policies but also vary from school to school depending on the views of teachers and in particular principals and boards of governors. Some schools do not have an overt or even a consistent covert policy on parental involvement and this is then another barrier.

### **Resources**

Increasing levels of parental involvement involve increasing amounts of teachers' time. Where teachers are already stretched because of poor working conditions or lack of resources, or because a disproportionate amount of their time is spent on paperwork, it is difficult to convince



them that they need to contribute more time if they are to set up effective schemes of parental involvement. Additional financial and human resources need to be provided in order to facilitate high levels of parental involvement, but these are very hard to come by these days.

As we can understand barriers that hinder the parental participation/involvement in students learning above most of them can be overcome by strengthening school leadership. So the principal together with department heads, school curriculum committee, PTA and school board should work strongly to call parents and community to school because the duties have been given to these stakeholders as it is stated in Ethiopian education and training policy framework (2002).

## **2.2. Effectiveness of School Leadership**

Leadership effectiveness is a controversial issue because effectiveness by itself has no single agreed standard meanings. People define the concept of leadership effectiveness in many ways.

Indeed, Stogdill (1974) catalogued and interpreted almost five thousand studies of the concept and found great variance in its definition. Burns (1978) captured the problem most vividly in a statement still widely quoted today: "Leadership," he said "is one of the most observed and least understood phenomena on earth" (Burns 1978, 2).

People seem to accept a default position that leadership is simply what leaders do and that leaders are simply people in positions of power over others.

Cooper, Fennimore, and Nirenberg (2004) state one inclusive definition of *leadership effectiveness* is "the successful exercise of personal influence by one or more people that results in accomplishing shared objectives in a way that is personally satisfying to those involved." This definition arouses controversy when examined from perspectives based on behavior in different contexts. Although this definition most comfortably applies to the interpersonal, small-group, and network levels found within typical work environments, in almost all political arenas and in some huge organizations, leadership effectiveness will be defined differently.

The scholars also explain that organizations in which members or employees are significantly affected by decisions and actions that take place at a distance with only representative participation at best, leadership effectiveness is the successful exercise of personal influence

attempts by one or more people that results in accomplishing organizational objectives congruent with a mission while earning the general approval of their constituencies (in the case of political leadership) or stakeholders (in the case of business and civil society organizations).

In both cases, the definition's several conceptual components require further explanation because each has inspired a literature of its own to help clarify its meaning and to help us understand how to use it appropriately.

Porter et al, (2006), also emphasize that leadership operates within the social culture of its times. Now a days, people expect a more 'democratic' style of leadership, and not one where they are deceived, coerced or simply bribed to following the leader's dictates.

Fiedler (1987) has developed a contingency model which, says that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Drawing on the contingency theory of leadership effectiveness frame work bases its notion that no single style is effective in all situations but rather the situation determines the style that will most likely be effective (Sutcliffe, 1997).

Ayalew (2000) also strain that different situations require different style and effectiveness of a style depends on the circumstances in which it is used.

Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts. If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their level job maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success.

Zenebe (1992) examines that effectiveness is an expression of a given quality of performance. Effectiveness refers to a level of achievement that result in high employer moral and attainment of organizational objectives. In educational institution, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic community are satisfied in consistent with a cultural and interpretive view of the organization. (Birnbaum, 1992) contends that a "leader who is able to command support constituent has met the needs of multiple and conflicting stake holders and has acclaim to be considered a good leader" and thus effective.

In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set, professional growth goal with teachers, and provide resources foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn, increases the student achievement, (Blasé and Blasé, 1998).

### **2.2.1. Teaching and Learning.**

In-depth studies of teachers perceptions about characteristics of school principals that influence teacher's classroom instruction have conclude that the behaviors associated with instructional leadership positively influence classroom instructions (Blasé and Blasé 1998).

Findings of Blasé and Blasé indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and reflectively informed. Instructional behaviors, in implementations of new ideas, greater variety in teaching strategic, more responses to students diversity, lessons were prepared and planned more carefully teachers were more likely to take risks and more focus on the instructional process, and teachers used professional discretion to make changes in classroom practice. Teachers also indicated positive effects on motivation, satisfaction, confidence and sense of security.

Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice, (Chrispeel, 1992). In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set, professional growth goal with teachers, and provide resources foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn, increases the student achievement, (Blasé and Blasé, 1998).

Locke and Latham (1990) assert that goal setting is effective way to increase motivation and performance. They assume that goals increased attention to obtainment of the task, increase the

effort expended on goals relevant to activities, increase relentless to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organizations, such as public schools. Book Binder (1992) explains frequent communication of school goals by instructional leaders promote accountability, a sense of personal ownership, and instructional improvements. A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teacher's behaviors with in the class room, which leads to more effective schools (Book Binder, 1992; Blasé and Blasé, 1998).

As Mulford (2008) the new work of leaders is to ensure that schools provide high quality teaching, that parents are engaged with the school and their child's learning and progress and that, at all levels, there is excellent leadership. If leaders can enable such a synergy between these three factors then children, their parents and teachers will together create a golden age for learning and schooling. As it is stated by the scholars to make effective instructional leadership the school principals are expected to create strong bond between stakeholders as a result students are obtained enough support from all and being effective in their learning.

### **2.2.2. Encouraging Collaboration**

A key task for principals is to create a collective expectation among teachers concerning student performance. That is, principals need to raise the collective sense of teachers about student learning ( DuFour, Eaker, Karhanek, 2010). Then principals must work to ensure that teacher expectations are aligned with the school's instructional goals. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of the school (Elmore, 2005).

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership ( Northouse, 2010). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. Teachers can become willing recipients of research

information if they are embedded in a setting where meaningful and sustained interaction with researchers occurs in an egalitarian context (Blankstein, Houston, & Cole, 2009).

One popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. High performing teams will accomplish four different things (Smylie, 2010): (1) they will clarify exactly what students should know and be able to do as a result of each unit of instruction. We know that if teachers are clear on the intended results of instruction, they will be more effective, (2) they will then design curriculum and share instructional strategies to achieve those outcomes, (3) they will develop valid assessment strategies that measure how well students are performing, and (4) then they will analyze those results and work together to come up with new ideas for improving those results. Regular assessment and analysis of student learning are key parts of the team's process.

### **2.2.3. Using Data to Improve Learning**

How can schools gauge their progress in achieving student learning? Three factors can increase a school's progress in achieving learning for all students (Blankstein, Houston, & Cole, 2010 ). The primary factor is the availability of performance data connected to each student. Performance data need to be broken down by specific objectives and target levels in the school curriculum. Then the school is able to connect what is taught to what is learned. The curriculum goals should be clear enough to specify what each teacher should teach. And an assessment measure, aligned with the curriculum, will indicate what students have learned (Popham, 2010). Also, teachers need access to longitudinal data on each student in their classroom. With such data, teachers are able to develop individual and small-group education plans to ensure mastery of areas of weakness from previous years while also moving students forward in the school curriculum.

The second factor is the public nature of the assessment system. Annually, the school district should publish a matrix of schools and honor those schools that have performed at high levels. This provides role models for other schools to emulate. At the school and classroom levels, it provides a blueprint of those areas where teachers should focus their individual education plans (IEPs) and where grade levels or schools should focus the school's professional development

plans. The public nature of the data from the accountability system makes clear where schools are. Data should be disaggregated by race/ethnicity, socioeconomic status, English language proficiency, and disability. Performance of each subgroup of students on assessment measures makes the school community aware of which students are well served and which students are not well served by the school's curriculum and instruction.

The third factor in gauging progress toward achieving student learning is the specifically targeted assistance provided to schools that are performing at low levels. Before the advent of accountability systems, it was not evident which schools and students needed help (Lunenburg & Ornstein, 2008). The first step is to target the schools in need of help based on student performance data. Each targeted school is paired with a team of principals, curriculum specialists/instructional coaches, and researchers to observe current practices; discuss student performance data with staff; and assist in the development and implementation of an improvement plan. The targeted schools learn how to align their program of professional development to the weaknesses identified by the data. They learn how to develop an improvement plan to guide their activities and monitor the outcomes of the activities, all of which are designed to raise student performance levels.

Next, once a team of teachers has worked together and identified students who are having difficulty, then the school faces the challenge of how they are going to respond to the students who are not learning (Murphy, 2010). The challenge is not simply re-teaching in the same way in which teachers taught before, but providing support for teachers to expand their repertoire of skills and providing support and time for students to get additional assistance they need in order to master those skills. When students are not learning, principals must insure that professional development programs are in place to give additional support to teachers and intervention strategies are in place to give additional support to students.

#### **2.2.4. Providing Support to Teachers and school Community**

Teachers need to be provided with the training, teaching tools, and the support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment

results to diagnose learning gaps (Downey et al, 2009). Teachers must know how each student performed on every multiple-choice item and other questions on the assessment measure. And training must be in the teachers' subject areas. Only then can teachers be prepared to help students achieve at high levels.

In addition to professional development for teachers, all schools need an intervention and support system for students who lag behind in learning the curriculum. Schools need to provide additional help to students who lag behind in core subjects, either in school, after school, on weekends, or during the summer. Boards of education and school superintendents need to supply the financial resources to fulfill this mandate. This involves acquiring materials, information, or technology; manipulating schedules or release time to create opportunities for teachers to learn; facilitating professional networks; and creating an environment that supports school improvement efforts (Lunenburg & Ornstein, 2008).

A focus on student learning usually means changes in curriculum, instruction, and assessment - that is, changes in teaching. The history of school reform indicates that innovations in teaching and learning seldom penetrate more than a few schools and seldom endure when they do (Elmore, 2005). Innovations frequently fail because the individuals who make it happen - those closest to the firing line - classroom teachers, may not be committed to the effort or may not have the skills to grapple with the basic challenge being posed. Principals need to insure that teachers have the skills to help all students perform at high levels.

#### **2.2.5. Aligning Curriculum, Instruction, and Assessment**

Principals need to ensure that assessment of student learning is aligned with both the school's curriculum and the teachers' instruction (Popham, 2010). When they are well constructed and implemented, assessment can change the nature of teaching and learning. They can lead to a richer, more challenging curriculum; foster discussion and collaboration among teachers within and across schools; create more productive conversations among teachers and parents; and focus stakeholders' attention on increasing student achievement.

For curriculum goals to have an impact on what happens in classrooms, they must be clear. When school districts, administrators, and students are held accountable for results, more

specificity is needed in implementing the curriculum. In a high-stakes accountability environment, teachers require that the curriculum contain enough detail and precision to allow them to know what the students need to learn.

Professional learning communities attempt to align their assessment measures with their curriculum. Elmore (2000) encourages schools to consider three principles in this endeavor. First, assessments not based on the curriculum are neither fair nor helpful to parents or students. Schools that have developed their own assessment measures have done a good job of ensuring that the content of the assessment can be found in the curriculum. That is, children will not be assessed on knowledge and skills they have not been taught. This is what Fenwick English refers to as “the doctrine of no surprises.” However, the same is not true when schools use generic, off-the-shelf standardized tests. Such tests cannot measure the breadth and depth of the school’s curriculum. Second, when the curriculum is rich and rigorous, the assessments must be as well. Assessments must tap both the breadth and depth of the content and skills in the curriculum. Third, assessments must become more challenging in each successive grade. The solid foundation of knowledge and skills developed in the early grades should evolve into more complex skills in the later grades.

If one accepts the premise that assessment drives curriculum and instruction, perhaps the easiest way to improve instruction and increase student achievement is to construct better assessments (Popham, 2010).

To prepare students to think critically, teachers could teach children to identify what is significant. Teachers could model the critical thinking process in the classroom, during instruction, through assignments, in preparing for assessments, and in the content of the assessment itself. By aligning content with worthwhile questions in core subject areas, it may be possible to rescue assessment and instruction from the current focus on the recall of trivial factual knowledge. Assessment items could be created for a range of subjects and levels of difficulty. Then there would be little incentive for teachers to drill students on factual knowledge.



In making school leadership effective that means achieving the educational objectives and goals it is important to lead the teaching learning process as far as all school related factors including school leadership activity has been done and huge annual budget of the government is allocated for the purpose of improving learning. Hence school principals being with other stakeholders are expected to foster collaboration, support teachers, making their leadership door open, aligning curriculum implementation, instruction and different assessment are the basic activity which is expected from school leaders particularly the principals. More over it is important look in to instructional leadership model to understand what activities have to be done to improve classroom instruction.

### **2.3. Instructional Leadership Models**

Researchers define instructional leadership through the traits, behaviors and processes a person needs to lead a school effectively. Thus, a multitude of conceptual models that demonstrate instructional leadership exist. This section will review three prevailing conceptualizations of instructional leadership and introduce conceptualization of instructional leadership.

#### **2.3.1. Hallinger & Murphy's Model (1985)**

Hallinger and Murphy developed their model of instructional management from examining the instructional leadership behaviors of ten elementary principals in one school district and a review of the school effectiveness literature. They collected information from principals, school staffs and central administration supervisors, via a common questionnaire on instructional leadership behaviors. They supplemented this data with organizational information extracted from school documents, such as observations of the principals during clinical assessments, narratives that describe activities the principal engaged in to support the curriculum and instruction in their schools, and faculty meeting minutes and agendas. From the synthesis of questionnaire and the organizational information, Hallinger and Murphy (1985) created a framework of instructional management with three dimensions and eleven job descriptors.

Hallinger and Murphy (1985) used the eleven job descriptors from the three dimension of instructional management to create an appraisal instrument of principal instructional management behavior, The Principal Instructional Management Rating Scale.

The dimension of defining the school mission includes the principal job descriptors of framing school goals and communicating school goals. Principals demonstrate framing school goals by working with parents and staff to identify the areas of improvement within the school and developing performance goals to these areas (Hallinger & Murphy, 1985).

The function of communicating school goals refers to the ways the principal expresses the importance of the school goals to staff, parents, and students. This can be achieved through the use of formal or informal communication (e.g., handbooks, staff meetings, school assemblies, conversations with staff or students, bulletin boards, and teacher and parent conferences).

Managing the instructional program dimension involves working directly with teachers in areas related to curriculum and instruction (Hallinger & Murphy, 1985). Job functions included in this dimension consist of supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Coordinating the curriculum refers to principal activities that provide opportunities for staff collaboration on alignment of curriculum to standards and achievement tests. The instructional management job function of monitoring student progress refers to the principal's use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger & Murphy, 1985)

Promoting a positive school learning climate dimension encompasses principal behaviors that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). The principal's job functions consist of mostly indirect activities that help create a positive learning environment. According to Hallinger and Murphy, "Principals can influence student and teacher attitudes through the creation of a reward structure that reinforces academic achievement and productive effort; through clear, explicit standards embodying what the school expects from students; through the careful use of school time; and through the selection and implementation of high-quality staff development programs" (1985). The job descriptors in this dimension embody the activities necessary to influence the promotion of a positive learning climate through indirect activities.

### **2.3.2. Murphy's Model (1990)**

Murphy (1990) provided a systematic and comprehensive review of instructional leadership in his synthesis of research findings from the effective schools, school improvement, staff development and organizational change literature. Using this review, he built an instructional leadership framework which incorporates studies and findings.

The framework consists of four dimensions of instructional leadership broken down into sixteen different roles or behaviors. The four dimensions of the instructional leader, developing mission and goals; managing the educational production function; promoting an academic learning climate; and developing a supportive work environment, are describe below and indicate the different instructional leader roles or behaviors that make up that dimension.

Developing a mission and goals is fundamental in creating a sense of shared purpose and linking efforts within the school around a common vision (Murphy, 1990).

Murphy broke down this dimension into two major roles or behaviors of the principal: framing school goals and communicating school goals. Framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals. Communicating goals frequently, and formally and informally, to students, parents, and teachers stresses the importance that school goals guide the activities of the school.

Managing the educational production function of the school is the second dimension of Murphy's (1990) framework. This dimension emphasizes management behaviors of the principal. The instructional leader promotes quality instruction by conducting teacher conferences and evaluations, visiting classrooms, providing specific suggestions and feedback on the teaching and learning process, and determining teacher assignments in the best interest of student learning (Murphy, 1990; Teddlie &Stringfield, 1985).

Additionally, the principal allocates and protects instructional time with school policies and procedures. The principal works with teachers to coordinate the curriculum through aligning school goals and objectives with state standards, assessments and district curriculum.

The instructional leader monitors the progress of students frequently. An instructional leader models how to use assessment data to set goals and evaluate instruction (Murphy, 1990).

Promoting an academic learning climate refers to the behaviors of the principal that influences the norms, beliefs, and attitudes of the teachers, students, and parents of a school (Murphy, 1990). “Principals foster the development of a school learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students, and promoting professional development” . This dimension deals directly with the teaching and learning process in classrooms.

The final dimension of Murphy’s (1990) framework, developing a supportive work environment, denotes how an instructional leader establishes organizational structures and processes that support the teaching and learning process.

The principal that exemplifies this dimension creates a safe and orderly learning environment, provides opportunities for meaningful student involvement, develops staff collaboration and cohesion, secures outside resources in support of school goals, and forges links between the home and school.

### **2.3.3. Weber’s Model (1996)**

Weber addressed the need for instructional leadership regardless of the school’s organizational structure. Weber concludes, “The research suggests that even if an instructional leader were not packaged as a principal, it would still be necessary to designate such a leader. The leaderless-team approach to a school’s instructional program has powerful appeal, but a large group of professionals still needs a single point of contact and an active advocate for teaching and learning” (1996). Weber’s point is especially poignant in today’s educational arena of shared leadership and site-based management. Attention to instructional leadership will need to continue regardless of the hierarchical nature of a school organization.

Weber (1996) identified five essential domains of instructional leadership: defining the school’s mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program.

Weber described defining the school’s mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest.

The mission of the school should bind the staff, student and parents to a common vision. The instructional leader offers the stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school.

Managing curriculum and instruction must be consistent with the mission of the school (Weber, 1996). The instructional leader's repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed. The leader helps teachers use current research in best practices and instructional strategies to reach school goals for student performance.

Promoting a positive learning climate comprises the expectations and attitudes of the whole school community. "Indeed, of all the important factors that appear to affect students' learning, perhaps having the greatest influence is the set of beliefs, values, and attitudes that administration, teachers, and students hold about learning" (Weber, 1996, p.263). Leaders promote a positive learning climate by communicating instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school (Weber, 1996).

Observing and improving instruction starts with the principal establishing trusting and respectful relationships with the school staff. Weber (1996) proposed that observations are opportunities for professional interactions. These interactions provide professional development opportunities for both the observer and one being observed. In other words, a reciprocal relationship develops where both people involved gain valuable information for professional growth. Principals enhance the experience by emphasizing research as the foundation for initiating teaching strategies, remediation, and differentiation of the lessons.

Weber's last domain of instructional leadership, assessing the instructional program, is essential for improvement of the instructional program (Weber, 1996). The instructional leader initiates and contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum. This continuous scrutiny of the instructional program enables teachers to effectively meet students' needs through constant revision and refinement.

Weber's model (1996) of instructional leadership incorporates research about shared leadership and empowerment of informal leaders to create a school that underscores the emphasis of academics and student achievement for all students.

However, this model, like Murphy's (1990) model, has not been empirically tested. It is not clear that if a principal demonstrates behaviors from Weber's model, high levels of student achievement will result.

#### **2.3.4. Hypothesized Framework of Instructional Leadership:**

Synthesizing the three predominate models (Hallinger & Murphy, 1985; Murphy, 1990; Weber, 1996) of instructional leadership already discussed, three distinct similarities emerged. All three models indicated the importance of instructional leaders defining and communicating goals, monitoring and providing feedback on the teaching and learning process, and promoting and emphasizing the importance of professional development.

Locke and Latham's goal setting theory (1984, 1990) postulate that setting defined challenging goals help motivate individuals to increase performance toward the goals. Feedback is important to maximize the motivating force of the goals. Additionally, individuals may need resources or professional development opportunities to assist in the development of specific task strategies to accomplish the goals.

The three dimensions of instructional leadership demonstrate the goal-setting theory in practice in an educational setting. An instructional leader needs to work collaboratively with staff to define shared goals for the school year. The leader needs to monitor and provide feedback of the teaching and learning process as it relates to the specified, shared goals.

Finally, it is the instructional leader's responsibility to provide resources and professional development opportunities that help the staff reach the goals. With this it is also important look different leadership styles because of the fact that there is no one best way to lead an organization so looking in to different leadership style will widen the option of school leader which way will best fit in real life situation of the organization.

## **2.4. Leadership Style**

### **2.4.1. Transformational Leadership**

An early conception of transformational leadership was formulated by Burns (1978) from descriptive research on political leaders. Burns described transforming leadership as a process in which “leaders and followers raise one another to higher levels of morality and motivation.” These leaders seek to raise the consciousness of followers by appealing to ideals and moral values such as liberty, justice, equality, peace, and humanitarianism. Followers are elevated from their “everyday selves” to their “better selves.” For Burns, transforming leadership may be exhibited by anyone in the organization in any type of position.

Bass (1985) depicted transformational leadership as comprising four distinct factors: charisma, inspiration, individual consideration and intellectual stimulation. The first dimension, charismatic leadership is shown by leaders who act as role models, create a sense of identification with a shared vision, and instill pride and faith in followers by overcoming obstacles.

This dimension is also known as idealized influence. Inspiration is defined as inspiring and empowering followers to enthusiastically accept and pursue challenging goals and a mission. Individual consideration consists of behaviors such as communicating personal respect to followers by giving them specialized attention, by treating each one individually, and by recognizing each one’s unique needs. Finally, leaders who consider old problems in new ways, articulate these new ideas, and encourage followers to rethink their conventional practice and ideas are said to be intellectually stimulating.

Transformational leadership is defined in terms of the leader’s effect on followers: they feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do. According to Bass, the leader transforms and motivates followers by: (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs.

#### **2.4.1.1. Transformational Leadership Influence on Followers**

Transformational leaders achieve higher levels of success along with follower ratings of greater satisfaction, increased motivation, improved productivity and performance, and extra effort (Dasborough & Ashkanasy, 2002). Top performing managers are seen as more transformational

as compared to underperforming peers (Hater & Bass, 1988) who's low levels of transformational leadership increased employee frustration and reduced performance. In two studies with diverse samples, Bono and Judge (2003) found that followers of transformational leaders, as compared to transactional leaders, viewed their work as more important and consistent with their values. Other research suggests that followers of transformational leaders see higher purpose in their work.

The transformational leader stimulates an interest in considering work from a new and fresh perspective (Bass & Avolio, 1994). In several studies assessing leader performance through survey of followers, transformational leaders achieve their results in numerous ways. These leaders inspire others through commitment to colleagues, perseverance, risk-taking and achievement oriented focus. There is a genuine belief in continuous improvement and the validity of employee needs. Encouragement centers on thinking about new perspectives and even the most successful approaches, strategies and norms are questioned on an ongoing basis. Last, transformational leaders use prior successes to build trust and confidence that obstacles will be overcome through hard work and sacrifice.

#### **2.4.1.2. Bass Transformational Leadership**

In the Bass model of leadership, four dimensions comprise transformational leadership behavior (Bass & Avolio, 1993) including Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

Leaders demonstrate Idealized Influence with displays of conviction, emphasis on trust, commitment, purpose and resolution even in the face of difficult challenges (Bass, 1997). When leaders operate out of deeply held personal values based on justice and integrity (Humphreys & Einstein, 2003), the developing relationship leads to strengthening of the followers' goals and beliefs (Modassir & Singh, 2008).

When followers perceive the leader as powerful, confident, ethical and consistent in a focus on higher-order ideals, this is referred to as idealized influence (attributed). Idealized influence (behavior) is characterized as the charismatic actions that elicit alignment between leader-follower values, beliefs and sense of mission.



Leaders provide Inspirational Motivation when they demonstrate enthusiasm, encouragement, and consistency in their communication of high standards and an appealing vision of the future (Bass, 1997). As a companion to charisma (Conger & Kanungo, 1988), the inspirational leader excites and transforms employees to a mindset that greatness is attainable (Modassir & Singh, 2008).

Whereas Idealized Influence refers to motivating individuals, Inspirational Leadership speaks to the motivation of an entire organization (Hay, 2007) by communicating high expectations and increasing team spirit and enthusiasm (Northouse, 2001).

In addition to building trust and inspiring followers, transformational leaders also provide Intellectual Stimulation for the values and big ideas of others. Through this stimulation norms of operation are continually reviewed and questioned so that new and creative methods for accomplishing the mission can be explored (Barbuto, 2005). As it relates to the trust established through idealized influence, followers are empowered to craft and propose new and even controversial ideas without fear of ridicule (Stone, Russell & Patterson, 2003). Followers are moved out of the conceptual ruts through a reformulation of the problem (Bass & Bass, 2008).

The fourth dimension of transformational leadership is Individualized Consideration, which involves considering each person's individual needs, abilities and aspirations (Bass, 1997; Bass & Bass, 2008). The transformational leader who uses Individualized Consideration listens, advises, teaches and coaches to further develop followers. People are treated differently and individually based upon their talents, knowledge and experience (Shin & Zhou, 2003).

The individually considerate leader attends to differing needs for growth and achievement by personalizing interactions, encouraging two-way communication, delegating tasks to develop shared leadership and recognizing qualities in each person regardless of cultural differences (Bass & Bass, 2008).

#### **2.4.2. Distributed Leadership**

Distributed leadership has roots in earlier concepts such as "shared decision-making," current definitions are more far-reaching. The term "distributed leadership" means different things to different people. Bennett et al. (2003) suggest that it is more practical to think distributed

leadership as a way of thinking about leadership and Spillane (2006) suggests that distributed leadership is a framework for examining leadership. Other research concludes that distributed leadership is a developing process. In addition, distributed leadership is a developing process involving different forms of leadership practices. Silins and Mulford (2002) describe it as, sharing learning through teams of staff working together to argument the range of knowledge and skills available for the organization to change and participate in future developments. The notion of distributed leadership is characterized as a form of collective leadership in which teachers develop expertise by working collaboratively which incorporates the activities of numerous individuals in a school who work at guiding other teachers in the process of instructional change (Harris, 2000).

Elmore (2000) suggested some principles for distributed leadership that focus on improving teaching and learning in school systems. First the purpose of leadership is to improve practice and performance. Second, improvement requires continuous learning, both by individuals and groups. Creating an environment that views learning as a collective good is critical for distributed leadership. Third, leaders lead by exemplifying the values the values and behaviors they want others to adopt. Since learning is central to distributed leadership, leaders must model the learning they expect others to engage in. The model of distributed leadership assumes that what happens in the classroom are for the “collective good” (Elmore, 2000), as well as individual concern. By respecting, acknowledging, and capitalizing on different expertise, distributed leadership is the “glue” in the improvement of instruction leading an organization toward instructional improvement (Elmore, 2000). According to Yulk 2002 the focus of effective leadership from distributed leadership perspective involves: Focusing on instructional improvement and student achievement, recognizing other people’s expertise, Openness of the boundaries, Interactions among leaders, followers and situations.

### **2.4.3. Contingent Leadership**

Stresses the variation in resonance of leaders to various situations. Leaders aim at increasing capacity of the organization to respond productively to demand for change needed for development (Coleman & Earley, 2005). It places importance on responding to various situations in the schools. Principals respond effectively to solve the problems according to the needs of the specific situation. Each leadership style has its own characteristics. What might be

the most appropriate approach depends on the school context. The environment in which leaders work obviously influences leadership. Leadership is contingent on context. Hallinger & Heck (1996) state that it is important to understand principal practices leadership activities with reference to the school context. Principals should be context educated; as that understanding is very important and significant for effective leadership in schools.

#### **2.4.4. Participative Leadership**

Focused on democracy in schools and on the sharing of decision making within them (Coleman & Earley, 2005). Leadership is distributed among the teachers. This helps to create a co-operative atmosphere in the schools. Schools become more democratic through the practice of participative decision making and actions. Leadership requires participation from everyone so that all members are engaged in creating a meaning and acting on that meaning.

From the different leadership style explained above and other style which may not be included one can argue that it may not be easy to advise and recommend one which work best in a given school so school principals and leaders are expected to understand different styles from their school perspective as well as the situation they are working in. In addition those style has their own strong and weak sides for example distributive leadership provides duties and responsibilities to the teachers and other stockholders but how ever this kind of commitment and engagement of workers to engage to the activities with their best efforts depends on other situation like satisfaction and professional interest and it may be difficult for measurement and evaluation as well as its practicability.

### **2.5. The Role of School principals in School**

Principals are the key players in the school improvement plan. They play a wide variety of roles to ensure that the improvement plan and its implementation are successful. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community .According to Education Improvement Commission (2000), principals' roles in school improvement planning fall into three main categories, as follows:-

#### **2.5.1. Effective Communication**

Principals should: Clearly explain the school improvement planning process to staff, school councils, parents, and other community members; Help staff, school councils, parents, and other

community members understand their role in the process and invite them to participate; Provide the community with a school “profile” detailing the nature and characteristics of the school; Ensure that everyone involved in the process receives regular communications about the improvement plan and the school’s progress; Communicate the final school plan to all members of the school’s communication.

### **2.5.2. Enhancing Professional Development**

Principals should: Encourage staff to lead the development and implementation of the plan; Provide leadership and professional development/training opportunities to staff, school council members, parents, and other community members involved in the process, and support them in developing and implementing the plan; Establish professional development goals with staff that focus on the goals and strategies in the school improvement plan; Ensure that professional development activities that focus on achieving the school’ improvement goals are part of every staff meeting.

### **2.5.3. Leading the school community**

Principals should: Develop and circulate a parent survey to provide parents with an opportunity to describe their feelings about the school and the ways in which they would like to be involved in their children’s education, and ensure that parents have adequate time to respond to the survey; Tally the results of the parent survey and provide it to those involved in the planning process to help them determine the goal for enhancing the level of parental involvement ; Regularly collect classroom information on student achievement, use this information in discussions with teachers about adjusting and improving their teaching strategies, and ensure that this information is also used by those developing the school improvement plan; Lead school improvement planning meetings of staff, school councils, parents, and other community members; Regularly assess staff’s implementation of the school improvement plan; Provide support and ongoing professional development for staff members as they pursue the strategies set out in the plan; Ensure that the school budget reflects and supports the plan’s goals and implementation strategies; Continually gather information on student achievement and communicate it to the school’s community as part of the plan’s monitoring and evaluation process (Education Improvement Commission: 2000,)

#### **2.5.4. Enhancing Curriculum Implementation**

The school principal is a key granter of successful implementation. He/she can also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems and the like ( Ornestin and Hunkins, 1998 ).

On the other hand, many educationalists felt that the principal's role to the improvement of the curriculum is high. Dull (1981) as cited in (Zulu, 2004). mentioned the principal's role in curriculum improvement as follows;1) Arrange and persuade the conduct of continual meetings to arrive at remedies to problems,2) Facilitate the provision of in-service training to teachers,3) Ascertain that teachers often receive the recognition due them,4) Make sure that the suggested improvements are pertinent,5) Identify the values, spirits, and performance passed by teachers before they put the improved curriculum into practice, and 6) Check the presence of enough amounts of appropriate materials and supplies in the classroom.

Pat Cox (1983) also suggests that the principal should make the school situation favorable enough to promote solving a problem related to curriculum improvement. The principal should also make certain that teachers, parents, and those representing the central office should fulfill their task in clearly defined time space. The principal must assure that these individuals are free from the influences or trivial evaluations.

#### **2.5.5. The Supervising School Activities**

Supervision is the key in creating effective teaching and learning process. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of the benefits of supervision (Zulu, 2004). It is noted that most researchers are in agreement about the importance of supervision in the delivery of education. Principals are a key player in school supervision. In this view, Zulu (2004) declared that the key person in the supervision exercise is the principal.

According to the scholar supervision is an act by the principal of managing, overseeing and giving direction to education. It is, therefore, important for the principal, to have a shared of what is supposed to be happening in the classroom with the teacher. Bondi and Wiles (1986) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction for the teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

Researchers such as Bondi, and Wiles (1983) have suggested some models of supervision that could be used effectively by school principals. One such model is the clinical supervision model by Cogan as illustrated by Rossouw (1990) consists of 4 stages:

- A) Pre-Conference: Principal and educator aims to reach a common understanding of the objectives, approaches to learning and teaching and intended outcomes in a lesson.
- B) Classroom observation: Principal gathers information through observation while the educator conducts the lesson planned.
- C) Analysis and reflection: Principal and educator reflect in and draw inferences from what is known and observed.
- D) Post-Conference: Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgments are provided. It is worth noting that class visits and (lesson observation form the basis of the principal's supervision practices. This clearly indicates that supervision is focused on improving professional performance so as to deliver the valued outcomes of the school which includes increased student achievement (Zulu, 2004).

#### **2.5.6. Facilitating of Classroom Instruction**

The principal does not necessarily have to engage in teaching and have an in-depth knowledge of various subjects offered in his/her school.

However, as the chief administrator of the individual school, the principal has the authority and responsibility of decisions within the autonomous sphere of the school. In his focus on the principal's leadership, Kaiser (1985) in Zulu 2004 contends that the leadership exercised by the principal can make a difference between a school that operates effectively and one that is ineffective. Kaiser further points out that through his leadership behavior, the principal can improve the instructional climate of the school for both teachers and learners. The responsibility for creating the climate in a school that is conducive to effective teaching and learning rests with the principal. An improvement in the quality of life in the school leads to improved relationships among staff members and thereby improves their productivity.

According to Bondi and Wiles (1986) the primary job of a school principal is to improve the instructional experience of students which also includes the organization of school and staff, selection of learning materials, developing methodology and conducting evaluations. They further argue that to ensure effective instruction for students, the principal must follow the intended curriculum into the classroom setting and work with the teacher.

Murphy and Louis (1993) agree with Fullan's idea that the principal is the single most important factor in transforming classroom instruction. They argue that a principal's involvement with instructional leadership is crucial to the support and facilitation of teaching. Hall and Hord (1982), concur with Murphy and Louis's assertion. They emphasize that if educational programs are to improve, principals must take the lead in providing educators with the instructional leadership they need. The researcher assumes that the above suggestions indicate that the principal's instructional leadership has a significant influence on students' achievements. In addition, a good principal takes the lead over matters concerning children's learning, and he/she also interests himself/herself in teaching strategies and in the curriculum.

## **2.6. The practices of School Leadership in Ethiopia**

Throughout Africa, there is no formal requirement for principals to be trained managers. They are often appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership. In Kenya, for example, "deputy principals as well as good assistant teachers are appointed to the leadership without any

leadership training. But good teaching abilities are not necessarily an indication that the person appointed will be a capable educational leader” (Kitavi & van der Westhuizen, 1997).

Tekleselassie (2002) reports on a change in the “placement” process for new principals in Ethiopia. Before 1994, “the assignment of principals was largely conducted on the basis of the applicants' degree or diploma in educational administration”. The new process involves teachers electing principals from among the teachers at the school. Initially, this is for two years and a re-election must be preceded by “performance evaluation. Colleagues, students, parents and the district office will assess the principal biannually to determine re-election for the second term. Then the district office must approve the election”. Tekleselassie (2002) concludes that “elected school principals are the ones who are either outstanding in their teaching assignments, or those who are popular among colleagues or their superiors”. The process appears to include bureaucratic, democratic and political aspects, leading to unpredictable outcomes.

According to MOE (2010) a Teacher Development Program was launched in order to improve teacher qualifications and professional development. Amongst the major achievements of this program, the following are worth mentioning: Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise and a special Leadership and Management Program (LAMP) were initiated to build capacity of school principals and supervisors in planning and management.

The important role of school leaders in quality improvement is well known. To allow leaders to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MOE, 2010). To strengthen teacher effectiveness, activities will relate to both pre-service training and in-service training. Several activities will be undertaken to enhance the capacity and relevance of pre-service training centers, with special focus on science, mathematics and English teaching. Similar activities will support the improvement of in-service training, while work will be undertaken on the career structure and licensing of teachers. Special attention will also be given to increasing the share of women among teachers. In emerging regions, more teachers will be recruited from among the population in these areas (MOE, 2010).



## **2.7. Factors Affecting Leadership Effectiveness.**

Many contextual factors negatively affect school act. However, the kind as well as the strength of the problem is not the same in every school. for instance, Bush and Bell(200) state, shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MOE,2007;p.1). Such factors can be classified in to personal characteristics, Organizational characteristics and district or zone education department characteristics.

### **2.7.1. Personal Characteristics and Leadership**

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship, Researchers also recognize the potential influence they have on how principals perform their role. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership.

Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore ,strong instructional leadership, Research findings, however, are inconsistent about the relationship between age and leadership effectiveness,( Gross & Herriott ,1965;p.76) for instance, found “negative” relations that dictate older principals provide less leadership than do the younger, whereas. (Jacobson, et al, 1973; P.33), reported “very little” relationship between age and successful leadership”.

Work experience as a second factor, has been commonly used as criteria in selecting principles and assistant principals. (MOE,1996: p.7). For instance, has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor. However, research findings do not support this. For example, Gross & Herriott,(1965; p.68-73), found that the length of experience as teacher, previous administrative experience and even the number of years at the principal ship position have no significant relationship with leadership effectiveness (measured as EPL).

Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, MOE (1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered fore leader effectiveness. In this connection with, Hallinger and Murphy (1987:P.55) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role.

### **2.7.2. Organizational Characteristics**

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial).

Experience shows that shortage of qualified teachers makes instructional leadership process problematic. Role diversity is the other organizational factors, to which most of secondary school leaders complain reviewing different studies on principals' time allotment to their work, Jacobson, et al, (1973; p.135) reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction.

(Hallinger & Murphy, 1987; p.57). States that Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive, intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully. (Corbally, et al, 1990:P.38).

Such professional norm makes the relationship between teachers and school leaders on the matters of instructional loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of principal's classroom visits as well as their initiatives of consulting teachers about instructional matters (Hallinger & Murphy, 2001P.56). Many authors and research findings also, identified school size as one factor that influences principal's Leadership. Zenbe. (1992; P.127), For example, found that "the size of the school stress the job demands of ....the principal".

Holmes, (1993; P.41) again confirmed that the learning priorities and needs of children can easily be detected in small schools than in larger ones. The findings of Gross and Herriott (1965; p.153) also reveal that principals' leadership effectiveness increases in small schools of the principals. Time budgeting over concluded that. Principals of small schools spent more time in

teaching while principals of longer schools spent more time in curriculum and instruction, guidance and problem of the staff. This implies that school size and instructional leadership effectiveness have a direct relationship. Other studies shows that principals have multiple roles they play Information over load, paper work, too many reports, many non academic demands and work over load consume much of the Principals time, Hence ,only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (sergiovanni, 2007).

### **2.7.3. District or Zone Education Department Characteristics**

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role. As Hallings and Murphy, (1997), pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

On the positive side, Gross and Herrioit's (1985) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership. Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting requirements untimely teacher transfer and in deployment of teachers are suggested as constraining elements in principals instructional leadership process .

Weak expertise support from the woreda education office and absence of incentives and reward system also negatively affects the principals' leadership in the school. Woreda education office goes to school not more than two times in a year. During their trip they could not give supports on instructional activities rather they may collect different data like number of drop out, community participation and some discipline records or it is generally need data for the purpose of administrative function. These concerns of the education officers do not motivated the principals towards the activity of instructional leadership and force them to incline towards the administrative functions.

But according to MOE (2012) school supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison at schools to achieve the supposed unified and standardized school system. Controlling in a sense of monitoring and informing compliance requirements; Providing professional support to schools' community including schools principals and teachers; Evaluating school performance to give feedbacks for improvement; and Working as liaison or link to facilitate both vertical and horizontal communications within the system as well as among schools.

## CHAPTER THREE

### 3 RESEARCH DESIGN AND METHODOLOGY

Under this chapter the following titles were treated: design of the study, source of data, sample population and sampling technique, data collection instrument, validity and reliability of data collecting instruments, procedure of data collection and method of data analyses are treated.

#### 3.1. The Research Design

The study design involved both quantitative and qualitative approach in order to collect reliable and tangible results because the two approaches enable to collect in formations from the participants in different ways. In the process researcher can collect data from different sources and reach up on general conclusion of the findings.

#### 3.2.The Research Method

The descriptive research method was used. A descriptive method describes and interprets what is there currently. This is because the intention of the study was to assess the leadership practice and problem, and to describe opinions that were held on school leadership practices by participants of the study and to look into school leadership problems. In the same line of argument, Best and Kahn,(2003;p.14) have argued that descriptive study is concerned with conditions or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the method was preferred on the ground that it enables to collect reliable and tangible information on the practices and problems of school leadership from the opinion survey of school leaders (Principals, vice principals) and staff members (teaching and non teaching).

#### 3.3.Source of Data

The data for this research was collected from both primary and secondary sources. Primary data was obtained from principals, Vice principals, Department heads, PTA and teachers who had direct contact with the study issue.

The secondary data was obtained from document analysis. For this purpose, the documents of departments, supervision plan, reports, action research, feedback documents, and checklists was revised.

### **3.4. The Study Population, Sample Size And Sampling Techniques**

#### **3.4.1. The Study Population.**

The Seven Woredas of Metekel zone namely: Wombera, Bullen, Debatei, Mandura, Pawi, Guba and Mamubuic was the place where this research was conducted. The study population was taken from 18 General secondary schools (18 principals, 18 vice principals, 90 department heads, 18 PTA Coordinators and 324 secondary school teachers, a total of 454. The source of data was metekel zone education department office.

#### **3.4.2. Sample Size and Sampling Techniques**

Out of 18 government general secondary schools found in 7 woreda of Metekel Zone, 9 (50%) was selected using simple random sampling technique (lottery method) to provide independent and equal chance of being selected for the schools. The researcher believed that the sample size of 9 secondary schools were representative sample and will help to manage the work of the study in terms of time and minimized cost.

Respondents for this study were selected using two types of sampling techniques. Since principals, vice principals and department heads are responsible to facilitate school leadership activities, all included into the study by using purposive sampling. Accordingly, 72 respondents (9 principals, 9 vice principals' 45 department heads and 9 PTA coordinators) were included in to the study. Because assuming that they provide more information about school leadership activities in their schools than others as a close relation with overall activities. On top of this, based on the researcher's knowledge of the population, judgment is made about which cases should be selected to provide the best information to address the purpose of the research.

To determine the total sample size of the teachers for the study, Daniel's (1999) sample size determination formula was used. This formula is used when the proportion is larger than 5% ( $n/N > 0.05$ ), we need to use the formula with finite population correction, i.e.

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

Where

$n'$  = sample size with finite population correction,

$N$  = Population size, =170

$Z$  = statistic for a level of confidence, =1.96

$P$  = Expected proportion (in proportion of one) = 0.5

$d$  = Precision (margin of error) = 0.05

$$n = \frac{NZ^2P(1-P)}{(N-1)(d^2) + Z^2P(1-P)}$$

$$n = \frac{170(1.96)^2 0.5(1-0.5)}{(170-1)(0.05^2) + (1.96)^2 0.5(1-0.5)}$$

$n = 118$  respondents

Based on the above formula, out of 170 (100%) teachers in the sample secondary schools, 118(69%) of them were included in this study as respondents. The researcher believed that the sample of 69% is sufficient to secure the data from teacher respondents. The respondent teachers from 9 secondary schools were selected using simple random sampling technique, particularly through lottery method with the assumption that all teachers have equal chance of being selected and also to obtain representative sample.

The number of sample teachers from each selected schools was determined by the formula of Cochran (1977) proportional allocation to the size of teachers in each secondary schools.

Mathematically:

$$P_s = \frac{n}{N} \times \text{No of teachers in each school}$$

$P_s$  = Proportional allocation to size

$N$  = Total number of teachers in the nine selected secondary schools (170)

➤  $n$  = Total teachers sample size (118)

Accordingly, the samples will be selected by using lottery method passing through the following steps.

Step \_1: Constructing a sample frame.

Step \_2: All teachers' name in each school will be alphabetically arranged

Step \_3: The number of sample teachers from each school has been determined

Step \_4: The name of the teachers will be rolled on a ticket

Step\_ 5: The rolled ticket will be picked up randomly until the required number of sample is obtained.

Table 1: The summary of the total population size and sample size and sampling technique of each selected school is presented as follows

No	Type of respondents	Sample schools	Total population	Sample size	(%)	Sampling techniques
1	Teachers	Senkora	10	7	70%	Simple random sampling techniques
		Kitar	9	6	67%	
		Dobei	15	10	67%	
		Galessa	24	17	71%	
		Mandura	21	15	71%	
		Pawie Ketena-2	15	10	67%	
		Mamubic	40	28	70%	
		Guba	24	17	71%	
		Bolele	12	8	67%	
	Total		170	118		Simple random sampling techniques
3	Principals		9	9		Purposive sampling technique
4	Vice principals		9	9		Purposive sampling technique
5	Department heads		45	45		Purposive sampling technique
6	PTA coordinators		9	9		Purposive sampling technique
	Total		72	72		



### **3.5. Instruments for Data Collection**

Before the instruments were developed, relevant literatures were reviewed. Based on the information obtained from literature, three data collecting instruments, i.e. questionnaire, semi-structure interview and document analysis were developed and employed to elicit the required quantitative and qualitative data. Both questionnaire and semi-structure interview questions were prepared in English language because all the selected respondents can read, write, understand and communicate in English.

#### **3.5.1. Questionnaire**

In the questionnaire close ended items were prepared to collect reliable data from sample secondary school teachers, and department heads of each school. This is because questionnaire is convenient to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. It allows the respondents to give information with no threat. In line with this, it makes likely an economy of time and expanse and high proportion of usable response (Best & Kan, 2003).

#### **3.5.2. Semi-Structured Interviews**

Semi-structured interview was used to acquire qualitative data from school principals, vice principals and PTA coordinator regarding the practice of school leadership and problems associated particularly instructional and administrative leadership aspect of the school. Semi-structured interview was preferred to the structured one because semi-structured interview items is the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. In line of this, scholars have stated the following;

*A semi-structured open-ended interview is based on the fact that data are gathered in a relative systematic manner. And this type of interview does not require a very skilled interviewer. Several authors concur that this kind of interview enables data comparison. It also has the potential to lead to the discovery of new aspects related to the topic under investigation (Bless et al. 2006: 116)*

### 3.5.3. Document Analysis

In addition to primary sources, relevant documents from the secondary sources were included. This technique helps the researcher to crosscheck the data that was obtained through questionnaire and interview. The document analysis was focused on such documents of supervision, school strategic plan, Reports, student achievement evaluation records, checklists, in each school.

### 3.6. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments is very important before researchers administer the actual study, according to Muijs, D (2003, p.67) Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure. To ensure validity of instruments, the instruments were developed under close guidance of advisors and a pilot study was carried out to pre-test the instruments.

Therefore, the researcher was conducted a pilot test on 25 teachers of Deberie-Zeyit General secondary schools. The pilot study helps to: Determine whether the questionnaires were easily understandable by the teachers and the feedback provide an indication to modify some of the item and remove some items if it is necessary; obtain teachers suggestions and views on the items; assess the reliability of the questionnaire. Based on the result of the pilot test, three items were removed and five items were modified. To check the reliability, the Cronbach's Alpha test was used.

Reliability coefficient of each table

The practice and problem of school leadership.	Number of item	Reliability coefficient	Remark
Practice of school leadership	24	0.784	
Instructional leadership aspect	14	0.855	
Parental participation	6	0.755	
Factors affecting school leadership	11	0.833	
Mean	55	0.810	

Based on the result, the reliability coefficient of the instrument was found to be 0.810 (81.0%) and, therefore, reliable because a reliability coefficient of 0.70 and above is considered to be “acceptable” in most social science research situations.

### **3.7. Methods of Data Analysis**

The data which was obtained through closed ended question items were organized (coding, categorizing, and arranging) according to its similarities. It was processed and analyzed using Statistical Package for Social Science [SPSS] version 16 computer programs and quantitatively analyzed by using descriptive statistics such as percentage and frequency.

The chi-square was also applied to test whether there is any significant difference happened in the response of teachers and Department heads. Thus, the frequency and percentage was derived from the data as it well serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al, (2008).

The data collected through semi-structured interview and open ended question items were organized according to theme identified from the research questions and analyzed qualitatively. The contents were presented in narrative using well-said accurately of the study participants as illustration. The result was triangulated with the quantitative findings.

### **3.8. Ethical Consideration**

To investigate this research, supportive letters from the department of Educational Planning and Management was written from Jimma University with principals, vice principals, Department heads and teachers to get their permission and to arrange their convenient time to the questionnaire and interviews. The respondents were informed of the purpose and importance of the research. Finally they were informed the information obtained from the respondent, data obtained from the document and others were kept confidential.

### **3.9. Description of the Study Area**

The Benishangul-Gumuz Regional State is one of the nine regional states that constitute the Federal Democratic Republic of Ethiopia. The administrative structure of the Benishangul-Gumuz Regional State consists of Regional Government, zones and Woreda and Kebeles presently, the region is divided in to three zones, of which Metekel is one which is bordered

in the south and southwest by Kamashi zone, in the west by Sudan and in the north and east by Amara Regional state. The administrative center of the zone is Gilgil Beles, which is located 545 KM away from Addis Ababa to the North West and 300 km distance from the seat of the region to south west. Based on the 2007 Census conducted by the Central Statistics Agency of Ethiopia (CSA), this Zone has a total population of 276,367, of whom 139,119 are men and 137,248 women. The educational institutions of the zones are 18 secondary schools, 165 primary schools, 1 teacher training college, 1 nursing school, 1 TVET college. The climatic condition in most areas of Metekel zone is hot where as a few areas have moderate climates.

## **CHPTRE FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRATION OF THE DATA**

This chapter deals with the presentation, analysis and interpretation of the data. The chapter has two parts. The first part presents the demographic characteristics of the respondents whereas the second part displays the analysis and interpretation of the data.

The data were collected from a total of 163 respondents (118 teachers and 45 department heads) using questionnaire. The return rate of the questionnaire was 100 % from teachers and 100% from school Department heads. Moreover, nine school principals and 9 vice principals were interviewed and nine PTA coordinators were interviewed and the result was explained in table form and the interviews were triangulated and validated the quantitative data according to their theme.

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

The general information about the respondents' sex, age, educational qualification and years of experiences are presented in the table below.

**Table 2. Back Grounds of the Respondents.**

No	item		Respondents					
			Teacher		Dept. head		Principals	
			N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%
1	sex	Male	109	92.4%	41	91.1%	9	100%
		Female	9	7.6%	4	8.9%	-	-
		total	118	100%	45	100%	9	100%
2	Age	Below 25	35	29.6%	2	4.4%	-	-
		26-35	50	42.4%	30	66.7%	4	44%
		36-45	33	28%	13	28.9%	5	66%
		Total	118	100%	45	100%	9	100%
3	Teaching experience in years	Blow 3	2	1.7%	-	-	-	-
		3-5	25	21.2%	10	22.2%	-	-
		6-8	50	42.4%	21	46.7%	2	22.2%
		9-12	38	32.2%	12	26.7%	7	77.8%
		13-16	3	2.5%	2	4.4%	-	-
		Total	118	100%	45	100%	9	100%
4	Educationa l qualificatio	Diploma	-	-	-	-	-	-
		degree	118	100%	45	100%	6	66.7
		MA/MSC.	-	-	-	-	3	33.3

	n	TOTAL	118	100	45	100	9	100%
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As can be seen from table 2, majority of teachers and department heads were males [109 (92.4 %) and 41(91.1%) respectively]. On the other hand, 9(7.6 %) teachers and 4(8.9 %) department head members were females. This implies that the participation of both sexes in teaching and management activities in sample secondary schools was not proportional.

All principals were male. From this, one can conclude that the female teachers were not in principal position in the schools. As a result females' leadership quality was missed.

As to their age, the majority of the respondents 50(42.4 %) and 30 (66.7%) of teachers and department heads respectively were found in the age range of 26-35 years. This indicated that a large number of teachers were found at their young age. Thus, those teachers have good opportunity to share experience from their senior teachers as well as department heads to implement the school work effectively.

With regard to the age of interviewed participants, 4(44 %) principals and were found in the age range of 26-35 whereas 5(66%) principals were within the range of 36-45 which implies that they are within the young and adult age. Thus, they have better experience to help the teachers in improving their knowledge and professional growth.

Regarding the level of education of teachers and department heads, all of them had first degree which could help one to conclude that teacher' and department heads' qualification was a good opportunity for the academic performance of secondary schools. As per the policy of the MOE, teachers of secondary schools are expected to have at least first degree whereas 6 (67%) principals had first degree and 3(33%) of principals had second degree.

Most of the secondary school principals in Metekel Zone lacked appropriate qualification (master's degree). This situation may have an influence on facilitating and coordinating the implementation of school leadership activities and curriculum effectively.

With respect to years of experience of the interviewed, ones most of the principals had served to 9-12 years. Therefore, one can conclude that principals had better experience to help teachers in improving their professional competence that would contribute to improve the implementation of school activities in secondary schools.

#### 4.2. Leadership practices of school principals.

Table 3: The practice of school leadership, Model the way

No	Item	Resp.	Response												χ <sup>2</sup>
			Strongly agree		Agree		Undecided		Disagree		Str. Disagree		Total		
			No	%	no	%	n	%	no	%	No	%	No	%	
6	<b>Model the way</b> Principal clarify school values. He/she have an unwavering commitment to a clear set of values of the school.	Teacher	6	5.1	43	36.4	6	5.1	54	45.8	9	7.6	118	100	18.074
		Dep. head	2	4.5	32	72.7	3	6.8	2	4.5	5	13.3	45	100	
		Total	8	4.9	85	52.8	9	5.5	46	28.2	14	8.6	163	100	
7	The principal model the behavior and performance he/she expect from others.	teacher	4	3.4	31	26.3	1	.8	60	50.8	22	18.6	118	100	7.236
		Dep. hd	5	3.1	16	36.4	2	4.5	14	31.8	12	26.7	45	100	
		total	9	3.1	47	29.4	3	1.8	74	45.4	34	20.2	163	100	
8	Principals strongly work to build consensus around common values to run the organization.	teacher	6	5.1	46	39	-	-	46	39	20	16.9	118	100	5.714
		Dep. hd	1	2.3	19	43.2	3	6.8	19	43.2	3	6.6	45	100	
		total	7	9.8	65	49.7	3	1.8	65	35.6	23	3.1	163	100	
9	School principals has high personal value(respect others idea, value loyalty)	teacher	12	10.2	55	46.6	1	.8	47	39.8	3	2.5	118	100	5.714
		Dep. hd	4	8.9	26	57.8	2	4.4	11	24.4	2	4.4	45	100	
		total	16	9.8	81	49.7	3	1.8	58	36.6	5	3.1	163	100	



	made at different level effectively.		11		55		2		41		9				16.3
		Dep. hd	2	4.4	35	77.8	1	2.2	3	6.7	4	8.9	45	100	32
		Total	13	8.0	90	55.2	3	1.8	44	27	13	8.0	163	100	
11	Principal ask for feedback on how his/her actions affect other people's performance.	teacher	6	5.1	45	38.1	2	1.7	48	40.7	17	14.4	118	100	6.16
		Dep. hd	3	6.7	11	24.4	2	4.4	25	54.5	4	8.9	45	100	5
		Total	9	5.5	56	34.54	4	2.5	73	44.8	21	12.9	163	100	

N.B. In this research for the sake of making the analysis simple the researcher tries to analyze the research by condensing the likert scale in to three by considering that there is no criteria to differentiate strongly agree from agree and strongly disagree from disagree.

With item 1 of table 3, teachers and department heads were asked whether or not school Principal clarify school values. Accordingly, 63 (53.3%) teachers disagreed that the school principals clarify school values. whereas 32 (72.7%) department heads expressed that the principals regularly practice the task.

A chi-square test value ( $\chi^2= 18.074$ ) is greater than the table value of ( $\chi^2=9.487$ ) at a significant level of 0.05 with four degrees of freedom. This implies that there is statistically significant difference between the responses of the two groups. From this, one can infer that department heads claimed that principals did their best even though significant amount of teachers did not support the idea. Regarding to this, the teachers` idea is supported by principal's interview in which such practices were not satisfactory even though they have been started such activities recently. So, one can conclude that principals did not make enough effort to create school value at the expected standard from them.

In their response to item 2 of table 3, 82(79.4%) teachers and 26(58.5%) department heads agreed that school principals were not model the behavior and performance he/she expect from others. The calculated chi-square value  $\chi^2=7.284$  is less than the table value  $\chi^2=9.487$  at significant level of 0.05 with four degrees of freedom. This implies that there is no significant

difference between the responses of the two groups of respondents. Thus, it could be said that the school principals were not model the behavior and performance he/she expect from others.

While reacting to item 3 of table 3, 66(55.9%) teachers and 22 (49.8%) department heads responded that school principals were not strongly work to build consensus around common values to run the organization. The calculated chi-square value  $\chi^2 = 5.714$  is less than the table value of  $\chi^2 = 9.487$  at significant level 0.05 with four degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. Thus, the work of the principals to build consensus around common values to run the organization were not satisfactory.

With regard to item 4 in table 3, 67 (56.78%) teachers and 30(66.67%) department heads agreed that School principals has high personal value (respect others idea, value loyalty)

In this regard, the computed chi-square value  $\chi^2 = 5.714$  is less than the table value  $\chi^2 = 9.487$  at significant level 0.05 with four degree of freedom which is implying that there is no significant difference between the responses of the two groups of respondents. This shows that the school principals have high personal value which has positive effect on school leadership activities.

Item 5 of table 3 related to whether or not school principal practice decisions made at different level effectively. In this case, 66(53.6%) teachers showed agreement whereas 37(77.8%) department heads expressed their agreement. Quite significant number of teachers [50(42.3%)], however, asserted their disagreement. The calculated chi-square value  $\chi^2 = 16.332$  is greater than the table value  $\chi^2 = 9.487$  at significant level 0.05 with four degree of freedom.

So, as far as department heads are part of school leaders, more of the implementation of decisions made at different level concern than teachers, they have better understanding and information, the response of department heads are expected to be supported as a result it is possible to conclude principals task of implementing decisions made at different level in school were satisfactory.

In their response to item 6 in table 3, 65(55.1%) teachers and 29(63.4%) department heads disagreed that the Principals asked for feedback on how his/her actions affect other people's performance. However, 51(43.2%) teachers and 14(31.1%) department heads agreed. The computed chi-square value  $\chi^2=6.165$  is less than the table value  $\chi^2 =9.487$  at significant level 0.05 with four degrees of freedom. This indicates that there is no significant difference between the responses of the two groups of respondents. Thus, it can be concluded that the school principals were not interested to take feedbacks this negatively affects improvement of the leadership practices of school principals as well as learning from mistakes.

In line with this Kouze and posner(2010) explains that school principals know that to gain commitment and to win respect they need to become exemplars of the behavior they expect of others. Excellent leaders need to identify and articulate their personal values what they represent. The principles that leaders establish, espouse, and live become the standards of excellence for others to follow.

Table 4: Inspiring skill of principals

No	Item	respondent	Response												$\chi^2$
			S. A		Agree		Und.		Disagree		S.D		Total		
			N	%	no	%	n	%	no	%	No	%	No	%	
12	<b>To inspire shared vision</b> The School principals create a vivid vision of the future by imagining exciting and ennobling possibilities.	Teacher	7	5.9	37	31.4	4	3.4	43	36.4	27	22.9	118	100	5.243
		Dept.h	-	-	18	40	2	4.4	19	42.3	6	13.3	45	100	
		Total	7	4.3	55	33.7	6	3.7	62	38	33	22.2	163	100	
13	All stakeholders in school know the school vision and strongly work for its achievement.	teach	1	0.8	45	38.1	-	-	38	32.2	34	28.8	118	100	1.241
		Dep.h	-	-	16	35.6	-	-	18	40	11	24.4	45	100	
		total	1	0.6	61	37.4	-	-	56	34.4	45	26.6	163	100	
14	Develop risk taking culture and	teach	2	1.7	48	40.7	1	0.8	41	34.7	26	22	118	100	

	ownership feeling in all stakeholder for achievement of those vision.	Dep .	-	-	13	28.9	2	4.4	18	40	12	26.7	45	100	4.811
		total	3	1.2	61	37.4	3	1.8	59	36.2	38	23.3	163	100	
15	Principals encourage employees using symbolic language, practicing a positive communication style, tapping into verbal and nonverbal expressiveness.	teach	2	1.7	62	52.5	3	2.5	47	39.8	4	3.4	118	100	6.128
		Dep.	1	2.2	32	71.1	-	-	10	22.2	2	4.4	45	100	
		total	3	1.8	94	57.7	3	1.8	57	35	6	3.7	163	100	
16	Principal make a list of performance and behavioral expectations for employees.	teach	1	0.8	46	39	1	0.8	65	55.1	5	4.2	118	100	5.464
		Dep.	-	-	16	36.6	3	6.7	23	51.1	3	6.7	45	100	
		Total	1	0.6	62	38	4	2.5	88	54	8	4.9	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With regard to item 1 in table 4, respondents were asked whether or not the School principals create a vivid vision of the future by imagining, exciting and ennobling possibilities. Accordingly, 60 (59.3%) teachers and 25(55.3%) department heads expressed their disagreement whereas 44(37.3%) teachers and 18(40%) department heads pointed out their agreement. The computed chi-square at 0.05 level of significant with four degree of freedom is  $\chi^2 = 5.243$ , which is less than the table value  $\chi^2 = 9.487$ . This shows that there is no significant difference among the responses of the two groups.

Item 2 in table 4 raised a question on whether or not all stakeholders in school know the school vision and strongly work for its achievement. Accordingly 71(61%) of teachers and 29(64.4%) department heads were responded their disagreement where as 46(38.9%) of teacher and 16(35.6%) of department heads agreed that all stockholders in the school know the school vision. The computed chi-square at 0.05 level of significant with three degree of freedom is  $\chi^2 = 1.241$ , which is less than the table value  $\chi^2 = 7.378$  from it is possible to conclude that all stakeholders do not know the school vision. In line with

this the discussion made with most of principals strengthen that specially parents were not visiting school by their own need as well as when they are invited by considering that all activities in the school are the business of teachers and the principals. But in most of the schools the school vision were wrote in visible form and posted in the school compound.

Scholars also underline the importance of inspiring school vision. Leaders are able to bring their vision to everyone's level, breathing life into other individuals' hopes and dreams. This strengthens the individuals, strengthens the team, and strengthens the vision. When leaders believe that they can make a difference, others see that the vision can be for the common good of all involved (Kouze and Posner, 2010). A vision is an image that heals the psychological and material wounds that leaders and followers share. It soothes present anxieties and offers hope for the future (Black, 2007).

With item 3 of table 4, it was asked to explore whether or not risk taking culture and ownership feeling were develop in all stakeholder for achievement of those school vision. Accordingly, 67 (56.7%) teachers and 30(66.7%) of department heads disagreed. The computed chi-square at 0.05 level of significant with four degree of freedom is  $\chi^2 = 4.811$ , which is less than the table value  $\chi^2 = 9.487$ . This shows that there is no significant difference among the responses of the two groups. From this it is possible to conclude that there was weak risk take and owner ship feeling which negatively affects school activities or peoples work simply to get salary and to escape from punishment rather than effectiveness.

With item 4 of table 4, teachers and department were asked whether Principals encourage employees using symbolic language, practicing a positive communication style, tapping into

verbal and nonverbal expressiveness or not. Consequently, 67(56.7%) teachers and 33(73.3%) department heads agreed that principals perform the stated activity.

A chi-square test was calculated to check whether opinion difference exists among the two groups of respondents. The computed chi-square value  $\chi^2=6.128$  and were less than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom. This means that there is no a significant difference between the responses of the two groups of respondents. Thus, it could be concluded that the effort of the principals to encourage teachers and departments for effective implementation of school endeavors were satisfactory.

Item 5 in table 4 related to whether or not Principal make a list of performance and behavioral expectations for employees. To this end, 70(59.3%) and 26(57.8%) teachers and revealed the non existence of such practice.

The computed chi-square value  $\chi^2 = 5.464$  is less than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom. This shows that there is no statistically significant difference among the response of the two groups. So it can be concluded as the culture and trend of listing set of performance and behavioral expectation was unsatisfactory in the general secondary school of Metekel zone.

**Table 5. Leaders in the Dimension of Challenge the Process**

No	Item	Rest.	Response										$\chi^2$		
			St. agree		Agree		Und		D.A		S.D			T0tal	
17	<b>To challenge the process</b> Principal enforce rules, procedures, polices for the achievement of goals.		N	%	No	%	n	%	n	%	N	%	No	%	4.23 8
		Teache	1	16.1	71	60.2	2	1.7	2	18.6	4	3.4	118	100	
		Dept.h	2	4.4	31	68.9	1	2.2	1	22.2	1	2.2	45	100	
		Total	2	12.9	10	62.6	3	1.8	3	19.6	5	3.1	163	100	
18	Principals create opportunities for improvement with determination to make work	Teache	1	9.3	59	50	3	2.5	4	34.7	4	3.4	118	100	2.11 0
		Dept.h	5	11.1	26	57.8	-	-	1	28.9	1	2.2	45	100	
		Total	1	9.8	85	52.1	3	1.8	5	33.1	5	3.1	163	100	
19	Encourage teacher to speak up, to offer suggestions for improvement, and to be straightforward about their Constructive criticism.	Teache	4	3.4	42	35.6	1	1.7	4	35.6	28	23.7	118	100	2.99 8
		Dept.h	-	-	14	31.1	1	2.2	2	46.7	9	20	45	100	
		Total	4	2.5	56	34.4	2	1.8	6	38.7	27	22.7	163	100	
20	Promote external and internal	Teache	1	10.2	61	51.7	1	0.8	4	33.9	4	3.4	118	100	1.00

	communication organization.	Dept.h	3	6.7	25	55.6	-	-	1	33.3	2	4.4	45	100	9
		Total	1	9.2	86	52.6	1	0.6	5	33.7	6	3.7	163	100	
21	Challenge teacher (departments) to try out new and innovative ways to do	Teache	9	7.6	32	27	2	1.7	5	44.1	23	19.5	118	100	5.92
		Dept.h	1	2.2	19	42.2	2	4.4	1	37.8	6	13.3	45	100	9
		Total	1	6.1	51	31.3	4	2.5	6	42.3	29	17.8	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

As can be seen from item 1 of table five, the respondents were asked to respond whether principal enforce rules, procedures, polices for the achievement of goals or not. In response to this question 90 (76.2%) teachers and 33(73.3.0%) department heads agreed that principal enforce rules, procedures, polices for the achievement of goals, whereas 26(22.3.3%) teachers and 11(22.4%) department heads disagreed. Regarding the issue, the computed chi-square value ( $\chi^2=4.238$ ) is far below the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom. This shows that there was no significant difference between responses of the two groups. In addition, document analysis in all sample secondary schools revealed that there was the trend of discussing on polices and principles for all teachers as stuff level and induction program for new teacher under close support of mentors. Here it is possible to conclude that school principals in the study area were in better position in enforcing the rules and police issues of the system.

Item 2 of table five, relates to whether the Principals create opportunities for improvement with determination to make work done or not. In this regard the majority of teacher respondents 70(59.3%) replied that there was such practice in their respective schools and 31 (68.9.0%) agreed on the existence of the practice. The computed chi-square value ( $\chi^2=2.110$ ) is below the table value ( $\chi^2=9.687$ ) at significant level of 0.05 with four degrees of freedom. This shows that there was no significant difference between responses of the two groups. This finding has led the researcher to conclude that school principals in the sample secondary school had made good effort to create opportunities for improvement of teachers and department heads.

With regard to item 3 of table five, 70(59.3%) teachers and 30(66.7%) department heads disagreed that principals were not Encourage teacher to speak up, to offer suggestions for

improvement, and to be straightforward about their Constructive criticism. The computed chi-square value ( $\chi^2=2.998$ ) is less than the table value ( $\chi^2=9.687$ ) at significant level of 0.05 with four degrees of freedom. This shows that there was no significant difference between responses of the two groups.

Therefore, it is possible to infer that the secondary school principals of the study area were not interested to be suggested and criticized for weak achievement and performance which is an input for improvement.

While responding to item 4 of table five, 73(61.9%) teachers and 28(62.20%) department heads revealed that principals Promote external and internal communication. Whereas, significant number of respondents [41(34.7%) teachers and 15(33.3%) department heads] disagreed and indicated that in their schools communication were poor. As it can be seen from the table, the computed chi-square value ( $\chi^2=1.009$ ) is less than the table value ( $\chi^2=9.687$ ) at significant level of 0.05 with four degrees of freedom. This shows that there was no significant difference between responses of the two groups.

In strengthening this issue the discussion made with most of the school principals shows that the principals tries to collect information's from students, parents and teachers directly coming to their office and they prepared suggestion box. From this thus, it is possible to recognize that secondary schools of the study area were trying to improve communication of information flow into the organization and out.

With regard to item 5 of table five, 75(63.6%) teachers and 23(51.1%) department heads replied that principals were not challenge teacher (departments) to try out new and innovative ways to do their work 41(34.7%) teachers and 20(44.4%) appraisers however, expressed that such practice was evident in their respective schools. The computed chi-square value ( $\chi^2=5.929$ ) is less than the table value ( $\chi^2=9.687$ ) at significant level of 0.05 with four degrees of freedom.

This indicates that there was no statistical significant difference between responses of the two groups. In addition, as was learned from document analysis, the researcher has observed activities and discussions which show about a new method of working and innovations from the continuous professional development module or school improvement plan. From this



consequently, it is possible to conclude that secondary school principals of Metekel Zone did not create conducive environment for innovation and new method of working.

In line with this as Kouze and posner (2010) Challenging the process is refers to the way the leader treat every activities within the school. Leaders look for ways to improve processes, for better, faster, less - expensive ways to get the work done, and they encourage the strength of the team to do it. Leaders make certain that the improvement process has a strong chance of success by helping to develop a logical plan of actions and milestones that incorporates dates, goals, and accountability. Leaders challenge themselves to ensure that they grow and learn. They invariably must experiment and take risks on their way to innovative improvement ideas. This means, of course, that leaders learn from their mistakes and blunders as well as from their successes and triumphs, making it possible for the rest of their team to do the same.

**Table 6. Extent to Which School Principals Enabling Others to Act**

No	Item	Res.	Response												$\chi^2$
			st. agree		agree		undecided		disagree		St. agree		Total		
			N	%	No	%	n	%	no	%	No	%	No	%	
22	Principals created a climate of trust in the school.	Teacher	2	1.7	41	34.7	-	-	69	58.5	6	5.1	118	100	16.7 12
		Dept.he	-	-	11	24.4	1	2.2	22	48.9	11	24.4	45	100	
		Total	2	1.2	52	31.9	1	0.6	91	55.8	17	10.7	163	100	
23	Foster collaboration by facilitating relationships.	Teacher	1	0.8	48	40.7	-	-	59	50	10	8.5	118	100	4.10 6
		Dept.he	-	-	15	33.3	1	2.2	29	64.4	-	-	45	100	
		Total	1	0.6	63	38.7	1	0.6	88	54	10	6.1	163	100	
24	Strongly work to develop competence and confidence	Teacher	4	3.4	80	67.8	-	-	34	28.8	-	-	118	100	4.10 6
		Dept. h	1	2.2	26	58.8	1	2.2	17	37.8	-	-	45	100	
		Total	5	3.1	10	65	1	0.6	51	31.3	-	-	163	100	
25	Principals work with all stakeholders to resolve a Conflict.	Teacher	3	2.5	76	64.4	-	-	36	30.5	3	2.5	118	100	9.61 7
		Dept.hd	4	8.9	29	64.4	2	4.4	9	20	1	2.2	45	100	
		Total	7	4.3	10	64.4	2	1.2	45	27.6	4	2.5	163	100	
26	Support the decisions that people make on their own.	Teacher	1	9.3	69	58.5	1	0.8	32	27.1	5	4.2	118	100	1.88 4
		Dept.he	3	6.7	31	68.9	-	-	9	20.0	2	4.4	45	100	
		Total	1	8.6	10	61.3	1	0.6	41	25.2	7	4.3	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With regard to item 1 in table 6, respondents were asked whether or not Principals created a climate of trust in the school. To this end, 75(63.6%) teachers and 33(73.3%) department heads expressed their disagreement. On the other hand, 43(36.4%) teachers and 11 (24.4) department heads showed their agreement. The calculated chi-square value  $\chi^2 = 16.712$  is greater than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom.

This indicates that there is statistical significance difference between the responses of the two groups Thus, it is possible to conclude that principals were not created conducive conditions for teachers and department heads to improve effective relationship and confidence in each other and school principals.

Item 2 of table 6, related to whether or not principals foster collaboration by facilitating relationships or not.

Accordingly, 69 (58.5%) teachers and 30 (66.5%) department heads expressed their disagreement whereas 49 (41.5%) and 15 (33.3%) department heads showed their agreement.

The calculated chi-square values  $\chi^2 = 4.106$  which is less than the table value at 0.05 significant levels with four degree of freedom.

This implies that there is no significant difference between the responses of the two groups of respondents. Regarding the above question, most principals said that even though teachers and department heads responded that there is no trust between workers and the office they try to defend that there was strong relationship and trust in the organization. But the researcher is forced to support the idea of teachers and

departments as far as they are service takers because they were not satisfied by the service provided by the principals in creating trust and relationship.

While responding to item 3 of table 6, 84 (71.2%) teachers and 27(60.0%) department heads expressed their agreement on the role of principals in strongly work to develop competence and confidence. whereas, 34(28.8%) of teachers and 18(40.0%) of department heads believed that the work of the principals to develop confidence and competence was unsatisfactory. The calculated chi-square values  $\chi^2=4.106$  which is less than the table value at 0.05 significant levels with four degree of freedom.

This implies that there is no significant difference between the responses of the two groups of respondents. Regarding developing the competence of teachers most of the principals during interview said that they were supported teachers to develop their skill and knowledge to prepare their own continuous professional development (CPD) modules on their weakness and assign mentors to support each teachers. From this it is important to conclude that principals had made good effort to develop teachers' competence.

With item 4 of table 6, respondents were asked whether or not Principals work with all stakeholders to resolve a Conflict. With respect to this, 79(66.9%) teachers and 33 (73.3%) department heads showed their agreement whereas 39(28.8%) and 10(22.2%) of department head expressed their disagreement. The computed chi-square values is  $\chi^2=9.617$  which is lower than the table value of  $\chi^2=9.487$  at 0.05 significant levels with four degrees of freedoms. This implies that there was no significant difference between the responses of the two groups of respondents. Based on the responses it could conclude that the effort of school principals to resolve conflicts was participatory and it was good.

With item 5 of table 6, respondents were asked whether or not school principals, Support the decisions that people make on their own. Accordingly, 80(67.8%) teachers and 34(75.5%) departments confirmed their agreement whereas 37(31.4%) teachers and 11(24.4%) department heads showed their disagreement. The computed chi-square values  $\chi^2=1.884$  is less than the table value of  $\chi^2 =9.487$  at 0.05 significant level with four degree of freedom. This shows that there is no significant difference between the responses of the two groups of respondents. From this the researcher conclude that school principals were supporting decisions made by teachers and departments as its importance, this develops the confidence of the employees in the organization as well as risk taking in their own decision.

**Table 7: Extent to Which Principals Encourage the Heart.**

No	Item	respo ndent	Response												$\chi^2$
			St.agre		agree		undec		disagree		St.disagr		T0tal		
			N	%	No	%	n	%	no	%	No	%	No	%	
27	Create culture of Recognizing and acknowledging good results.	Teacher	1	0.8	44	37.3	2	1.7	61	51.7	10	8.5	118	100	2.47 3
		Dept.he	-	-	18	40	1	2.2	25	56.6	1	2.2	45	100	
		Total	1	0.6	62	38.0	3	1.8	86	52.8	11	6.7	163	100	
28	Celebrate achievement and ceremonies and praise high	Teacher	1	0.8	29	24.6	-	-	63	53.4	25	21.2	118	100	2.91 8
		Dept.he	-	-	9	20.0	-	-	21	46.7	15	33.3	45	100	
		Total	1	0.6	38	23.3	-	-	84	51.5	40	24.5	163	100	
29	Principal has created high-performance expectation of all employees.	Teacher	-	-	31	26.3	1	0.8	74	62.7	12	10.2	118	100	1.94 5
		Dept.he	-	-	14	31.1	-	-	24	53.3	7	15.6	45	100	
		Total	-	-	45	27.6	1	0.6	98	60.1	19	11.5	163	100	

The table value  $\chi^2 =9.487$  at 0.05 significant levels with four degrees of freedom.

With item 1 of table 7, teachers and department heads were asked whether or not principal Create culture of recognizing and acknowledging good results. To this end, 71(60.2%) teachers and 26(57.8%) department heads expressed disagreement whereas quite significant numbers of teacher respondents [45(38.1%)] and 18(40.0%) department heads showed their agreement.

The computed chi-square values  $\chi^2=2.473$  is less than the table value of  $\chi^2 =9.487$  at 0.05 significant level with four degree of freedom. This shows that there is no significant difference between the responses of the two groups of respondents. From this it is possible to conclude the majority of the schools did not practice recognizing and acknowledging good results.

In their response to item 2 of table 7, 88(74.6%) teachers and 36(80%) department heads pointed out that principal did not create the trend to Celebrate achievement and ceremonies as well as praise high performance employees in order to motivate teachers and departments to use their best effort to undergoing organizational activities.

While reacting to item 3 of table 7, i.e., whether or not Principal has created high performance expectation of all employees, 86(72.9%) teachers and 33(73.3%) department heads disagreed. Thus, the data shows that principals in Metekel zone general secondary school was not create such expectations from the department heads and teachers which create commitment to perform their duties to reach the high expectation of the principals and the school goals in general.

In line with this Leaders should recognize the contributions that individuals make; they celebrate the accomplishments that teams make. Leaders begin by showing confidence in

individuals' actions. They then continue by praising individuals for both a completed job as well as for achieving small increments along the way. They celebrate creatively, celebrate sincerely, and celebrate often (Kouze and Posner, 2010).

In addition the Ethiopian ministry of education put this activities of the principals as " principals Make clear the duties and responsibilities, create high expectation but which is achievable to teacher of the school and other staff members and support them for the implementation of their work.

**Table 8: School Leaders Practice in Defining Educational Objectives.**

No	Item	respo ndent	Response											$\chi^2$	
			S .A		agree		und ecid		disagree		S,D		T0tal		
			N	%	No	%	n	%	no	%	N	%	no	%	
30	The principals together with staff define educational goals and objectives.		5	4.2	80	67.8	1	0.8	31	26.3	1	0.8	118	100	2.25 7
		Teache	5	4.2	80	67.8	1	0.8	31	26.3	1	0.8	118	100	
		Dept.h	4	8.9	31	68.9	-	-	10	22.2	-	-	45	100	
		Total	9	5.5	11	68.1	1	0.6	41	25.2	1	0.6	163	100	
31	The principals communicate the school objective and goals to all stakeholders.	Teache	-	-	25	21.2	-	-	77	65.3	16	13.6	118	100	1.11 8
		Dept.h	-	-	13	28.9	-	-	26	57.8	6	13.3	45	100	
		Total	-	-	38	23.3	-	-	103	63.2	22	13.5	163	100	
32	Principals use handbooks, school assemblies, bulletin boards, and parent conferences to communicate school goals.	Teache	-	-	45	38.1	-	-	65	55.1	8	6.8	118	100	0.04 8
		Dept.h	-	-	18	40.0	-	-	24	53.3	3	6.3	45	100	
		Total	-	-	63	38.7	-	-	89	54.6	11	6.7	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With regard to item 1 in table 8, that is, teachers and department heads together with principal define educational goals and objectives, 85(72%) teachers and 35(77.8%) department heads expressed their agreement. On the other hand, 32(27.1%) teachers and 10(22.2%) department heads asserted their disagreement.

Item 2 of table 8, related to whether or not the principal communicate the school objective and goals to all stakeholders. In their response, 93(78.8%) teachers and 32(60.0%) department heads disagreed. But in item no 1 of table eight teacher and department heads were involved in drafting educational objective that means conversely they were expected to know those objectives, those who were not communicated with the objectives of the school should be students, parents, PTA and the large community. But in the discussion made with PTA coordinator the school PTA members knew the objective and goals of the school and work strongly with the school principals for its achievement.

In their response to item 3 of table 8, 73 (61.1%) teachers and 27 (60%) department heads disagreed that Principals use handbooks, staff meetings, school assemblies, bulletin boards, and teacher and parent conferences to communicate school goals.

A chi-square test was also computed to see whether there were differences between the responses of the two groups of respondents. Therefore, the computed chi-square value  $\chi^2 = 2.257$ ,  $\chi^2 = 1.118$  and  $\chi^2 = 0.048$  for item 1 to 3 respectively at significant levels of 0.05 with four degrees of freedoms for item 1 and two degree of for item 2 and 3 were less than the table value of ( $\chi^2 = 9.487$ ,  $\chi^2 = 5.991$ ) which implies that there is no significant difference between the responses of the two groups of respondents.

With regard to items 1 to 3 in table 8, it can be concluded that, most teachers and department heads were participating in drafting educational objectives of the school, but the communication of those objectives to parents, students and the community through different meeting and assemblies by the principals were unsatisfactory.

In supporting this dimension of defining the school mission includes the principal job descriptors of framing school goals and communicating school goals. Principals demonstrate framing school goals by working with parents and staff to identify the areas of improvement within the school and developing performance goals to these areas (Hallinger & Murphy, 1985). The function of communicating school goals refers to the ways the principal expresses the importance of the school goals to staff, parents, and students. This can be achieved through the use of formal or informal communication (e.g., handbooks, staff meetings, school

assemblies, conversations with staff or students, bulletin boards, and teacher and parent conferences).

**Table 9: Management of Instructional Program.**

No	Item	Res p.	Response												$\chi^2$
			S.A		AG		Und.		D.A		S.D		total		
			no	%	no	%	n	%	no	%	no	%	no	%	
33	Promotes quality instruction by conducting teacher conferences and evaluations.	Tch	34	28.8	45	38.1	1	.8	35	29.7	3	2.5	11	100.8	6.072
		D.h d	10	22.2	26	57.8	-	-	9	20.0	-	-	45	100	
		tota l	44	27.0	71	43.6	1	0.6	47	27.0	3	1.8	16	100.3	
34	Encourages the use of	Tch	1	0.8	38	32.	-	-	49	41	30	25	11	100	4.9



	innovative teaching methods.	r.				2				.5		.4	8		37
		D. hd	2	4.4	18	40	-	-	12	25	13	28	45	100	
		Tot	3	1.8	56	34.4	-	-	61	37.4	43	26.4	163	100	
35	Encourages the use of innovative teaching methods.	Tch r.	23	19.5	70	59.3	-	-	21	17.8	4	3.4	118	100	3.725
		D. hd	7	15.6	33	73.3	-	-	5	11.1	-	-	45	100	
		total	30	18.4	103	62.3	-	-	26	16.0	4	2.5	163	100	
36	Supports practice of new skills, innovation and creativity by teachers.	Tch .	-	-	40	33.9	-	-	53	44.9	25	21.2	118	100	1.929
		D. hd	-	-	12	26.7	-	-	19	42.2	14	31.1	45	100	
		total	-	-	52	31.9	-	-	72	44.2	39	22.3	163	100	
37	Visiting classrooms, providing specific suggestions and feedback on the teaching and learning process.	Tea ch.	1	0.8	83	70.3	-	-	31	26.3	3	2.5	118	100	6.235
		Dpt . h	-	-	33	73.3	2	4.4	9	20.0	1	2.2	45	100	
		total	1	0.6	116	71.2	2	1.2	40	24.5	4	2.5	163	100	
38	Monitors the progress of students frequently.	Tea ch.	1	0.8	19	16.1	-	-	99	83.9	3	2.5	118	100	4.129
		D.h	-	-	5	11.1	2	4.4	39	86.7	1	2.2	45	100	
		total	1	0.6	24	14.72	2	1.2	138	84.6	4	2.5	163	100	
39	Coordinate different groups for curriculum implementation.	Th.	4	3.4	42	35.6	-	-	56	47.5	16	13.6	118	100	5.265
		D.h	3	6.7	16	35.6	-	-	20	44.4	6	13.3	45	100	
		Tot .	7	4.3	58	35.6	-	-	76	46.6	22	13.2	163	100	
40	Establish procedures for evaluating the effectiveness of school instructional process.	Tea ch.	1	0.8	19	16.1	2	1.7	63	53.4	33	28.0	118	100	4.129
		Dpt . h	-	-	9	20.0	-	-	28	62.2	8	17.8	45	100	
		total	1	0.6	28	17.2	2	2.2	91	55.8	41	25.2	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With item 1 of table 9, respondents were asked whether or not principal Promotes quality instruction by conducting teacher conferences and evaluations. With regard to this, 79(66.9%) teachers and 36(80.0%) department heads agreed whereas 38(32.2%) teachers and 6(19.3%) department heads disagreed. The chi-square result,  $\chi^2 = 6.072$ , revealed that there is no significant difference between the opinions of the two groups of respondents. In line with this almost all principals and explained that they were tried to connect teachers performance

appraisal with the SIP and CPD activities which works on the qualities of education even if the work needs improvement and also teachers were made continuous discussion on how to improve class room instruction in their departments. From this the researcher is interested to conclude that there were good attempts to improve quality instruction by conducting teacher conference and evaluation.

With item 2 of table 9, there was a need to know whether or not principals encourage the use of innovative teaching methods. As to this, 79(66.9%) teachers and 25(55.6%) departments reported their disagreement. The chi-square result ( $\chi^2=4.937$ ) indicated that there is no significant difference between the opinions of the two groups of respondents. Besides, the response obtained through interview from principals indicated that the school principals tried to encourage innovative teaching methods giving training at school levels on how to improve student centered teaching method, creating conducive situation to share experience from each other and sending to other schools as well as providing internal supervision. But the researcher is forced to conclude that the school principals in Metekel zone secondary were not encourage innovative teaching method as far as the service was unsatisfactory for teachers and department heads.

In their reaction to item 3 of table 9, i.e., whether or not principal discusses instructional related policies and issues with staff, 83 (70.3%) teachers and 40(88.9%) department heads expressed their agreement whereas 25(21.2%) teachers and 5(11.1%) department heads disagreed. The chi-square value ( $\chi^2 = 3.725$ ) also revealed that there is no significant difference between the opinions of the two groups of respondents. It can't thus, be concluded that the effort of principals in enabling teachers to know instruction related police and issues were satisfactory.

Item 4 of table 9, relates to whether or not principal Supports practice of new skills, innovation and creativity by teachers. Accordingly, 78 (66.1%) teachers and 33(73.3%) department heads reported their disagreement whereas 40(33.9%) teachers and 12(26.7%) department heads showed their agreement. The chi-square result ( $\chi^2 = 1.929$ ) revealed no significant difference between the opinions of the two groups of

respondents. From this it is possible to conclude that the support given to the teachers to develop new skill and innovation were weak and unsatisfactory.

With item 5 of table 9, respondents were asked whether or not school principals by Visiting classrooms, providing specific suggestions and feedback on the teaching and learning process. Accordingly, 84(71.2%) teachers and 33(73.3%) departments confirmed their agreement whereas 34(28.8%) teachers and 10(22.2%) department heads showed their disagreement. The computed chi-square values  $\chi^2 = 6.203$  is less than the table value of  $\chi^2 = 9.487$  at 0.05 significant level with four degree of freedom. This shows that there is no significant difference between the responses of the two groups of respondents.

The data obtained through supervision document analysis shows that the feedback which is given to the teacher seems that the supervision that the school made were simply for purpose of data because the document could not tell somebody that what were the plan, what were the level of success and the purpose was not known but simply problems were listed. So from this the researcher tried to conclude that even though teachers and department heads were satisfied with the supervision service it lack plan which exactly show what to supervise and when to supervise and its purpose as a result the activities were below the expectation and standard.

With regard to item 6 in table 9, that is whether or not principals Monitors the progress of students frequently. 99(83.9%) teachers and 39 (86.7%) department heads expressed their disagreement. On contrary, 19(16.1%) teachers and 5(11.1%) department heads agreed. on the other side most of the principals of Metekel secondary schools explained that monitoring of students result and progress were made by the department heads and all stake holders meet twice a year and evaluation was made. And they believed that the discussion they made was satisfactory to know students progress.

Based on this, thus, one can conclude that the effort of principals made to monitor students' progress was unsatisfactory.

Item 7 of table 9, indicates whether or not principals Coordinate different groups (parents, students, teachers, and community members) for curriculum implementation. To this end,

72(61.0%) teachers and 26(57.6%) department heads asserted their disagreement. Hence, according to both groups of respondents principal's practice in coordinating was supposed to be unfair. However the interview that made with principals indicates that in coordinating teachers students and departments they did a lot be they were not appreciate the relationship they had with parents and community because of the distance and less understanding of parents as well as less educational level of them. Thus, it is possible to conclude that principals coordinating attempt of stakeholders were not satisfied teachers and department heads, as they expressed parental and community participation was unsatisfactory.

In their response to item 8 of table 9, 99(83.9%) and 36(80%) teacher and department heads respectively were not agreed that principals Establish procedures for evaluating the effectiveness of school instructional process. The calculated chi-square values for items 6, 7 and 8  $\chi^2 = 4.129$ ,  $\chi^2 = 0.897$  and  $\chi^2 = 3.232$  respectively were less than the table value at 0.05 significant levels with four degrees of freedoms. This implies that there is no significant difference among the opinions of the two groups of respondents. Based on the responses of the majority of respondents and chi-square test for all question, the effort of principals to monitor students' progress, coordinating different groups establishing procedure of evaluating effectiveness was unsatisfactory.

In line with this Managing the instructional program dimension of instructional leadership involves working directly with teachers in areas related to curriculum and instruction (Hallinger & Murphy, 1985). Job functions included in this dimension consist of supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Coordinating the curriculum refers to principal activities that provide opportunities for staff collaboration on alignment of curriculum to standards and achievement tests. The instructional management job function of monitoring student progress refers to the principal's use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger & Murphy, 1985)

**Table 10. Creating Conducive Learning Environment**

No	Item	Respo ndent	Response												
			st. agre		agree		Und.		disagree		St.agree		T0tal		$\chi^2$
			N	%	N	%	n	%	no	%	No	%	no	%	
41	Maintains each class that is conducive to teaching and learning.														2.205
		Tcher	-	-	72	61.0	-	-	43	36.4	3	2.5	118	100	
		Dt.hds	-	-	32	71.1	-	-	13	28.9	-	-	45	100	
		Total	-	-	10	63.8	-	-	56	34.4	3	1.8	163	100	
42	Create conducive school climate for continuous	Tcher	-	-	64	54.2	-	-	49	4.5	5	4.2	118	100	4.122
		D.hds	-	-	27	60.0	1	1.2	14	31.1	3	6.7	45	100	
		Total	-	-	91	55.8	1	0.6	63	38.7	8	4.9	163	100	
43	Solving different problems that hinder the teaching & learning problem.	Tcher	-	-	71	60.2	1	0.8	40	33.9	6	5.1	118	100	0.580
		D.hds	-	-	26	57.8	-	-	17	37.8	2	4.4	45	100	
		Total	-	-	97	59.5	1	0.6	57	35.0	8	4.9	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With item 1 of table 10, teachers and department heads were asked whether or not maintains each class that is conducive to teaching and learning. To this end, 72(61.0%) teachers and 27(60.0%) department heads expressed their agreement whereas quite significant numbers of teacher respondents [46(40.0%)] and 13(28.9%) department heads showed their disagreement. The computed chi-square values  $\chi^2 = 2.205$  is less than the table value of  $\chi^2 = 9.487$  at 0.05 significant level with four degree of freedom. This shows that there is no significant difference between the responses of the two groups of respondents. In line with this as the researcher tried to observe some class room the class room possess enough tables, chairs, has enough light, and boards which was good. Here it is possible to conclude that school principals had made better effort to maintain the class room conducive for instructional purpose.

With item 2 of table 10, there was a need to know whether or not principals Create conducive school climate for continuous collaborations. As to this, 64(54.2%) teachers and 27(60%) departments reported their agreement.

The chi-square result ( $\chi^2=4.112$ ) indicated that there is no significant difference between the opinions of the two groups of respondents. Besides, the response obtained through interview from principals indicated that the school principals tried to foster collaboration among teacher and staff made continuous discussion to overcome different problems by organizing social committee an addition to the formal structure to understand each other, thus the researcher conclude that the school principals in Metekel zone secondary were in better status to foster relationship among teachers and the stuff in general.

In their reaction to item 3 of table 10, i.e., whether or not principal Solving different problems that hinder the teaching and learning problem, 71 (60.2%) teachers and 26(57.6%) department heads expressed their agreement whereas 46(39.0%) teachers and 19(42.2%) department heads disagreed. The chi-square value ( $\chi^2 = 0.580$ ) also revealed that there is no significant difference between the opinions of the two groups of respondents. It can' thus, be concluded that the effort of principals in solving different problems that hinder teaching learning problem were satisfactory.

Promoting a positive school learning climate dimension encompasses principal behaviors that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). The principal's job functions consist of mostly indirect activities that help create a positive learning environment.

According to Hallinger and Murphy, "Principals can influence student and teacher attitudes through the creation of a reward structure that reinforces academic achievement and productive effort; through clear, explicit standards embodying what the school expects from students; through the careful use of school time; and through the selection and implementation of high-quality staff development programs" (1985).The job descriptors in this dimension embody the activities necessary to influence the promotion of a positive learning climate through indirect activities.

**Table 11. Parental Participation in Improving Students Learning.**

No	Item	Rest	Response												$\chi^2$
			S.A		AG		UD.		D.A		S.D		T0tal		
			N	%	N	%	n	%	no	%	No	%	no	%	
44	Principal influence Parents to attend school meetings whenever called upon to discuss about academic performance of their children		-	-	20	16.9	-	-	56	47.5	42	35.6	118	100	4.310
		Thrs	-	-	20	16.9	-	-	56	47.5	42	35.6	118	100	
		D.hds	-	-	8	17.8	1	1.2	25	55.6	11	24.4	45	100	
		Total	-	-	28	17.2	1	.6	81	49.7	53	32.5	163	100	
45	Parents hold fundraising functions for the school.	Tchrs	-	-	69	58.5	1	.8	41	34.7	7	5.9	118	100	4.198
		Dp.hd	-	-	33	73.3	1	2.2	10	22.2	1	2.2	45	100	
		Total	-	-	10	62.6	2	1.2	51	31.3	8	4.9	163	100	
46	Parents are involved in the management of the school.	Tch	13	11	85	72.0	2	1.7	16	13.6	2	1.7	118	100	1.640
		D.hd	5	11.1	33	73.3	2	4.4	4	89	1	2.2	45	100	
		Total	18	11	118	72.4	4	2.5	20	12.3	1	1.8	163	100	
47	The school developed the culture of rewarding highly involved parents in the school activities	Tchr	1	0.8	26	22.0	1	.8	58	49.2	32	27.1	118	100	1.986
		D.hds	-	-	8	17.8	-	-	24	53.3	13	28.9	45	100	
		Total	1	0.6	34	20.9	1	.6	82	50.3	45	27.6	163	100	
48	parents send students to school on time to save education time	Teach	-	-	29	24.6	3	2.5	85	72	1	0.8	118	100	1.706
		Dep.h	-	-	12	26.7	-	-	32	71.1	1	2.2	45	100	
		Total	-	-	41	25.2	3	1.8	177	71.8	2	1.2	163	100	
49	Parents actively enforce their children to do the assignment and home work consistently.	Teach	1	0.8	24	20.	4	3.4	84	71.0	5	4.2	118	100	4.639
		Dep.h	1	2.2	14	31.0	-	-	27	60.0	3	6.7	45	100	
		total	2	1.2	38	23.0	4	2.5	111	68.0	8	4.9	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

In response to item 1 of table eleven, the majority of respondents [98(83.1) teachers and 36(80.0) department heads] disagreed that Principal influence Parents to attend school meetings whenever called upon to discuss about academic performance of their children. The computed chi-square value ( $\chi^2 = 4.310$ ) is less than the table value ( $\chi^2 = 9.487$ ) at significant level of 0.05 with four degrees of freedom which depicts that there was no significant statistical difference between the responses of the two groups. From this it is justifiable to conclude that school principals in Metekel zone secondary school were not effective in influencing parents to attend school meetings.

With regard to item 2 of the same table, relatively greater number of respondents [69(45.9) teachers and 33(73.3) department heads] agreed that Parents hold fundraising functions for the school were good, considerable number of the respondents [48(40.1) teachers and 11(24.4) department heads] disagreed. In relation to this issue, the computed chi-square value ( $\chi^2 = 4.198$ ) is below the table value ( $\chi^2 = 9.487$ ) at significant level of 0.05 with four degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. Therefore, this was sufficient evidence for the researcher to conclude that parents in the study area were strongly work with school principals in raising fund for school to fulfill different in puts for the teaching learning purpose.

The target of item 3 of eleven was to check the whether or not Parents are involved in the management of the school. In response to this 98(83.1) teachers and 38(84.4) department heads agreed that Parents were involved in the management of the school. The computed chi-square value ( $\chi^2 = 1.640$ ) is less than the table value ( $\chi^2 = 9.487$ ) at significant level of 0.05 with four degrees of freedom implies that there was no significant statistical difference between the responses of the two groups. Therefore, based on the analyzed data it is fair to conclude that school principals in secondary schools of Metekel Zone have been involving parents in school leadership activities as per the educational police structure allowed them to be involved.

As item 4 of the same table, illustrates, 90(76.3) teachers and 37(82.2) department heads responded that their school were not developed the culture of rewarding highly involved parents in the school activities whereas, the rest considerable number of respondents [27(22.7) teachers and 8(17.8) department heads] responded that there was such practices in their school. The computed chi-square value ( $\chi^2 = 1.986$ ) is less than the table value ( $\chi^2 = 9.487$ ) at significant level of 0.05 with four degrees of freedom shows that there was no significant statistical difference between the responses of the two groups. Thus, it is rational to conclude that the majority of teacher and department heads in secondary schools of the



study area have weak culture of rewarding and acknowledging highly involved parents in the school endeavors.

Raising question 5 of table eleven was aimed at checking the respondents' whether or not parents send students to school on time to save education time. In response to this, 29(24.6) teachers and 12(26.7) department heads believed that parents send students on time to save education time whereas, 86(72.9) teachers and 33(73.3) departments believed that parents were not interested to send students to school on time. The computed chi-square value ( $\chi^2=1.706$ ) is less than the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups.

With regard to the last item of the same table, 89(75.4) teachers and 30(66.7) department heads disagreed that Parents were not actively enforce their children to do the assignment and home work consistently, 25(21.2) teachers 15(32.5) department heads believed that parents were actively engaged in the practices. As the table depicts, the calculated chi-square value ( $\chi^2=4.639$ ) is less than the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom shows that there was no significant statistical difference between the responses of the two groups. Therefore, based on the data of both items 5 and 6 of table eleven, it is possible to generalize that, teacher performance parents practices of sending students on time and enforcing their students to do home work and assignment of study area were unsatisfactory.

Communities which shares the schools vision, mission and which believes the schools strategies will engage with full potential and interest in the school activities. (Sergiovanni, in Gelsthorpe & Burnham, 2003) also strengthen this idea by stating “ When individuals (students, teachers, parents) are bound to shared ideas, values, beliefs, and frame working, bonds of fellowship emerge which empower the membership as a whole.”

Gelsthorpe and Burnham (2003) also states that Community engagement in schools lies at the heart of the processes of educational leadership. It is the key measure of success to mutual community benefit and achievement where shared vision promotes commonly agreed aims for individuals, groups and organizations. From scholars literature it is possible to deduce that

community has great share for the success of the school. So school leaders including the school principals should develop strong bridge between the school and the community.

The national professional standard for school principals (2012) states the following responsibilities: principals are expected to connect the school with the community, involve parents and community members in improving student learning, use community resources to improve student learning, establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

Ballantine (1999) suggests that the positive outcomes of parental involvement include: improved communication between parents and children; higher academic performance of the children whose parents are involved; high school attendance and less disruptive behavior; increased likelihood of completing high school and attending school; a sense of accomplishment for parents; higher parental expectations of children; improved study habits among children: increased likelihood of parents deciding to continue their own education. Therefore, establishing and maintaining high levels of parental involvement in schools is an essential element in ensuring their effectiveness in providing the best possible education for the children.

Epstein suggests that it is the fact that so few of parents know what schools expect from them or how they might contribute to their child's schooling which is at the core of the problem. It is this lack of knowledge which acts as a barrier to the establishment of high levels of parental involvement (Epstein in (Hornsby, 2000)).

The more autocratic the management structure of schools, the less likely they are to be able to sustain parental involvement which is based on partnerships between parents and teachers. Where collaboration is not the norm among staff at the school it is unlikely that the collaboration between parents and teachers which is necessary for effective parental involvement will be possible (Hornby, 2000).

Table 12. Factor affecting the effectiveness of school leadership.

A. Organizational Factors.

No	Item	Res p.	Response										$\chi^2$		
			S.A	A		Und	D.A		S.D		T0tal				
			N%	No	%	n%	no	%	No	%	no	%			
50	There are enough Qualified teachers.	Trs	10.8	69	58.5	-	-	45	38.1	3	2.5	118	100	9.284	
		D.h	-	35	77.8	1	2.2	9	20.0	-	-	45	100		
		Total	10.6	10	63.8	1	0.6	54	33.1	3	1.8	163	100		
51	There are enough Student textbooks.	Tchrs	-	88	74.6	1	0.8	28	23.7	1	0.8	118	100	1.064	
		D.hs	-	32	71.1	1	2.2	11	24.4	1	2.2	45	100		
		Total	-	12	73.6	2	1.2	39	23.9	2	1.2	163	100		
52	There is enough Instructional equipment.	Tchrs	-	33	28	-	-	64	54.2	2	1.7	118	100	4.862	
		D.hds	-	16	35.6	-	-	16	35.5	1	3	28.9	45		100
		Total	-	49	30.1	-	-	80	49.1	3	4	20	163		100
53	There are enough Supplies (paper, chalk , pen, pencils, ex. book.)	Trs	-	58	49.2	1	0.8	58	49.2	1	0.8	118	100	12.297	
		D.hds	-	35	77.8	1	2.2	9	20	-	-	45	100		
		Total	-	93	57.1	2	1.2	67	41.1	1	0.6	163	100		
54	Rules, polices and guideline of the school is good for working.	Tchrs	10.8	71	60.2	1	0.8	43	36.4	2	1.7	118	100	5.125	
		Dt.d	-	35	77.8	-	-	9	20.0	1	2.2	45	100		
		Total	10.6	10	65.0	1	0.6	52	31.9	3	1.8	163	100		
55	Teaching materials delivery problems.	Teach	-	57	48.3	-	-	61	51.7	-	-	180	100	18.62	
		Dept.	12.2	8	17.8	1	2.2	34	75.6	1	2.2	45	100		
		Total	10.6	65	39.9	1	0.6	95	58.3	1	0.6	163	100		

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

The objective of item 1 of table twelve was to check whether or not there were enough qualified teachers. In response to this, majority of [70(59.0%) teachers and 35(77.8%) department heads] agreed with the existence of enough qualified teacher in each departments but significant amounts of teachers [48(40.8%) disagreed with the presence of enough qualified teachers. The calculated chi-square value ( $\chi^2=9.248$ ) is below the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups.

In supporting this as document analysis shows that teachers in sample school teach 20-25 Cr/week thus, this indicates that there were enough qualified teachers in qualification level as well as numbers. From the data it is possible to conclude that there were enough teachers in both qualification and number in Metekel zone secondary schools.

As depicted in item 2 of table twelve, the respondents were asked to respond whether there were enough Student textbooks and 88 (74.6%) and 32 (71.1%) teachers and department heads respectively agreed that there were enough amount of students' text book. Regarding this issue, the computed chi-square value ( $\chi^2=1.064$ ) is by far below the table value ( $\chi^2=7.378$ ) at significant level of 0.05 with three degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. Based on the evidences, one can realize that secondary school of the study area had enough amount of student text book. This again indicates the students in the study area had a better chance of doing their home work and assignment as far as they possess enough text books.

With regard to item 3 of the same table, 85 (72.3%) teachers and 29(64.4%) department heads responded that there was no enough Instructional equipment. The computed chi-square value ( $\chi^2=4.862$ ) is less than the table value ( $\chi^2=7.378$ ) at significant level of 0.05 with three degrees of freedom which reveals that there was no significant statistical difference. Similar to the above evidence, as the researcher tried to observe each school there was no functional laboratory equipment, chemicals and except few the school library lacks enough amount of books and even chair and tables. Form this; one can generalize that general secondary schools lack basic instructional equipments which make learning practical and tangible in opposite of the standards of general secondary of the country.

While response to item 4 of table twelve, 58(49.2%) teachers and 35(77.8%) department heads agreed that there were enough Supplies (paper, chalk , pen, pencils, ex. book.) but majority 59(50%) teachers protested the exisance of enough supplies. The computed chi-square value ( $\chi^2=12.297$ ) is greater than the table value ( $\chi^2=7.378$ ) at significant level of 0.05 with two degrees of freedom this reveals that there was significant statistical difference between the responses of the two groups.

In supporting the idea of department heads, the school principals explained that their schools were provided school grant budget per each students per year and they provided school supplies as it was needed. From these evidences, it is possible to say teachers were provided the supplies required for learning even though they were not satisfied with the service.

Raising question 5 of table twelve was aimed at checking the respondents' whether or not Rules, polices and guideline of the school is good for working. In response to this, 72(61.0) teachers and 35(77.8) department heads believed that the rules, polices and procedure of the school were conducive for working whereas, 45(38.1) teachers and 10(22.2) department heads believed that it was not conducive for working. The computed chi-square value ( $\chi^2=5.125$ ) is less than the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. Thus it is important to conclude that the rule, police guideline and procedures that the school follows was supportive for working.

With regard to the last item of the same table, 61(51.7) teachers and 35(77.8) department heads disagreed the presence of teaching materials delivery problems, 57(48.3) teachers 9(20.0) department heads believed that parents were actively engaged in the practices. As the table depicts, the calculated chi-square value ( $\chi^2=18.662$ ) is greater than the table value ( $\chi^2=9.487$ ) at significant level of 0.05 with four degrees of freedom shows that there was significant statistical difference between the responses of the two groups. Even though about half of the teachers believed that there was no a problem of teaching material problem, most of the school had weak library service and poor pedagogic centers it was difficult to say that teachers were provided enough teaching materials. Thus it possible to conclude that there was teaching material delivery in secondary schools under investigation.

Hallinger & Murphy (1987) States that Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive,

intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully. (Corbally, et al, 1990).

**Table 13. B: leadership skill of the school principal.**

No	Item	Resp ondt.	Response												
			st.		agree		und		disagree		St.agre		T0tal		$\chi^2$
			N	%	No	%	n	%	no	%	N	%	no	%	
56	The principal has developed a set of technical skill to complete the activities that are part of the daily work.		-	-	45	38.1	-	-	72	61.0	1	0.8	118	100	7.25 0
		Tehr	-	-	45	38.1	-	-	72	61.0	1	0.8	118	100	
		D.hds	-	-	27	60.0	-	-	17	37.8	1	2.2	45	100	
		Total	-	-	72	44.2	-	-	89	54.6	2	1.2	163	100	
57	A principal has high understanding of proficiency in specific kind of activities, particularly one involving method, process, procedure or techniques.	Teache	-	-	47	39.8	-	-	68	57.6	3	2.5	118	100	5.41 2
		D.hds	-	-	16	35.6	2	4.4	26	57.8	1	2.2	45	100	
		Total	-	-	63	38.7	2	1.2	94	57.7	4	2.5	163	100	
58	The principal has good ability to motivate, manage conflict, and communicate to work with.	Teache	1	0.8	62	52.5	1	0.8	51	43.2	3	2.5	118	100	6.21 2
		D.hds	-	-	33	73.3	-	-	11	24.4	1	2.2	45	100	
		Total	1	0.6	95	58.3	1	0.6	62	38.0	4	2.5	163	100	
59	Principal spent the greatest majority of his time interacting with people in the school.	Teache	-	-	51	43.2	2	1.7	63	53.4	2	1.7	118	100	1.54 4
		D.hds	-	-	23	51.1	-	-	21	46.7	1	1.2	45	100	
		Total	-	-	74	45.4	2	1.2	84	51.5	3	1.8	163	100	
60	Principal has good ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit.	Teache	-	-	46	39.0	-	-	70	59.3	2	1.7	118	100	5.36 4
		D.hds	-	-	11	24.4	1	2.2	32	71.1	1	2.2	45	100	
		Total	-	-	57	35.0	1	0.6	102	62.6	3	1.8	163	100	

The table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

With regard to item 1 in table thirteen, respondents were asked whether or not the principal has developed a set of technical skill to complete the activities that are part of the daily work. To this end, 45(38.1%) teachers and 27(60%) department heads expressed their agreement.

On the other hand, 73(61.9%) teachers' and 18 (40%) department heads showed their disagreement. The calculated chi-square value  $\chi^2=7.250$  is greater than the table value  $\chi^2=5.991$  at 0.05 significant levels with two degree of freedom. This indicates that there is statistical significance difference between the responses of the two groups Thus, it is possible to conclude that principals were not developed a set of technical skill to complete the activities that are part of the daily work as far as the service they provided for the majority were unsatisfactory.

Item 2 of table thirteen, related to whether or not A principal had high understanding of proficiency in specific kind of activities, particularly involving method, process, procedure or techniques or not. Accordingly, 47(39.8%) teachers and 16 (35.6%) department heads expressed their agreement whereas 71 (77.2%) and 27 (60.0%) department heads showed their disagreement. The calculated chi-square values  $\chi^2=5.412$  which is less than the table value  $\chi^2=7.815$  at 0.05 significant levels with three degree of freedom.

This implies that there is no significant difference between the responses of the two groups of respondents. From the response of both teachers and department heads it is possible to conclude that most of the school principals lack such skill. In addition as we could observed from the back ground of the principals particularly their qualification level most of them were qualified with first degree in different field of education this indicates the skill gap as far as they were not qualified.

While responding to item 3 of table thirteen, 61 (53.4%) teachers and 33(73.3%) department heads expressed their agreement on the principals ability to motivate, manage conflict, and communicate to work with. whereas, 54(45.8%) of teachers and 12(26.7%) of department heads believed that principals ability to motivate, manage conflict, and communicate to work with was unsatisfactory. The calculated chi-square values  $\chi^2=6.212$  which is less than the table value at 0.05 significant levels with four degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents.

Thus, the principal's ability to motivate, manage conflict and need to work with teachers and department heads were in better position.

With item 4 of table thirteen, respondents were asked whether or not Principal spent the greatest majority of his time interacting with people in the school. With respect to this, 51(43.2%) teachers and 23 (51.1%) department heads showed their agreement whereas 65(55.1%) and 22(48.9%) of department head expressed their disagreement. The computed chi-square values is  $\chi^2=1.544$  which is lower than the table value of  $\chi^2= 7.815$  at 0.05 significant levels with three degrees of freedoms. This implies that there was no significant difference between the responses of the two groups of respondents. Based on the responses it could conclude Principals were not spent the greatest majority of time interacting with people in the school as a result he/she could not provided teachers expertise support and follow up.

With item 5 of table thirteen, respondents were asked whether or not Principal had good ability to view the organization as a whole and as a system or vary parts and sub systems, integrated in to a single unit. Accordingly, 51(43.2%) teachers and 23(51.1%) departments confirmed their agreement whereas 65(55.1%) teachers and 22(48.9%) department heads showed their disagreement. The computed chi-square values  $\chi^2=5.364$  is less than the table value of  $\chi^2=7.815$  at 0.05 significant level with three degree of freedom. This shows that there is no statistical significant difference between the responses of the two groups of respondents. From this it can be concluded that school principals were not equipped with ability to view the organization as a whole and as a system or vary parts and sub systems, integrated in to a single unit.

In line with this Snell (2002) states performing leadership function and achieving competitive advantage is the cornerstone of a leader's job. However, recognizing and understanding this does not ensure success. Managers need variety of skills these things well. Skills are specific abilities that result from knowledge, information, practice and aptitude. Technical, conceptual and human skills are major skills that leaders need to possess in order to direct their employees in an effective and efficient ways.



Technical skill is the ability to perform specialized tasks that involves a certain method or process. Most people develop a set of technical skill to complete the activities that are part of the daily work lives (Snell, 2002). The human skill as an organizational leadership behavior is manifested in the ability to motivate, manage conflict, and communicate to work with and to work with and although people(et al 1982).

Interpersonal and communicative skills influence the leader's ability to work well with people. These skills often called people skill. Leaders spent the greatest majority of their time interacting with people because leaders must deal with others. They must develop their ability to lead, motivate, and effectively communicate with those around them (2002).

The conceptual skill is the ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit (Chanadan, 1987). This is an extremely crucial skill necessary for successful operation of the top management. Generally the above definitions explain that leaders need take into consideration, the social, cultural and economical situations of the environment in order to attain the goal of the organization. The possession of conceptual skill enables the principals to understand how one unit of organizational work affects the other to achieve the overall organizational goals.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of the Findings

The purpose of this study was to assess the current practice and to identify the major challenges school leadership of Secondary Schools of Metekel Zone. The study has mainly focused on assessing the practice in relation to what extent the school principals play a role model activity for school community, whether or not school principals challenge processes that held in the school system effectively, to what extent principals encourage the heart of the stakeholder for the goal achievement, to investigate to what extent do school leaders create mission of the school and communicate it to all stake-holders in order to achieve educational objectives of the school, whether or not school principals control instructional program to enhance students learning, to assess to what extent do school leader create conducive learning environment for student learning, assess to what extent do school leaders are engaged work to improve parental participation on students learning in secondary schools of the study area.

In doing so, quantitative and qualitative data were collected from different sources using varieties of data collecting mechanisms. The data collected in this way were analyzed and interpreted both in quantitative and qualitative methods. Accordingly the following were the major findings of the study:

1. Profile of the respondents:

- ▶ Majority of teachers and department heads were males [109 (92.4 %) and 41(91.1%) respectively]. On the other hand, 9(7.6 %) teachers and 4(8.9 %) department head members were females. This implies that the participation of both sexes in teaching and management activities in sample secondary schools was not proportional in opposite of the need of government and police which tried to empower females.

▶ Regarding the education status of teachers and department heads, all of them had first degree which could help one to conclude that teacher' and department heads' qualification was a good opportunity for the academic performance of secondary schools. As per the policy of the MOE, teachers of secondary schools are expected to have at least first degree whereas 6 (67%) principals had first degree and 3(33%) of principals had second degree.

▶ Most of the secondary school principals in Metekel Zone lacked appropriate qualification (master's degree). This situation may have an influence on facilitating and coordinating the implementation of school leadership activities and curriculum effectively.

▶ Concerning work experience, many of teacher and department heads respondents were at junior and above teacher career structure level so that, they can properly practice instructional roles and the leadership activities. Likewise, principal were working in different leadership position before holding the present principalship position which in turn is favorable experience of leadership activities as well as their experience in the present position were good enough to lead the organization.

## 2. Leadership practices of school principals:

▶ School principals of the study area were in poor position of clarifying school values. And they were not committed to those clear set of values of the school.

▶ School principals of Metekel zone secondary schools were not model the behavior and performance they expect from teachers and department heads, they were not strongly work to build consensus around common values to run the organization and principals were not interested to take feedbacks this negatively affects improvement of the leadership practices of school principals as well as learning from mistakes.

▶ School principals in the study area were in better position in respecting personal values, respecting professionalism.

▶ The School principals of Metekel zone secondary school were not created a vivid vision of the future by imagining exciting and ennobling possibilities so here as far as a school could not know where its destination is it is difficult what to do ,when to do ,how to do and what level of effort to exert to reach an end.

- ▶ School principals in the school were not strongly work to develop risk taking culture and ownership feeling in all stakeholder for achievement of school vision.
- ▶ Principals were not developed culture of setting a list of performance and behavioral expectations for employees as a result there was no standard of performance that every employees work hard to reach the expectation.
- ▶ Principal were in better performance position to enforce rules, procedures, polices for the achievement of goals though they could not set performance expectation to practice police, rules and procedure of the education system in general and the school rule and procedure of undergoing school endeavors in particular.
- ▶ Principals in Metekel zone were in poor position of performance create opportunities for improvement with determination to make work done and encourage teacher to speak up, offer suggestions for improvement, and to be straightforward about their Constructive criticism which may be help the school to improve themselves.
- ▶ Metekel secondary schools were not challenge teacher (departments) to try out new and innovative ways to do their work even though innovation is one of the objectives of education.
- ▶ Principals were not created a climate of trust in the school by fostering collaboration and facilitating relationships.
- ▶ Principals in Metekel secondary schools were work hard with all stakeholders to resolve a Conflict, Support the decisions that people make on their own which develop confidence in employees to take decision.
- ▶ The principals together with staff were define educational goals and objectives but there was a gap of communicating these objectives to the parents and the community using different mechanisms like to use handbooks, school assemblies, bulletin boards, and parent conferences to communicate school goals this simply condemned the responsibilities to the school community only.

### 3. Regarding instructional leadership activities:

- ▶ School principals in Metekel secondary school were poorly Promotes quality instruction by conducting teacher conferences, evaluations and encourages the use of innovative teaching methods.
- ▶ Discusses instructional related policies and issues with staff, visiting classrooms, providing specific suggestions and feedback on the teaching and learning process were in better position.

- ▶ There was no clear mechanism to monitor the progress of students frequently, Establish procedures for evaluating the effectiveness of school instructional process as well as poor coordination of different groups (parents, students, teachers, and community members) for curriculum implementation.
- ▶ Principals in each sample schools were strongly worked to maintain each class that is conducive to teaching and learning.
- ▶ School principals in Metekel zone secondary school were used their best effort to Create conducive school climate for continuous collaborations Solving different problems that hinder the teaching and learning process.

#### 4. Principals influence regarding parental participation;

- Principals' effort to influence Parents to attend school meetings whenever called upon to discuss about academic performance of their children were poor and unsatisfactory.
- Parents' participation in fund raising functions for the school and their involvement in the management of the school in Metekel secondary schools were satisfactory.
- The school were not developed the culture of rewarding highly involved parents in the school endeavors this may discourage those parents who were actively participating.
- Parents were not actively enforce their children to do the assignment and home work consistently as well as they were not send students to school on time to save education time.

#### 5. Regarding Factor affecting the effectiveness of school leadership.

##### A. Organizational Resource

- There were enough qualified teachers as per educational police of the country both in qualification and number wise.
- Even though there were enough student text books in Metekel zone secondary school there was a serious problem of instructional equipment like laboratory materials, in some of the schools laboratory rooms, library service, computers which made learning tangible and more practical.
- There were no enough Supplies (paper, chalk, pen, pencils, and ex. book.) teaching materials delivery problems.

##### B. Factors regarding Leadership skills of the school principals.

- The principal had developed a set of technical skill to complete the activities that are part of the daily work.
- Principals in Metekel zone secondary school lacked the skill of having high understanding of proficiency in specific kind of activities, particularly one involving method, process, procedure or techniques.
- Principal had poor ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit and also they were not spent the majority of their time to do with this stakeholders.

## **5.2 Conclusions**

Based on the major findings, the researcher has arrived at the following conclusions:

1. In order to be effective in practicing school leadership activities school leaders should understand how to lead the organization, what purposes could be set, who will do what and clearly state the values of the organization in which all stakeholders respect and believe it. More over a leader is expected to be a role model for any activities which is held in the organization.

But as the research finding indicates School principals of the study area were in poor position of clarifying school values, they were not committed to those clear set of values, were not model the behavior and performance they expect from teachers and department heads, they were not strongly work to build consensus around common values to run the organization and interested to take feedbacks, this negatively affects improvement of the leadership practices of school principals as well as learning from mistakes. Here it is important to conclude that stake holders in the school lack common believe and understandings, this affects communication, coordination of different parts and weaken integration, as a result it could not enable the organization to evaluate their achievement and amend their weakness as far as the work is independently done.

2. Leadership is one of the tough work in any organization because of the fact that there is no one and best way to lead an organization. So school principals are expected to be skill full to look in to different option according to the situation and technical in leading their organization. From this skills and knowledge creating risk taking culture, creating confidence and vivid vision of the future by imagining exiting and ennobling possibilities are some. As well as setting list of

behavioral and performance expectation forces each employee to use their best effort to reach this behavioral and performance expectation.

But as the research finding indicates those practices explained above were poorly practiced by school principals of Metekel zone secondary schools.

This could reduce the chance of success of the objectives of the organization since the employees had not developed the culture of decision making, commitment, big picture of the future in their mind as well as set of behavioral and performance expectation and standards. In line with this research finding by OECD (2002) also indicates that A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice

3. Education is an all round process that enhance development, from this point of view governments around the world has been devoting a lot of financial, material, and the time resource by integrating with the human resources in order to create productive, skillful and knowledgeable citizen for their country. To reach the objectives to an end the Ethiopian MOE has set educational objectives, mission, strategies, rules, procedures, polices for the achievement this need. To implement educational objectives school principals have been expected to enforce rules, polices, and procedure by fund raising and allocating reasonable amount of resources to each kinds of activities.

Besides Principals expected to create opportunities for improvement with determination to make work done and encourage teacher to speak up, offer suggestions for improvement, and to be straightforward about their Constructive criticism which may help the school to improve themselves. Challenge teacher (departments) to try out new and innovative ways to do their work as far as innovation is one of the objectives of education. In addition try to create a climate of trust in the school by fostering collaboration and facilitating relationships, resolves a Conflict, Support the decisions that people make on their own which develop confidence in employees to take decision. But as the research finding shows school principals in the study area were in better position in enforcing rules , polices and procedure. However this alone cannot bring the intended

need as far as they could not create strong relationship and collaboration by creating climate of trust offer suggestions for improvement, and to be straightforward about their constructive criticism. Otherwise the school leadership aspect is simply became school management in which the relationship could be top down which is dangerous to achieve educational objective.

4. To promote quality instruction by conducting teacher conferences, evaluations and encourages the use of innovative teaching methods is one of the mechanism to improve learning. Discussing instructional related policies and issues with staff, visiting classrooms, providing specific suggestions and feedback on the teaching and learning process were duties of school principals (MOE, 2002).

There should be clear mechanism to monitors the progress of students frequently, Establish procedures for evaluating the effectiveness of school instructional process as well as to coordinate parents, students, teachers, and community members for curriculum implementation to maintain each class that is conducive to teaching and learning and to create conducive school climate for continuous collaborations Solving different problems that hinder the teaching and learning process are the basic activities in promoting quality instruction. But as the research findings obtained through questionnaire, interview and document analysis indicates there were good efforts to visit class rooms and offer suggestion, creating classes conducive (enough tables, chairs, boards, enabling each classes to have light).

But there were poor relationship between parents and teachers to follow and support the learning of students together. This would put the big burden on the teacher as a result the support from parents on student learning could be missed. Lastly, but not the least there was no clear mechanism to follow up students progress frequently as well as leadership effectiveness by the school system consequently the school cannot know its progress and work on their weakness.

5. Parents are the most important stakeholders in the education system because of the fact that they are the one who clearly has strong relationship and love with their child; students are devoting the greatest amount of time with their parents and providing educational material to them. If it is so school principals should develop strong relationship with this stakeholders in order to make them attend school meetings whenever called upon to discuss about academic



performance of their children, participate in fund raising functions, involve in the management of the school, developed the culture of rewarding highly involved parents in the school endeavors to encourage those parents who were actively participating.

But the research finding shows that secondary schools in Metekel zone were in poor position to reward those parents who were participating actively in the school and the school principals in the study area could not develop strong relationship with parents and the community, this disclose the relationship between the school and parents. In addition as the researchers seven years of experience parents leaves the work of schooling only for the teacher and they limited their duty only to fulfill learning materials which negatively affects students' progress and learning development.

6. Parents were not actively enforce their children to do the assignment and home work consistently as well as they were not send students to school on time to save education time.

7. This creates wastage of education time besides students could not work assignment and home work which discourage of self learning and improvements.

3. Regarding Factor affecting the effectiveness of school leadership practices.

#### a. Organizational factors

Resources are one of the basic components to reach an organizational goals and objective to an end. In the school recourses enough teaches in quality and quantity, student's text book, library, laboratory rooms with full equipment, ICT rooms with enough computers, standard pedagogic center and plasma service are those basic resources which enable the school to provide quality education.

As research finding indicates there were enough qualified teachers as per educational police of the country both in qualification and number wise. Even though there were enough student text books in Metekel zone secondary school there was a serious problem of instructional equipment like laboratory materials, in some of the schools laboratory rooms, library service, reference books, poor plasma education service, pedagogic center which made learning tangible and more practical. This prevents competitiveness of students of the study area with the other students at national level.

b. Factors regarding principals' leadership skill.

According to Snell (2002), performing leadership function and achieving competitive advantage is the cornerstone of a leader's job. However, recognizing and understanding this does not ensure success.

Managers/leaders need variety of skills to do things well. Skills are specific abilities that result from knowledge, information, practice and aptitude. Technical, conceptual and human skills are major skills that leaders need to possess in order to direct their employees in an effective and efficient ways.

However the findings shows principals in the study area were lacked the skill of having high understanding of proficiency in specific kind of activities, particularly one involving method, process, procedure or techniques.

They had poor ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit and also they were not spent the majority of their time to do with this stakeholders. This results in weak and unorganized leadership activities and narrow chance of success/ achievement of organizational goals.

### **5.3. Recommendations**

Based on the major findings and the conclusions drawn, the following recommendations are forwarded.

1. As indicated in the research findings School principals of the study area were in poor position of creating and clarifying school values. And they were not committed to those clear set of values of the school.

Therefore, it is recommended that each secondary school of the study area should develop school values with all stakeholders and communicate it on parent teachers meetings, using bulletins, on conference and work with teachers, students, staff members to create commitment to respect those values they created.

2. As it can be seen from the research finding, Metekel zone secondary school were not created a vivid vision of the future by imagining, exciting and ennobling possibilities Therefore, those schools in the zone are recommended to revise their work by making stage to discuss weakness and strong sides and set vision of their school, by involving the school community. This may help

the school community to know future picture of their school what to do, when to do, how to do and what level of effort to exert to reach an end.

3. The finding of this research has shown that School principals of the study area were not strongly work to develop risk taking culture and ownership feeling in all stakeholder and were not developed culture of setting a list of performance and behavioral expectations for employees as a result there was no standard of performance that every employees work hard to reach the expectation. There for school principals together with school curriculum committee should develop performance and behavioral expectation for employees, it is also recommended to get expertise support from woreda education quality assurance process owners since the work concerns them. This may develops risk taking and ownership feeling.

4. As it can be seen from the research findings schools under investigation were not promote quality instruction by conducting teacher conferences, evaluations and encourages the use of innovative teaching methods.

There for it is recommended that it is better to prepare work evaluation and feedback stage with schools teachers to evaluate consistent progress and in addition it may strengthen the process if the result of this evaluation is done in connection with teacher performance appraising process.

5. Currently, there was no clear mechanism to monitors the progress of students frequently, Establish procedures for evaluating the effectiveness of school instructional process. Therefore, it is recommended that if the zonal education department to gather with the woreda education officer will develop standard criteria to frequently evaluate students' progress in secondary school than making supervision at the end of the semester.

6. As the research findings has shown that parental participation in supporting students learning were not satisfactory, that is enforcing students to do their assignments, home works and sending them to school on time in order to save education time. Here even if parents in the study area education back ground were low they have an opportunity to use preparatory school students and teachers to support their students in the home. School principals are also expected to work with

politically appointed officials to mobilize parent and community participation in knowledge, labor and finance. And consistently discuss and create awareness with parents to send students to school on time.

7. Regarding leadership skills of the principals as the demographic back ground of respondents indicates in table 2 majority of the school principals in the secondary school of Metekel zone were first degree holders in different educational field, thus they have taken in adequate leadership/ management course so it is recommended that the regional educational bureau should arrange training program for those first degree holder. And it is better if the woreda education office provide them close supervision and feed back to improve leadership skill of principals in the zone.

As the research findings showed the secondary schools in Metekel zone had a series problem of laboratory equipments', poor library service, poor plasma service and poor pedagogic centers but these all services are the most important materials next to classroom instruction, and it promotes quality education and encourage innovation. Here the researcher is interested to recommend that school principals being with woreda education office should work together and design proposal to raise fund and strengthen these activities. Regarding the laboratory equipment the zones has to work with Gelgel Belse teacher education college and Pawe agricultural research institute to arrange the way they may get equipments and chemicals, Regarding strengthening the pedagogic center, library service, reference books. It is better to use block grant budgets to improve the service and motivate a teacher who has been the head of pedagogic center by providing incentives.

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Appendix A  
**Jimma University Institute of Education and Professional Development**  
**Studies: Department of Educational leadership**  
**Questionnaire to be filled by Teachers and department heads of the school**

**About the Questionnaire;**

- This questionnaire asks for information about the practices of school leadership by the principals.
- This questionnaire has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as a leader of the school and other related issues.
- The person who completes this questionnaire should be the teacher of this school. If you don't have the information to answer a particular question, please consult other teachers in this school.
- These questionnaires should take approximately 35 minutes to complete.

**Dear School teachers and department heads;**

I am an MA candidate in Educational leadership at Jimma University .As part of my study; I invite you to complete this questionnaire.

The purpose of this questionnaire is to collect relevant data to the study entitled “the practice and problem of school leadership in metekel zone secondary school: Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your responses are vital for the success of the study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to fill the questionnaire with genuine response. Once you have completed the questionnaire, please return to the responsible body.

**Please note the following points before you start filling the questionnaires:**

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions;
3. You can consult the data collector whenever necessary;
4. Please provide appropriate response by using a tick mark “√” to choose one of the

suggested Likert scale questions..

4. Please do not leave the question not answered
5. Thank you for your patience and dedication to f Questionnaire!!

Sincerely,

Mulualem wajkira, 2013  
 Mobile no-0921828710  
 E-mail- [mulualemwakgira@yahoo.com](mailto:mulualemwakgira@yahoo.com).

**General direction:-Please put a mark (x) in your choice among the possible responses in the box provided for each question and space provided to you for short answers.**

**Section One: - Background Information**

1. School: -----
2. Sex: Male  Female
3. Educational Qualification:  Diploma  First Degree  Second Degree  other, Specify -----
4. Work experience: Below 3 years  4-5 years  6-8 years  9-11years  12-15-16 years

**Section Two:-Questions regarding the leadership practices of school principals.**

**I: Questions regarding the role of school principals in the area of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.**

No	Item	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
6	<b>Model the way</b>					
	Principal clarify school values, He/she have an unwavering commitment to a clear set of values of the school.					
7	The principal model the behavior and performance he/she expect from others.					
8	Principals strongly work to build consensus around common values to run the organization.					

9	School principals has high personal value( respect others idea, value loyalty, candor, creativity, and the willingness to continue to learn)					
10	School principal practice decisions made at different level effectively (“walking the talk”).					
11	Principal ask for feedback on how his/her actions affect other people’s performance.					
No	Item	Strongly agree	agree	undecided	Disagree	Strongly Disagree
	<b>To inspire shared vision</b>					
12	The School principals create a vivid vision of the future by imagining exciting and ennobling possibilities.					
13	All stakeholders in school know the school vision and strongly work for its achievement.					
14	Develop risk taking culture and ownership feeling in all stakeholder for achievement of those vision.					
15	Principals encourage employees using symbolic language, practicing a positive communication style, tapping into verbal and nonverbal expressiveness.					
16	Principal make a list of performance and behavioral expectations for employees overall, and specifically for individuals as their jobs require.					
	<b>To challenge the process</b>					
17	Principal enforce rules, procedures, polices for the achievement of goals.					
18	Principals create opportunities for improvement with enthusiasm, determination, and a desire to make work done.					
19	Encourage teacher to speak up, to offer suggestions for improvement, and to be straightforward about their Constructive criticism.					
20	Promote external and internal communication, ideas flow freely from the outside into the organization.					

21	Challenge teacher (departments) to try out new and innovative ways to do their work.					
	<b>Enabling others to act</b>					
22	Principals created a climate of trust in the school.					
No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
23	Foster collaboration by building trust and facilitating relationships.					
24	Strongly work to develop competence and confidence					
25	Principals work with all stakeholders to resolve a Conflict.					
26	Support the decisions that people make on their own.					
	<b>Encourage the heart</b>					
27	Create culture of Recognizing and acknowledging good results.					
28	Celebrate achievement and ceremonies and praise high performance employees.					
29	Principal has created high performance expectation of all employees.					

## II. Question regarding principals instructional leadership roles.

no	Items	Strongly disagree	disagree	undecided	agree	Strongly agree
	<b>Defining the school mission</b>					
30	The principals together with staff define educational goals and objectives.					
31	The principals communicate the school objective and goals to all stakeholders.					
32	Principals use handbooks, staff meetings, school assemblies, bulletin boards, and teacher and parent conferences to communicate school goals.					
	<b>Managing the instructional program</b>					
33	Promotes quality instruction by conducting teacher conferences and evaluations.					
34	Encourages the use of innovative teaching methods.					
35	Discusses instructional related policies and issues with staff.					
36	Supports practice of new skills, innovation and creativity by teachers.					
37	Visiting classrooms, providing specific suggestions and feedback on the teaching and learning process.					
38	Monitors the progress of students frequently.					
39	Coordinate different groups (parents, students, teachers, and community members) for <b>curriculum</b> implementation.					
40	Establish procedures for evaluating the effectiveness of school instructional process.					
	<b>Creating conducive learning environment</b>					
41	Maintains each class that is conducive to teaching and learning.					
42	Create conducive school climate for continuous collaboration.					
43	Solving different problems that hinder the teaching and learning process.					



**III. Question regarding Roles of school principals on strengthening the participation of parents on students learning.**

	Item	Strongly disagree	disagree	undecided	Agree	Strongly agree
44	Principal influence Parents to attend school meetings whenever called upon to discuss about academic performance of their children					
45	Parents hold fundraising functions for the school					
46	Parents are involved in the management of the school.					
47	The school developed the culture of rewarding highly involved parents in the school activities					
48	parents send students to school on time to save education time					
49	Parents actively enforce their children to do the assignment and home work consistently.					

**IV. Question regarding factor affecting the effectiveness of school leadership.**

**B. Organizational Factors.**

	Item	Strongly disagree	disagree	undecided	Agree	Strongly agree
50	There are enough Qualified teachers.					
51	There are enough Student textbooks.					
52	There is enough Instructional equipment.					
53	There are enough Supplies (paper, chalk etc.)					
54	Rules, polices and guideline of the school is good for working.					
55	Teaching materials delivery problems.					

**C. Question regarding leadership skill of the school principal.**

	Item	Strongly disagree	disagree	undecided	Agree	Strongly agree
56	The principal has developed a set of technical skill to complete the activities that are part of the daily work.					
57	A principal has high understanding of proficiency in specific kind of activities, particularly one involving method, process, procedure or techniques.					
58	The principal has good ability to motivate, manage conflict, and communicate to work with.					
59	Principal spent the greatest majority of his time interacting with people in the school.					
60	Principal has good ability to view the organization as a whole and as a system or varies parts and sub systems, integrated in to a single unit.					

**Appendix B**  
**Jimma University Institute of Education and Professional Development**  
**Studies: Department of Educational leadership**  
**interview Question to be answered by school principals;**

**About the Questions**

- The interview question asks for information about the practices of school leadership by the principals.
- The interview question has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as a leader of the school and other related issues.
- The person who is going to be interviewed should be the principal of the school.

**Dear School principal;**

I am an MA candidate in Educational leadership at Jimma University .As part of my study; I invite you to patiently respond to this questions.

The purpose of this interview is to collect relevant data to the study entitled “the practice and problem of school leadership in metekel zone secondary school: Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your responses are vital for the success of the study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to respond to interview question with genuine response.

School code \_\_\_\_\_

**I. Personal characteristics** Direction: Please check by writing an “X” mark on the space provided against the items.

1. Sex: Male \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Teaching experience in year’s \_\_\_\_\_
4. Administrative position holds before the present one in school \_\_\_\_\_
- 5 Experience at your present position \_\_\_\_\_
6. Level of educational attainment at present \_\_\_\_\_ .
7. Field of specialization \_\_\_\_\_

## **II. Interview question regarding the practice of school leadership.**

1. To what extent does the school community participate in planning of the school plan?
2. How many times in a year do you meet with parents and community to discuss about students achievement, weakness and celebrate high achievements?
3. To what extent parents involved in school activities like, supporting school in their knowledge, labor, and finance. What mechanism do you use?
4. Does your school possess enough resources for instructional resource?
5. Do you think that your school is conducive for teaching learning process?
6. How can you evaluate your leadership effectiveness?
7. What can you say about students progress?
8. Do you provide opportunities for your staff to be involved in decision making and the development of school policies?

## **III. Question regarding instructional leadership aspects.**

1. How do you establish goals for curriculum, instruction, and assessment practices within your school? Who are involved in the process? Do you think goals are clear and achievable?
2. Are you directly involved in helping teachers design curriculum, instruction, and assessment?
3. Do you monitor the practices of your school's curricular, instructional, and assessment in relation to student achievement?
4. How do you promote class room supervision?
5. How could you promote teacher professional development in your school?

## **IV. Question regarding motivation mechanism used by the school?**

1. How do you motivate your staff members?
2. Do you reward your teachers and staff members with high performance?
3. What are your criteria for reward?
4. What is the kind of the reward and do you think that the reward is capable enough to motivate them?

**Appendix c**  
**Jimma University Institute of Education and Professional Development**  
**Studies: Department of Educational leadership**  
**interview Question to be answered by PTA coordinators;**

**About the Questions**

- The interview question asks for information about the practices of school leadership by the principals.
- The interview question has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as a leader of the school and other related issues.
- The person who is going to be interviewed should be the PTA coordinators of the school.

**Dear School parent teacher association coordinators;**

I am an MA candidate in Educational leadership at Jimma University .As part of my study; I invite you to patiently respond to this questions.

The purpose of this interview is to collect relevant data to the study entitled “the practice and problem of school leadership in Metekel zone secondary school: Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your responses are vital for the success of the study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to respond to interview question with genuine response.

School code \_\_\_\_\_

**I. Personal characteristics** Direction: Please check by writing an “X” mark on the space provided against the items.

1. Sex: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Experience at your present position \_\_\_\_\_
4. Level of educational attainment at present \_\_\_\_\_.

**II. Interview question regarding the practice of school leadership.**

5. To what extent do PTA members participate in planning of the school plan?
6. Home many times in a year do you meet with parents and community to discuss about students achievement, weakness and celebrate high achievements?
7. To what extent parents involved in school activities like, supporting school in their knowledge, labor, and finance.
8. How can you evaluate your leadership effectiveness?
9. what can say about students progress

III. Question regarding motivation mechanism used by the school?

10.How do you motivate you staff members?

11.Do you reward teachers and staff members with high performance?

12.What are your criteria for reward?

13.What is the kind of the reward and do you think that the reward is capable enough to motivate them?