

**STATUS OF LEADERSHIP PRACTICE IN SECONDARY SCHOOLS
OF ILUBABOR ZONE**

BY

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**JIMMA UNIVERSITY INSTITUTE OF EDUCATION AND
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IN EDUCATIONAL LEADERSHIP**

DECLARATION

I, the undersigned, declare that the thesis on assessment of current status of leadership practice in secondary schools of Ilubabor Zone is my own work and that the sources I have used are indicated and acknowledged in the references.

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ABBREVIATIONS

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
IIEP	International Institute for Educational Planning
LAMP	Leadership and Management Program
MBO	Management by Objectives
MoE	Ministry of Education
NCSL	National College for School Leadership
OCED	Organization for Economic Co-Operation and Development
PTA	Parent Teachers Association
SPSS	Statistical Package for Social Science
SWOT	Strength Weakness Opportunity Threat
TQM	Total Quality Management
U.C	United Congress
USA	United States of America
WEO	Woreda Education Office

Abstract

The purpose of the study was to assess the current status of leadership practice in secondary schools of Ilubabor zone. The study particularly treated the dimensions of successful school leadership practices such as developing shared vision and mission, motivating teachers, effective decision making, communication practice, professional skill development, evaluation of performance and factors that affect the school leaders in performing their activities in the school. To accomplish this purpose, the study employed a descriptive survey design. The study was carried out in eight secondary schools of Ilubabor Zone selected using simple random sampling technique. Then, from the sampled schools, 8 principals, 6 vice-principals, 52 department heads, 8 PTA chairpersons were included as samples employing purposive sampling technique. Furthermore, 82 teachers were taken as a sample through stratified and simple random sampling techniques and 5 woreda education officers were included in the study using purposive sampling technique. A questionnaire was the main instrument for data collection. Interviews and document analysis were also used to triangulate the data gathered through questionnaires. The frequency, percentage, mean and chi-square were utilized to analyze quantitative data gained through the questionnaires. The qualitative data gathered during the interview sessions and document analyses were analyzed using narration. The results of the study revealed that the school leadership practices were ineffective. School leaders were involved in leading the school without having prior leadership qualification and adequate training in school leadership. School leaders were also inefficient in promoting professional competence of teachers, creating strong school-community relationship, developing the school mission and vision, and evaluation of performance. Furthermore, the study revealed that: lack of qualified and well-trained school leaders, lack of training and experience sharing within school and with surrounding schools, inadequate participatory decision making, insufficient motivation of teachers and inadequate communication skill of school leaders were factors that hinder leadership effectiveness. Finally the following recommendations were forwarded: The Zone educational office, in collaboration with Oromia regional education bureau, need to provide educational leadership training to the school leaders to strengthen their capacity, awareness on the part of school leaders and teachers through in-service training, continuous professional development and experience sharing so as to improve their professional growth and teaching learning activities to alleviate the factors that hindered proper implementation of school leadership practice.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter presents the background of the study, statement of the problem, objective, significance, delimitation, limitation, organization of the study and operational definition of key terms.

1.1 Background of the Study

There is no one definition of leadership that satisfies all people, all community perspectives and geographical locations. In accordance with this view, Leithwood, Jantzi and Steinbach (1999) contend that, there is no agreed definition of the concept of leadership. Yukl (2002) added that the definition of leadership is arbitrary and very subjective. Even though variation in definitions is more useful than others, there is no overall agreeable definition and suggested that dimensions of leadership identified as leadership as influence, leadership values, and leadership and vision.

According to Cuban's 1988 definition, leadership is a purposeful influence process intended to lead people to specific outcomes. Leadership then refers to people who bend the motivations and actions of others to achieve certain goals. It implies taking initiatives and risks. On the other hand, Greenfield and Ribbins (1993) stated that, leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability. Leadership by vision is increasingly regarded as an essential component of effective leadership. In line with this, Beare, Caldwell and Millikan (1989) draw on emerging generalizations about leadership with relating directly to vision. As outstanding leaders have vision for their organizations. Vision must be communicated in a way which secures commitment among members of the organization. Communication of vision requires communication of meaning and attention should be given to institutionalizing vision if leadership is to be successful.

Leadership is vital to successful functioning of many aspects of a school. The aspects of schooling that have been linked to leadership according to Robert J.(2005) in a school

are: clear set mission and goals, overall climate of the school and the climate in individual classrooms, attitudes of teachers, classroom practices of teachers, organization of curriculum and instruction and students opportunity to learn.

According to Leithwood (1994), the school leader must attend to the needs and provide personal attention to individual staff members, must help staff members think of old problems in new ways, i.e, intellectual stimulation, must communicate high expectations for teachers and students alike, i.e, inspirational motivation and must provide a model for the behavior of teachers i.e idealized influence.

If we consider the traditions and beliefs surrounding leadership, we can easily make a case that leadership is vital to the effectiveness of all organizations and a school. In fact, for centuries, people have assumed that leadership is critical to the success of any institution or endeavor. Given the perceived importance of leadership, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school.

U.S Congress (1970) mentioned that, the principal is perceived as the single most influential person in a school. It is the principals' leadership practice that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the community and the school and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership practice as the key to success.

Day, et al (2010) found that, almost all successful school leaders draw on the same basic repertoire of leadership practices. Some key practices of successful school leaders are: developing shared vision and mission, the focus on providing professional skill development, the ability to manage and support teaching learning programs, creating

conducive and healthy school environment, developing school community relationships, the skill of adaptation to changing environment and evaluation of performance.

According to MoE (2006), the decentralized education system in Ethiopia has transferred important responsibilities to the Woreda level. Yet, many offices do not have sustainable capacity to discharge their responsibilities effectively and school functioning needs further improvement, in particular, concerning school leadership. To this solution, Education Sector Development Program (ESDP IV), more comprehensive capacity development programs were developed, aiming at improving the function of offices and schools. In strengthening teachers and leaders, development of school staff focus on two groups: practicing and prospective school leaders and practicing and prospective teachers (MOE, 2010).

Effective school leadership offered that the school's mission must be achieved within boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes (Duke, 1992). Similarly, effective school leadership tend to believe that the purpose of the school is to meet the instructional needs of all students, expected an academic emphasis and task orientations in classrooms, encouraged teachers to implement a broad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy, 1986).

Additionally, Edmonds (1979) mentioned that an effective school leadership has high expectation and good atmosphere as: strong administrative leadership, high expectations for student's achievement, an emphasis on basic skills instructions, a safe and orderly climate conducive to learning, and frequent evaluation of pupils' progress. It is well known that the school leadership practice is one of the most important factors contributing to the success of the school. It is, therefore, critical to ensure that Ethiopia develops the school leadership and management possible. Ensuring that a school has the leadership includes careful selection of candidates, capacity building of those selected and providing good career development prospects for them (MOE,2006). However, as to

the knowledge of the researcher, recently school leadership practice and the challenges that hinder the education leaders in performing school success is not assessed in the Zone. Thus, the researcher is interested to assess, address and recommend solutions that will help make leadership practice successful in secondary schools of Ilubabor Zone of Oromia Regional State.

1.2 Statement of the Problem

Leadership is not the activity of an individual alone. In a large scale organization, it becomes a collective activity for no single individual can meet the tremendous demands of the whole organization. As Leithwood and Riehl (2003) explain successful leadership creates a compelling sense of purpose in the organization by developing a shared vision of the future, helping build consensus related to short-term goals and demonstrating high expectations for colleagues' work. When effectiveness is managed well, school success involves getting results and more. School success also involves learning and cultivating relationships. Learning builds the capacity of teachers to know more about their work, to figure out how to create better pathways to success, and to improve their practice as a result. Relationships provide the support that teachers need to come together as a community of practice.

Hayes (2004) stated that research has demonstrated the importance of administration and management skills essential for any school principal to be effective. These skills include: ability to articulate school mission, maintaining a visible presence in classrooms, high expectations for teachers and students performance, spending a major portion of the day working with teachers to improve instruction, actively involving in diagnosing instructional problems, creating a positive school climate, recognizing teaching and learning as the main business of a school, spending time in classrooms and listening to teachers, promoting an atmosphere of trust and sharing; building competent staff and making professional development a top concern, and not tolerating terrible teachers.

Research by Price Water House Coopers (2007) indicates that, due to the breadth and depth of roles and responsibilities of the school leadership, there are a set of key

challenges to school leadership practice: ensuring consistently good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum; strategically managing resources and the environment; building the school professional learning community; developing partnership to encourage parental support for learning and new learning opportunities.

Ministry of education emphasized the challenges that technical criteria and professional experience are not taken into account when selecting principals. Training program for educational leaders and managers are not closely linked to the planning process and they lack practical orientation (IIEP, 2005). Also, the capacity development of educational leaders and managers is the fact that “personnel incentives are weak” (Watson, 2005).

According to the MoE (2010), one of main challenges identified to improve is leadership and management capacities at institutional level because it has remained weak. Regarding this, MOE (2006) stated that, due to shortage of qualified school leaders’, the appointment of secondary school principals in Ethiopia is very much based on experience. So, it was found that there are challenges in performing technical management; building school culture and attractive school compound; participatory decision making and school management for teachers and students; creating orderly school environment by clarifying duties and responsibilities; being skillful in human relations and communicating with different stakeholders by those school leaders assigned based on experience without qualification. This triggered the researcher to investigate the current level of the gaps existing in Ilubabor Zone secondary schools.

Based on this concept, school leaders in Ilubabor Zone were selected from subject specialist teachers whether they lack basic leadership professional qualification or experience that at least needed by the school principals to lead the school. Therefore, in the light of the above pressing and sensitive issues, the writer of this paper felt that there is a gap that needs to be assessed comprehensively. The intention of the researcher was to assess school leadership practice in relation to development of shared vision and mission, motivation, communication, teachers’ professional development, decision making, and evaluation of performance. Moreover, the researcher was interested to investigate the

challenges that may hinder the school leaders in performing their roles. To address this, the following basic research questions were raised.

1. To what extent do the school leaders provide direction to the teachers and exercise influence?
2. To what extent do the school leadership participate teachers in decision making and management?
3. To what extent do the school leadership support the teachers develop professionally?
4. To what extent do the principals motivate teachers to enhance commitment?
5. What are the challenges school leadership practices?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the practice of school leadership and uncover challenges school leaders might have faced in secondary schools of Ilubabor Zone.

1.3.2 Specific Objectives

The intention in undertaking this research, specifically, was to:

- examine the magnitude of the school leaders provide direction and motivate teachers.
- explore the relation of the school leaders with the community in performing school activities.
- examine the extent of school leaders valuing the staff.
- investigate the extent to which teachers participate in school decision making and management.
- identify the supports and arrangements provided teachers to develop them professionally.
- investigate the challenges of leadership practices of secondary schools.

1.4 Significance of the Study

The findings of the study may have the following significance:

1. It may provide information to zonal and woreda educational officials on the current status of leadership practice and help them take appropriate measure to improve the leadership practices in secondary schools using the findings to help schools achieve their objectives.
2. It may provide pertinent and timely information for school leaders, teachers and supervisors in Ilubabor Zone concerning the existing practice of school leadership and the challenges against improving and promoting school success.
3. It may show the contribution of effective school leadership practice for the success of secondary schools in Ilubabor Zone through the findings.
4. It may serve as a starting point for other researchers who are interested to do their research in this area.

1.5 Delimitation of the Study

The research was delimited content wise as well as geographically. Content wise, out of many aspects to be considered in the practice of leadership, this research is delimited only assessing the leadership practice in terms of such variables as developing shared vision and mission, motivation in schools, communication ability, principal approaches to decision making, evaluation of performance and professional skill development. Geographically, the scope of this study was delimited to eight sampled secondary schools of Ilubabor Zone..

1.6 Limitations of the Study

It is obvious that research work cannot be totally free from limitations. Therefore, due to the limit of time and finance, this study was conducted on focusing the leadership practice of secondary schools. Thus the result was applied only to secondary schools of

Ilubabor Zone. However, the problem of leadership practice in Ilubabor Zone is not only the issue of secondary schools even if it concerning primary schools. To generalize the result would be better if it's involved all grade level of the schools (1-8, 9-10 and 11-12).

1.7 Organization of the Study

This research report 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 the findings, conclusions and recommendations.

1.8 Operational Definition of Key Terms

The way the researcher used this terminology for the current research conception only.

Leadership Practice – Components such as developing shared vision and mission, motivation in schools, communication ability, participatory decision making and management, professional skill development, evaluation of performance are variables taken to account under which tools are measured.

School Leaders –Individuals in schools such as principals, vice principals, department heads and PTA.

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

Monitoring and Evaluating – Assessments of progress, identifying level of performance and teaching learning in school

Professional skill development – Activities of in service training, continuous professional development, experience sharing within and with surrounding schools.

Communication — The relationship between school leaders and community, stakeholders, and agreements in staff.

Vision — Basic of strategic planning, development of school culture

Motivation — Encouragement to better performance, reward system in school

Decision making — Discussion and resolution, problem identifying and action in school, opportunity to participate in making school level policy decisions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents the available related literature reviewed on the historical overview and beliefs about leadership, concept of educational leadership, leadership and management processes in schools, features of effective leadership, characteristics of strategic leadership in the school, school leadership qualities, key challenges of school leadership, role of school principal and school leadership in Ethiopia.

2.1 Historical Overview and Beliefs about Leadership

If we consider the traditions and beliefs surrounding leadership, we can easily make a case that leadership is vital to the effectiveness of a school. In fact, for centuries people have assumed that leadership is critical to the success of any institution or endeavor.

Bass (1981) stated that, the study of leadership is an ancient art, which appears in the works of Plato, Caesar, and Plutarch. He further reveals that leadership is a robust concept that “occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk”. It includes approaches such as the “great man” theory, which suggests that, for example, without Moses the Jewish nation would have remained in Egypt and without Churchill the British would have acquiesced to the Germans in 1940; trait theories, which contend that leaders are endowed with superior qualities that differentiate them from followers; and environmental theories, which assert that leaders emerge as a result of time, place, and circumstance. Regardless of the theory used to explain it, leadership has been intimately linked to the effective functioning of complex organizations throughout the centuries.

The traditions and beliefs about leadership in schools are no different from those regarding leadership in other institutions. Leadership is considered to be vital to the successful functioning of many aspects of a school. Given the perceived importance of

leadership, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school.

The significance of effective leadership and management for the successful operation of schools and colleges has been increasingly acknowledged during the 1990s and into the twenty-first century. The trend towards self-management in the United Kingdom, and in many other parts of the world, has led to an enhanced appreciation of the importance of managerial competence for educational leaders. More recently, there has been a growing recognition of the differences between leadership and management and an understanding that school principals and senior staff need to be good leaders as well as effective managers. The leadership dimension embraces concepts of vision, values and transformational leadership. Managing capably is an important requirement but leadership is perceived to be even more significant in England, and in some other countries (Tony Bush, 2003).

U.S.Congress (1970) mentioned that, the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity that largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success.

2.2 Concept of Educational Leadership

Different authors agree that there is no as such universally accepted definition of leadership. In the same token, Leithwood, Jantzi and Steinbach (1999) contend that, there is no agreed definition of the concept of leadership. Yukl (2002) on the other hand argues that, 'the definition of leadership is arbitrary and very subjective. Some definitions are

more useful than others, but there is no “correct” definition.’ Based on this concept, we can treat the three dimensions of leadership which may be identified as a basis for developing a working definition.

Leadership as influence -- a central element in many definitions of leadership is that there is a process of influence. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2002).

Leadership and values-- leadership may be understood as ‘influence’ but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values, as we noted earlier. Wasserberg (2000), claims that the primary role of any leader is the unification of people around key values. Similarly, Greenfield and Ribbins (1993) added that, leadership begins with the ‘character’ of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

Leadership and vision-- Vision is increasingly regarded as an essential component of effective leadership. In line with this view, Beare, Caldwell and Millikan (1989) draw on to articulate ten ‘emerging generalizations’ about leadership, four of which relate directly to vision. These four areas are indicated as: Outstanding leaders have a vision for their organizations, vision must be communicated in a way which secures commitment among members of the organization, communication of vision requires communication of meaning and attention should be given to institutionalizing vision if leadership is to be successful.

Educational leadership is a relationship between educational leaders, instructional staff, and students intended to create opportunities for the exploration and the sharing of knowledge, influence real changes about the value of life-long learning and create strategies designed to build and promote a shared vision (Tory Roddy, 2010).

Educational leadership includes individuals in the school that have a decision making role. These typically include the superintendent, assistant superintendent(s), principals, assistant principals, curriculum directors, etc. These roles typically require an advanced degree. These positions are typically the top paid positions in a school district, but they also come with the most responsibility. These people are ultimately responsible for the successes and failures within their district.

2.3 Leadership Practice and Management Processes in Schools

School leadership practice is taken to comprise eight elements as indicated in educational leadership culture and diversity by Clive Dimmock and Allan Walker are:

The first group of Processes relate to the extent to which teachers and others are involved collaboratively in school management (Pounder, 1998). Differences between principals in different cultures may be compared according to the degree of participation they foster among others, achieving the optimal balance between the exercise of ‘power over’ and ‘power through’ colleagues (Day et al., 2000). When teachers and administrators work together, the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented. Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following:

More complex problem-solving and extensive sharing of craft knowledge ; Stronger professional networks to share information; Greater risk-taking and experimentation because colleagues offer support and feedback; A richer technical language shared by educators in the school that can transmit professional knowledge quickly; Increased job satisfaction and identification with the school and More continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts (Fullan and Hargreaves, 1991).

Another set of leadership practices relate to motivation (Brotherton, 1999). It is useful for comparative purposes to explore the extent to which teachers are motivated and whether and how principals enhance teacher motivation, both as individuals (Spear, Gould and Lee, 2000) and as team players (Cacioppe, 1999). School leaders can influence levels of motivation by shaping the school's instructional climate, which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education. By effectively managing this aspect of a school's culture, principals can increase both student and teacher motivation and indirectly impact learning gains.

The third group of leadership practices relates to school planning, a phenomenon which has become increasingly important in school systems around the world over the last decade, especially in managing both the increased pace and complexity of educational change. School planning considers the need for more flexible and creative strategies. How principals approach planning, who they involve in the process and what they intend to achieve by it, may be of cultural significance (Quong, Walker and Stott, 1998).

How principals approach decision-making may also reveal cultural differences. For example, comparisons may be drawn by identifying the existence and form of decision criteria and the methods by which decisions are made. Fidler (2002), including leadership concerns not only for the quality of the decisions made but also for the contribution of a shared decision-making process to teacher leadership and professional development.

Another set of leadership practices concerns communication (Goldring and Rallis, 1993). Cultural differences, as well as similarities, may exist in the ways in which principals use written and oral modes of communication, for example, regarding degrees of openness (Ginsberg and Gray Davies, 2003) and the exercise of 'persuasive communication' (Grint, 2003) as well as in the extent to which they rely on different forms of communication inside and outside the school to ensure that institutional objectives are realized in practice (Morrison, 2002). The effective leader must have the quality of being a good communicator. He must be able to put forth his ideas clearly and concisely. If he fails in this, he will most likely fail in everything.

A further basis for comparison targets the different ways in which conflicts within the school community are approached and resolved (Maurer, 1991). Such comparisons may be useful in highlighting differences and similarities in leadership processes and in developing typologies for the effective management of both destructive and constructive aspects of internal conflict within schools (DiPaola, 2003).

Yet another increasingly important facet of school life for both principals and teachers is how teachers are evaluated or appraised (Cardno and Piggot-Irvine, 1997). The ways principals structure conduct and view appraisal systems may offer instructive cultural comparisons, building on the comparative approach to the study of teacher appraisal and performance management (Middle wood and Cardno 2001).

The eighth and final element relates to comparisons between how principals view the importance and conduct of staff development (Darling-Hammond, 1997). Including managing the interface between staff development and both teacher assessment/ appraisal (Jacobson and Battaglia, 2001) and the fostering of teacher leadership development through the promotion of shared decision-making (Leithwood, Jantzi and Steinbach, 2003). Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school leaders.

2.4 Features of Effective Leadership

Five basic factors were proposed by Waldman (1993) which specifically define the actions of an effective leader. These are: change agency, teamwork, continuous improvement, trust building, and eradication of short-term goals.

Change Agency -- Sosik and Dionne (1997) defined change agency as the leader's ability to stimulate change in an organization. The leader does so by analyzing the organization's need for change, isolating and eliminating structures and routines that work against change, creating a shared vision and sense of urgency, implanting plans and structures that enable change, and fostering open communication.

Teamwork -- one of the distinguishing features of total quality management (TQM) is the importance of teams within an organization. Sosik and Dionne (1997) define teams in the following way: Teams consist of two or more individuals with complementary skills who interact with each other toward a common task-oriented purpose. Team members consider themselves to be collectively accountable for the attainment of their goals. Teams are formed to serve organizational interests within departments, and across departments and divisions. The effective leader is not only involved in establishing teams, but also sees to their viability by providing necessary resources and support.

Continuous Improvement -- this is a concept that is derived from the Japanese term *kaizen*, which means the continual and incremental improvement of the critical aspects of the organization by all members of the organization (Masaaki, 1986). According to Deming (1986), a leader must invite continuous improvement into the organization keep it alive by keeping the goals of the organization up front in the minds of employees and judging the effectiveness of the organization in terms of these goals.

Trust Building -- as the term implies, trust building involves creating a climate in which employer and employees perceive the organization as a “win win” environment (Covey, 1991). Sosik and Dionne (1997) describe trust building as the process of establishing respect and instilling faith into followers based on leader integrity, honesty, and openness. Leaders establish an atmosphere of trust by their daily actions. Specific actions leaders must exhibit include knowing the concerns of employees, knowing what motivates employees, and knowing the necessary conditions for employees to operate at levels of maximum effectiveness.

Eradication of Short-Term Goals-- Deming uses this term to refer to the eradication of the types of goals traditionally set within an MBO (management by objectives) model as articulated by Peter Drucker (1974). Specifically, this means the elimination of goals that are based on quotas, are highly numerical, and are short term. According to Sosik and Dionne (1997), Deming had a particular disdain for such goals and their emphasis on short-term quantitative results.

This is not to say that Deming was averse to specific goals. However, the goals he advocated were focused more on process and the long-term perspective. The effective leader not only helps establish the criteria around which goals are established, but also participates in the goals' design and implementation.

2.5 Characteristics of Strategic Leadership in School

Brent Davies argues for the development of the strategically focused school. Key to that strategic focus is the quality of the strategic leadership in the school. If we are to support and enhance the development of strategic leadership in schools, we need to be able to build a framework of understanding of what strategic leadership might comprise. Strategy is a process of influence, leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values.

Strategic orientation is the ability to link long-range visions and concepts to daily work. Korac-Kakabadse and Kakabadse (1998) suggested that visionary leadership is transformational by nature, and as such, quite different from planning, which is a managerial or a transactional process. Javidon (1991) quoted in Korac-Kakabadse and Kakabadse (1998) suggests that, visioning depends on understanding existing realities (culture, history, formative context) and developing a clear sense of direction for the organization. However, it is necessary to treat the concept of vision or visioning with caution. Seeking to analyze trends and their meaning for the future of the organization can be seen as a good thing if it engenders debate and if future scenarios become the basis for strategic conversations.

The importance of creating the strategy with others, and not just communicating it to others, may be the critical skill that strategic leaders deploy in determining the strategic direction of the organization. As Boal and Hooijberg 2001, Strategic orientation can be considered to be the establishment of an outward-looking organization, which builds an understanding of possible future directions, and involves engaging in strategic conversations and debate to focus on the most appropriate direction and approach.

Strategic leaders have the ability to translate strategy into action. In addition to strategic leaders leading the creation of an appropriate strategy for the organization is the need to translate strategy into action by converting it into operational terms.

Leaders need the skills on planning, motivating, communicating, decision making, evaluating or appraising, approaching conflict problems, conducting staff development and others to be able to influence people and their actions and they need to direct those actions through setting goals and creating meanings. This has resonance with the perspective of transformational leadership, where a leader is proactive about the vision and mission, shaping members' beliefs, values and attitudes while developing options for the future.

Similarly, Bass (1985) identified that, transformational leaders, in educational settings, motivate people to do more than they are originally expected to do in any of the following ways: Raising their level of awareness about the importance and value of designated outcomes; getting them to transcend their own self-interest for the sake of the team, organization or large polity; expanding their portfolio of needs and wants from low level, for e.g. physiological or safety needs to high level of esteem or self actualization needs.

Strategic leaders have the ability to develop strategic capabilities. In line with this view, Prahalad and Hamel (1990) use the term 'core competencies' while Stalk et al. (1992) use the term 'strategic capabilities'. The focus of much of central government activities in most Western economies is to raise educational standards by measuring student performance in annual tests. The danger of this approach is that it focuses activity on short-term targets. Thus, learning how to teach with the latest 'literacy pack' from the government may improve teachers' specific skills but for sustainability the organization will need to develop deeper strategic capabilities or core competencies. These can be illustrated with the analogy of a tree, where the branches represent the short-term abilities and the roots are the underpinning fundamental capabilities of the school.

Leaders can adapt and lead new strategic directions for the organization if they have cognitive flexibility linked to a mindset that welcomes and accepts change. Strategic leaders have leadership wisdom. Wisdom may simply be defined as the capacity to take the right action at the right time. In a perceptive presentation to the 2002 International Thinking Skills Conference, Robert Sternberg articulated that leaders need wisdom because: they need creative abilities to come up with ideas; they need analytical abilities to decide whether ideas are good ideas; they need practical abilities to make their ideas functional and to convince others of the value of their ideas; they need wisdom to balance the effects of ideas on themselves, others and institutions in both the short and long run.

All of these qualities affect the way a leader learns and is able to change. Boal and Hooijberg (2001) suggest that most leadership researchers agree that leaders need to have such important interpersonal skills as empathy, motivation, and communication. In addition, Bennett (2000) expands the importance of personal values stating that if moral leadership is to be exercised and pedagogy re-engineered with any degree of success, then future leaders will need a firm set of personal values. No doubt, many will have their own lists, but integrity, social justice, humanity, respect, loyalty and a sharp distinction between right and wrong, will all need to be included. Strategic relationships will soon founder unless such a value system is held with conviction and exercised on a regular consistent basis.

Implementation Process - Implementation process is one characteristics of strategic leadership. The challenge of implementing strategy involves four key tasks: translating strategy into action; aligning the individual and the organization to the new strategy; deciding between sequential and parallel implementation approaches and finally the issue of strategic timing.

a) Translating strategy into action- Although this sounds an obvious activity, it is sometimes one of the most difficult to do. Whereas discussing and writing plans cause some organizational tensions, the implementation can produce significant tensions and resistance to change. However, successful strategic organizations pay similar amounts of attention to how strategies are to be implemented.

Three key points adapted from Gratton (2000) are critical here: keep the process simple; measure success through the richness of the strategic conversations and focus on the few themes that will make a real difference.

(b) Alignment- One of the key challenges in implementation process is aligning both individual and organizational values, culture and ways of working to the new strategy. This alignment requires both initial and ongoing attention from the strategic leaders in the organization to ‘cement’ the new way of working into the organizational practice and culture. In line with this view, Pietersen (2002) forcefully argued that the need of the ability to align every element of entire organization measurement and reward systems, organizational structures and processes, corporate culture, and the skills and motivation of people behind strategic focus. This is a monumental leadership challenge; without success here, no strategy can succeed. Thus realigning both the corporate and individual ‘mind set’ to the new direction of the organization and being committed to it needs extensive staff development and training.

(c) Sequential and parallel implementation approaches- One way of considering organizational development is that schools, move from one phase of their development to another in a sequential way. A common argument is that once the improvements in the current operation have been achieved, the leadership in the school has both the courage and the experience to take more fundamental strategic moves (Marsh, 2000).

(d) Strategic timing- The leadership challenge of when to make a significant strategic change is as critical to success as choosing the right strategic change to make. The issue of timing can rest on leadership intuition as much as on rational analysis. When individuals in the organization are ready for change, when the organization needs the change and when the external constraints and conditions force the change all have to be balanced one against the other.

2.6 School Leadership Qualities

In earlier work on school leadership, Walker and Dimmock (2000), in concert with an assembled panel of experienced principals, professional developers, policy-makers and

academics identified four interrelated components of what they termed ‘key qualities’ for leadership. These were values, knowledge, skills and attributes. All four, it was argued, needed to be meaningful and professionally relevant. The ‘expert’ panel was then charged with identifying particular core values, professional knowledge, skills and attributes deemed to be central to contemporary school leaders. The results of their deliberations are given below. While these are not claimed to be exclusive, they provide a useful framework for conceptualizing essential leader qualities. A key question is the extent to which the values, knowledge, skills and attributes are thought to be generic and cross-cultural, given the tensions. The panel assumed that they were mostly generic, since they are responses to the needs for school improvement more than particularities of culture. They thought, however, that cultural difference would be more likely to affect how all four components were expressed and exercised.

2.6.1 Educational Values

Essential to leaders is the development of a coherent set of educational values on which to base leadership for school improvement. These values serve as fundamental principles on which to develop and design their schools and to provide consistency across all aspects of their leadership. Eight pivotal values were identified as:

Learning-centred - a belief in the primacy of learning as the focus of all that happens in the school.

Innovation - a belief in experimentation with new ideas and with change as a means of school improvement.

Lifelong learning - a belief that a major goal of the school is to develop among its community a view of learning as a continuous and ongoing process.

Education-for-all - a conviction that all students have a right to a relevant and meaningful education.

Service-orientation - a belief that the school be flexible and responsive in meeting the diverse needs of its community.

Empowerment - a commitment to the meaningful involvement and participation of school community members in the life of the school.

Equity and fairness - a belief that the rights of all in the school community are duly recognized and those individuals are treated with justice and integrity.

Whole-person development - a commitment is producing students with a well-rounded, balanced education. It is a substantial challenge for the present preparation and development of educational leaders to fully embrace these values. Yet to do so is axiomatic if leaders are to be successful school innovators and improvers.

2.6.2 Professional Knowledge

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge relates to the roles identified earlier or expressed in a different way, to each of the following: strategic direction and policy environment; teaching, learning and curriculum; leader and teacher growth and development; staff and resource management; quality assurance and accountability; and external communication and connection.

The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an overreliance on experience and intuition (Walker and Dimmock, 2000).

2.6.3 Skills

Leadership skills are grounded in educational values and professional knowledge. The skills of leadership for school and student improvement are exercised in relation to the

leader functions. Skills may be grouped into the following three categories: Personal: these relate to how leaders manage their own behaviors and thoughts in their professional lives, communicative and influence: these relate to how leaders interact at an interpersonal level with colleagues and other members of the community, and how they mobilize colleagues and other school community members towards sustained commitment to school improvement, and organizational and technical: these skills concern the tasks and techniques that are associated with running the whole school and securing school improvement. The key skills essential to running good schools and colleges are personal and interpersonal on the one side, and technical and task-oriented on the other. It is the achievement of high levels of both, and a balance between the two that distinguishes effective leaders.

2.6.4 Attributes

Educational values, professional knowledge, and skills are integral parts of leadership qualities. However, they are not sufficient. There is a fourth element, namely personal attributes that leaders bring to the role. In the context of school-based management and school improvement, certain attributes, in particular, seem to assume prime importance. The expert panel selected the following:

Adaptability and responsiveness-- in school decision-making and in managing people while retaining commitment to core values, such as student needs and learning outcomes,

Courage of conviction-- with regard to their values, principles and actions and resilience in times of adversity and opposition,

Self-confidence-- in their abilities and actions, while maintaining modesty in their interactions and dealings with others in and outside their school communities,

Tough-mindedness-- in regard to the best interests of staff and students while showing benevolence and respect in all their interactions,

Collaboration-- as team members coupled with individual resourcefulness and decisiveness, and

Integrity-- in their dealings with others combined with political astuteness.

The personal attributes, along with leader values, professional knowledge and skills provide a framework for understanding the complexities of leader qualities. As always in dynamic, interactive situations, it is the mix and combination of all elements that determines the efficacy and effectiveness of the leader. It may well be that these four elements (Educational values, professional knowledge, skills and personal attributes) of leader qualities are relevant and applicable to different societal cultures. In other words, in addressing the same policy agenda of school improvement, they are generic and thus applicable to leaders in many cultural settings. However, how particular values, knowledge, skills and attributes are displayed and exercised, and what combinations of them are considered appropriate are likely to be culturally sensitive.

2.7 Key Challenges of School Leadership

Schools are structured to maximize teachers contact with students and to make interactions among teachers and students as efficient as possible. Leaders working in cultures so inhospitable to valuing working relationships face a major challenge simply to make the relationships among teachers, among teachers and students, among teachers and parents a priority (Goleman et al., 2003). The litmus test for leadership in this stream is whether the relationships among staff are trusting, open, and affirmative enough to support commitment, to point and sustain action-in-common that strengthens the school's performance.

In the context of the changing role of the schools leadership, Gamage (2006) points out that the foremost challenge, that school leaders faces is to understand the changing context and improve their interpersonal and communication skills with the understanding that they are no longer the authority figure but are a partnership with other stakeholders. Unlike in the past they would not be in a position to issue instructions and expect the staff and students to obey. The altered role of the school leaders

requires them to articulate their views of shared vision while expressing the views on policy issues to convince the other members of the partnership in arriving at decision before instruction could be issued.

The scholars such as Gamage (2009) and Catano and Stronge (2007) too have reported that trends based on decentralization and devolution has dramatically affected the roles of school leaders. The school leaders' role especially in the areas of schools leadership, management, in resource acquisition and accountability has undergone significant changes. Similarly, Catano and Stronge (2007) believe that the political pressure of high accountability requires school leaders to improve instruction and student achievements while maintaining facilities, supervising student conduct and managing budgets. In response to the changing role of leaders, Cadwell (2004) believes that training and professional development of the school leaders are significant in contributing to the quality of schooling.

Many of the major challenges facing educational leaders involve leadership in situations where values and ethics are contested (Duignan & Collins, 2003). As of these authors, the key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions. Duignan (2006) additionally, describes the major school leadership challenges as follows: Providing a values-driven vision, managing staff relationships, leading people, effective communication, leading continuous change, dealing with poor performance, leading an ageing workforce, care and rules and balancing personal and professional responsibilities.

2.7.1 Providing a Values-Driven Vision

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction. The articulation of vision necessarily involves leaders sharing their hopes, desires and

expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. The intent and content of the vision helps motivate all the members of the school community. Reflection on, and communication of, this vision is essential if it is to become part of everyday practice. Linking vision to practice seems to be a vital component in the relationship of the leader and those led.

Educational leaders are challenged to engage with their staff in ways that take the whole group forward, rather than plugging gaps and responding primarily to perceived emergencies. Communicating the strategic purpose to everyone is vital in drawing together staff at all levels. Clear purpose, inspirational communication, and an appeal to agreed values and belief systems, will point clearly to the road forward.

A major problem identified by a number of leaders in the study was finding the time to reflect on and communicate a vision in the face of busy schedules. Leaders cannot do it all by themselves. They have to work with and through others to achieve their organization's vision and goals. Leadership can no longer be regarded as the property, even the monopoly, of one person: the principal. Emerging wisdom on leadership suggests that there needs to be greater sharing and distribution of leadership responsibilities in educational organizations.

2.7.2 Managing Staff Relationships

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader-staff relationships in ways that link strategic purpose to everyday practices. However, usually when trust is breached there is a tendency to retreat to the classical organizational model, with remote personal exchanges, reliance on quasi-legal rules, and withdrawal to a hierarchical and bureaucratic form of control.

Some leaders believe that developing relationships requires too much time and resources. This is an inappropriate way to think about relationship-building. Developing

relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. They regard relationship-building as one of the core ways that value-driven organizations value all those who work in and for the organization. It is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Building relationships is not just a matter of managing the people in the organization but of providing the leadership necessary to marshal the most valuable resources, the people.

2.7.3 Leading People

Many educational leaders find it a challenge to determine how ‘relational’ relationship building should be. Those who have been apprenticed in a hierarchical, control-type model of leadership are often unsure of how close relationships should be, especially with those who are accountable to them. It is important to distinguish here between personal and professional relationships in an organization. Professional relationships must, of course, have a personal dimension, but it is equally important to develop personal relationships within a professional framework. In a school setting, core values also include valuing students and the educational processes that best serve their needs. The bottom line in a school community setting is how well relationships serve the needs of students and their parents.

Often, however, educational leaders face the problem of dealing with poor performance and balancing their professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately. However, few educational leaders seem to have developed specific strategies and methodologies for dealing with the complexity of their jobs, for establishing priorities in their work, or for targeting specific professional development to assist them. Educational leaders, also, did not seem to use the job or the workplace as a basis for experiential growth and learning.

2.7.4 Effective Communication

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication.

Large systems are sometimes slow to process issues and problems, so gaps in communication may occur between those who make the decisions and those who implement them. Leaders may assume that everyone in the organization knows where they are going and why, but these are not safe assumptions.

Every means, formal and informal, must be used to keep all stakeholders informed and up-to-date. If nature abhors a vacuum, then so do organizations: if communication isn't regular and meaningful, then someone or some group will invent a version of events, and rumours will spread to fill the void. This is especially true when leaders are attempting to bring about change in their organizations. Change usually threatens some organizational stakeholders and fears can be exacerbated if the facts of the change are distorted or manipulated by those who are resistant to the change.

2.7.5 Leading Continuous Change

We live in times of rapid change and transition. In such periods, it is necessary to realize that there may be casualties in any change process. Part of leadership is recognizing that not everyone is going to come on board immediately, or even in the short-term, with new ways of thinking and doing. Leaders need to be sensitive to the fears and anxieties of those involved in a change process. Principals have to have a set plan on how they are going to deal with that change. They have to be caring and have a plan that maintains their self-esteem. They cannot dump people. It is an important aspect of leadership.

Leaders of change need to remind themselves that changes cause transitions, which cause losses and it's the losses, not the changes that they're reacting to and that it's a piece of

their world that is being lost. Leaders who are trying to manage a top-down change may be reluctant, according to Bridges (1995), to talk openly about the change, arguing that it will “stir up trouble” to acknowledge people’s feelings’. But leaders of change must engage openly with those who will be affected by the change, and they must acknowledge and address positively the losses and psychological transitions being experienced by these people.

2.7.6 Care and Rules

Educational leaders continually face challenges and decisions that involve tensions between a concern for either ‘care’ or ‘rules’. Care encompasses compassion, looking at the individual circumstances and making a decision that puts care and concern for the individual above rules and policies. Rules or policies provide guidelines for leaders on how to make decisions. Some leaders, however, argue that, by complying with rules, they are also fulfilling their duty of care to the community and, therefore, do not recognize any real tensions in this area (Duignan, 2006).

In schools there are instances where educational leaders feel that they must follow the ‘letter of the law’ to protect their own careers and reputations, but this approach can have dire consequences for some individuals. An example was where a teacher disciplined a student for breach of rules on a school camp and, in order to placate the parents, the teacher was disciplined. Staff, and indeed the principal, agreed that the teacher had an impeccable reputation and acted appropriately.

2.8 Role of School Principal

The leadership role of school principal is demonstrated in all aspects of the general duties of the school administration. Leadership has to do with the initiation, organization, motivation and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives of group. These roles must concern with the quality of instruction as well as the students’ welfare, the moral and spiritual tone of the school and the maintaining of discipline.

The Institute of Educational Leadership (2000) after citing a long list of the principal's traditional managerial responsibilities went on to add, principals today must also serve as leaders for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that increase excellence. They must rally students, teachers, parents, local and health and family service agencies, youth development group, local businesses and other community residents and partners around the common goal of raising student performance. And they have the leadership skills and knowledge to exercise the authority to pursue these strategies.

(1) Planning and Policy Making

Planning is the first and perhaps the most important role of a school principal. The essence of planning is to prepare for and predict future events. Planning goes beyond attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives and a step by step determination of the activities and resources necessary to achieve them.

Planning is said to be pervasive and primary. Its pervasiveness originates from the fact that it is necessary for performing other key management functions – organizing, directing, staffing and controlling. Planning helps to identify the organization's philosophy policies program procedures practices and problem.

On policy making, the school administrator contributes in different capacities and at different levels in the system in the formulation of policies for specific aspects of the educational and school systems. The school administrator also help in the interpretation and implementation of educational policies at the state; local and school levels.

(2) Improving the Educational Program

One of the important roles of the principal is that of improving the educational program. The principal should provide a climate of efficiency, cooperation, service and stimulation within which the school program, as it exists can operate most effectively. Also the school administrator should provide leadership and coordination in periodic and continuing evaluations of the effectiveness of the total school program in meeting the needs of the students and lastly, the school principals should provide leadership and coordination in continuing revisions of the total school program to meet the needs of the students.

This means that the principal will provide efficient schedules reasonable, workloads for employees, and the best utilization of available professional and material resources. The principal works with teachers in allocating students among classes to form the best learning groups. He endeavors to minimize unnecessary interruptions and inconveniences which interfere with the teaching-learning process.

(3) Provision and Maintenance of Fund and Facilities

This also referred to as school business administration is one of the most crucial roles of the school principal. Though, most educational leaders have limited control over the source of funds for the schools, many of them, of course, influence the provision of funds and facilities by careful and studied budgetary system, accounting, reporting and effective negotiations. The school principal must ensure that the funds and facilities are effectively used and well maintained to achieve a desired goals and objectives. It must be emphasized here that the school budget is the central focus. Budget is a planning and a control tool that is a financial statement that deals with revenue. The schools administrators have to prepare the budget because a comprehensive budget allows for maintenance of control not merely assuming that expenditures are limited in total amount. The principal must be prudent in making use of the fund provided.

(4) Curriculum Development

Another important role of a school principal is that of curriculum development. Curriculum as the name indicates is not a record of what has happened but a plan for

what will happen. It is concerned with what students will do in learning situation. It deals with the learning outcomes intended to be achieved through the experiences or opportunities the learner is expected to be exposed. The school curriculum is therefore, all the learning experiences or opportunities designed for the learner. Curriculum development usually starts with the establishment of educational goals. Whoever owns and manages the school influences the curriculum because he designs it in such a way that it will satisfy some identified needs or purposes. It is the needs of a particular society that determines what role education will serve in that community. Needs are not static they change from time to time and as a result a curriculum that was deemed adequate for a society at a particular time will fail to be adequate when the values and needs of the society change. The principal has the task of helping in the discernment of need as much as will it affects the curriculum.

(5) Instructional Improvement

School program management constitutes one of the most important roles of the educational administrator. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school principal work with the classroom teachers students and supervisors in the selection of appropriate curricular or school activities, choice of subjects, work scheduling, use of teaching aids and facilities teaching methods and methods of evaluating school and student progress.

(6) Student Personnel Services

This role also is very important in the schools. Orientation, guidance and counseling of students should constitute an important aspect of the school leaders. The ideal educational leaders ensure that every student is given adequate opportunity and motivation to learn. The schools encourage extra-curricular activities clubs games, student councils as well as ensuring that adequate school health services, moral and civic orientations discipline and adequate inter-personal relations are maintained.

(7) Managing the School

This is one of the most important roles of the school principal. The principal must be able to define duties responsibilities power and authority in a manner that best realizes the purpose of the institution. He must develop an internal staff organization with clear lines of authority and responsibility. Also the school principal must work with the staff to determine which supplies and facilities are needed for the best job. He also plans with the staff for effective use and maintenance of existing supplies and facilities.

(8) Maintenance of Effective Interrelationship with the Community and External Agencies

This role make it necessary that the principal must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise. He also should facilitate community participation in the life of the school and provide for interpretation of the school to the community. The educational system as an open system and a social organization thrives on effective interrelationship within it and with its relevant publics. The school principal is endeavoring to promote school-community relation through the participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The principal should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational leaders are involved with the totality of the enterprises of education.

(9) Educational Evaluation

An important role a principal should play in a school setting is evaluating the result of teaching. The principal should arranged for all period of self-Evaluation of the school program through commonly accepted survey guides, standardized test, results and action research projects. Evaluation of teaching result helps to measure student's ability and it's also used to diagnose student's weakness. Finally evaluation helps to measure the school activities that are whether the school is meeting the developmental and educational needs of the students.

(10) Reports

Rendering report is another role of the school principal. Periodically, he writes reports on his own performances and that of his staff, such report are accounts of their stewardship. He also writes reports of events happening in the school or official discussion.

(11) Record Keeping and Management

The keeping of records is one of the most important rules of the school administrator the principal from time to time important information is being demanded by educational authorities and other bodies from schools. These pieces of information either in form of data returns evaluation or reports are expected to be factual and reliable such information can be got from record keeping. Therefore record keeping is not only desirable it is also imperative to a school principal. As a matter of fact a school principal who fails to keep desirable record may only perform like a rambler who is purposeless and blind to the real essence of this job. On the other hand records management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Such control is exercised over the creation distribution utilization, retention storage retrieval protection preservation and final disposition of all types of records within the schools.

The aim of records management is to achieve the best retrieval and exploitation of the data held in these media and systems and incidentally to reduce the cost and improve the efficiency of record making and record-keeping processes. And that a well organized records management program saves a lot of money for the administration of the school. Also that records management helps to control the quality and quantity of information that is created where in a manner that effectively serves the need of the school. Finally an adequate records management program coordinates and protects an institution's records sharpens the effectiveness of records as a management memory controls the times equipment and space allocated to records and helps to simplify intra-organizational communication problems.

(12) Principal Supervisory Leadership

Murphy and Amanda (2003) assert that, there is no question over the supervision of infrastructural facilities which they say is the most important role of a principal which he must play. School infrastructural facilities include classroom, playgrounds, laboratories, libraries, workshops, instructional equipments and school buses. These facilities are provided by the government and communities. Indeed school plant is viewed as a controlled environment that facilitates the teaching-learning process while it protects the physical well being of students.

The principal can also enrich the classrooms in the simplest way using bulletin board with displays imaginatively put up to reinforce topics being taught at a particular time. It is the responsibility of the school principal to manage these facilities. That is taking care of the buildings and ensuring that the facilities are fully utilized. He does not enrich the classroom only; the other environment must receive adequate attention too.

2.9 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).

In his study on implications for reforming school leadership in Ethiopia 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. He

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”. These processes appear 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. Capacity development of school staff focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. 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).

By focusing on core work of teaching, school leaders regularly monitor and observe teaching classroom activities to improve achievement. It is the responsibility of school leadership to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient (MOE, 2006).

Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools such as guidelines on school improvement plans, the necessary resources through a school grant system and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement (MOE, 2010).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study was assessing the current status of leadership practice in secondary schools of Ilubabor zone in Oromia region. To this effect, the method of the research employed research design, method of the study, the study site and population sample size and sampling techniques, procedures of data collection, instruments, method of data analysis and interpretation, validity and reliability checks and ethical considerations are stated.

3.1 Research Design

A descriptive survey design was employed with the intention to get the general picture of the current status of leadership practice and challenges in secondary schools of Ilubabor Zone. The selection of descriptive survey study was due to the assumption that it is helpful to describe and understand the current status of the leadership practice of the zone.

3.2 The Research Method

The method employed in this research is both quantitative and qualitative research method. Since the research is survey study it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson, & Woodley, 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, triangulation strategy was employed to confirm, cross-validate or corroborate findings within a study

3.3 The Study Site and Population

Ilubabor Zone is one of the Zones in Oromia Regional State with 24 woreds and 2 towns and is found in the South-Western part of Ethiopia. It has a total area of approximately 16,555km² and lies between longitudes 33° 47' and 36°52' E and latitudes 7°05' and 8° 45' N. It is bordered to the South by Kefa Zone, to the East by Jimma Zone, to the West by Gambella Regional States and to the North by West Wollega Zone. Agriculture is the backbone for the communities of the Zone. Metu is the Zonal capital and is located 600 kms away from Addis Ababa. (**Source:** Geographical Information System)

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron et al., 2008). Therefore, the population that was included in this research were all concerned academic staff in 28 secondary school of Ilubabor Zone specifically, 776 secondary school teachers, 28 principals, 33 vice principals, 184 department heads, 26 Woreda education officers and 28 PTA chairpersons.

3.4 Sample Size and Sampling Techniques

From the total of 28 secondary schools, 8 (30%) schools are selected as sample schools using simple random sampling technique (lottery method). These schools were Abdi Bori, Nopha, Chora, Qumbabe, Bedele, Engibi and Dabo. After selecting the sample schools, principals, vice principals, department heads, teachers and PTA chairpersons were identified.

Consequently, from a total of 238 male and 36 female teachers divided into subgroups of sex in the eight sampled schools, 71 (30%) male and 11 (30%) female chosen using stratified random sampling followed by simple random sampling to get the representative sample of the population particularly using the lottery method with the assumption that all respondents have equal chance of being selected.

To determine the total sample of teachers, the following William's (1977:75) formula was applied:

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

Where, P_s = Proportional allocation to size

n = Total teachers' sample size

N = Total number of teacher in the eight selected sample school

The school principals and vice principals are responsible to exercise leadership and facilitate the work of teachers and the other school committee members. So, 8(100%) principals and 6(100%) vice principals were included in the study using availability sampling. Two secondary schools do not have vice principals. Department heads are very close to the overall instructional activities of teachers and, in particular, they closely assist teachers. Therefore, 52(100%) department heads were also included in the study using availability sampling.

In addition, 8(100%) PTA Chairpersons were selected as sample using availability sampling since they have the responsibility to exercise the leadership practice in school as they represent the parents. Furthermore, 5(100%) woreda education officers were involved through availability sampling because they were concerned with the success of school leadership practice.

Table 3.1: Summary of Population, Sample Size and Sampling Techniques

SN	Types of respondents	Total Population	Sample size	%	Sampling technique
1	Teachers	274	82	30	stratified random sampling and simple random sampling
2	Department heads	52	52	100	availability sampling
3	Vice principals	6	6	100	availability sampling
4	Principals	8	8	100	availability sampling
5	PTA Chairpersons	8	8	100	availability sampling
6	Woreda Education Officers	5	5	100	availability sampling
Total		353	161	45.61	

3.5 Instruments of Data Collection

Data for this research were collected from both primary and secondary sources. Primary sources were teachers, department heads, vice principals, principals, woreda education officers and PTA chairpersons where as secondary sources were documents. In order to obtain relevant information for the study, the researcher employed semi-structured interview and questionnaires consisting of both close and open-ended items. In addition, such relevant documents of school as strategic plan, reports and reward strategy were analyzed to supplement the findings of the study.

3.5.1 Questionnaires

Questionnaire is used commonly to gather data for survey study. Abiy et al (2009) stated that questionnaires are flexible and can be used to gather information on almost any topic involving large or small numbers of people. Having this assumption, questionnaires were set for teachers and department heads.

Five question items for each of the five variables were developed in five points likert scale (strongly disagree, disagree, undecided, agree and strongly agree) and, in addition always, often, sometimes, rarely and never were used since this requires participants to rate the levels of agreement with statements about the school leadership practice. On the other hand, for better analysis, the 5 rank responses of the questionnaires were made to be categorized in to three scales: agree, undecided and disagree. The closed and open ended types of question items allowed the respondents freedom to express their feeling, perceptions, problems and intentions related to the practices of school leadership. All of the questionnaires were written in English as the researcher believed that respondents could read and understand English Language.

3.5.2 Interview

The interview permitted greater depth of responses which were not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion so as to stabilize the questionnaire responses. With this in mind, interview was conducted with 8 principals, 6 vice principals, 5 woreda education officers and 8 PTA chairpersons. Semi- structured items were prepared for the above respondents. The reason behind the semi-structured interview items was its flexibility in which new extension questions could be forwarded during the interview based on the responses of the interviewee. The interview questions were discussed with the interviewee in Afan Oromo to reduce communication barriers. Notes were taken, summarized and, later on, were translated in to English.

3.5.3 Document Analysis

Besides questionnaire and interview as major tools of data collection, the researcher analyzed such secondary data sources as school strategic plan, reward strategy and reports in order to enrich the information collected through questionnaires and the interview. This technique helped the researcher to triangulate the data obtained through questionnaire and interview. In line with this, Abiy et al (2009) stated that, documents

generally exist for some purpose and the knowledge of this purpose is important in understanding and interpreting the result of the analysis.

3.6 Procedures of Data Collection

In the beginning, after having received a letter of support from Jimma University the researcher visited the Woreda education office and discuss the purpose of the research with concerned bodies. Upon agreement, they were requested to write similar cooperation letter to the respective secondary schools. Then, the researcher visited the schools to discuss with directors and vice directors the purpose of the research. Subsequently, before administering the questionnaires, the respondents were informed about the purpose of the study and how to fill the questionnaires by the researcher himself. After getting oral consent from teacher respondents, the questionnaires were distributed. Enough time was given to the respondents to fill the questionnaires. Also an interview was conducted face-to-face. Finally, document investigation was made by the researcher.

3.7 Method of Data Analysis and interpretation

The researcher collected both qualitative and quantitative data from sample respondents and analyzed into meaningful result. This was done in line with the responses of the respondents to whom the questionnaires were administered. The data were analyzed using descriptive statistics such as frequency, percentage and mean. Qualitative data were analyzed by narration and description. In addition, chi-square was used to test the significant difference between the response of teachers and department heads. Finally, the data were interpreted and reported by giving clear explanation for each and every variable.

3.8 Validity and Reliability Checks

To ensure validity, a pilot study was carried out to pre-test the instrument. Thus, the researcher conducted a pilot test on 1 principal, 1 vice principal and 7 department heads and 11 teachers of Bedele preparatory school. The objectives of the pilot study were to (1) assess the practicality and appropriateness of the questionnaire and get an indication

whether the items need further refinement; (2) obtain teachers suggestions and views on the items; and (3) assess the reliability of the questionnaire. The draft version of the questionnaire was modified to ensure that the instrument would enable to identify what it sets out to identify. So, two irrelevant or ambiguous statements and questions were edited and necessary modification was done. One repeated question was removed. Additionally, the reliability of the instrument was measured by using Cronbach alpha model. The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach's alpha model was used for analysis. As the statistical literature recommended, the instrument was found to be reliable at the test result of 0.70 (70%) reliability and above. Hence, the reliability coefficient of each leadership practice component was tested reliable. The table below indicates the computed reliability coefficient of the pilot study.

Table 3.2: Reliability Coefficients of Leadership Practice

No	Major Categories of Leadership Practice	Number of Items	Cronbach Alpha
1	Development of mission and shared vision	6	0.799
2	School le motivation practice	6	0.852
3	Decision making and management	4	0.894
4	Professional skill development	5	0.792
5	Practice of school leaders communication	4	0.708
6	Practice of evaluation performance	6	0.752

3.9 Ethical Considerations

The participants' consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group was disadvantaged by being excluded from consideration. In doing so, first the researcher went with official letter written from Jimma University department of educational planning and management explained to the woreda education offices and sample secondary schools. Then, the researcher explained the purpose of the study to the woreda

education offices and school principals to get permission to accomplish the work. Finally to start the study, the researcher introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation and also inform that the information would be kept confidential. That is, the respondents were assured that their respondents would be kept as secrete to protect them from any panic. All these were considered for the effectiveness of the research. Finally, the researcher was given heartfelt gratitude to all school communities and other responsible bodies for their cooperation to the successful completion of the data collection.

CHAPTER FOUR

PRESENTATION OF RESULTS

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews and document analysis.

The data was collected from a total of 134 respondents (82 teachers and 52 department heads) using questionnaire. The returned questionnaires were 79 (96.34%) from teachers and 50(96%) from department heads. Moreover, eight school principals, six vice principals, eight PTA Chairpersons and five education officers were interviewed and this part was effectively done according to the planned. The closed ended questionnaires were responded to and resulting answers interpreted in terms of the frequency, percentage, mean and grand mean. Chi-square was also computed to test the significant difference between the respondents.

Item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. For better analysis and manageable, the above 5 rank responses of closed-ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of 'strongly agree' and 'agree' were combined into 'agree' and the results of 'strongly disagree' and 'disagree' merged to 'disagree'. In addition others five point of rating scale (Always =5, Often = 4, Sometimes =3, Rarely =2, Never =1) were used for one group of leadership practice variable.

4.1 Characteristics of the Respondents

The four groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in terms of sex, age, experience and level of education below.

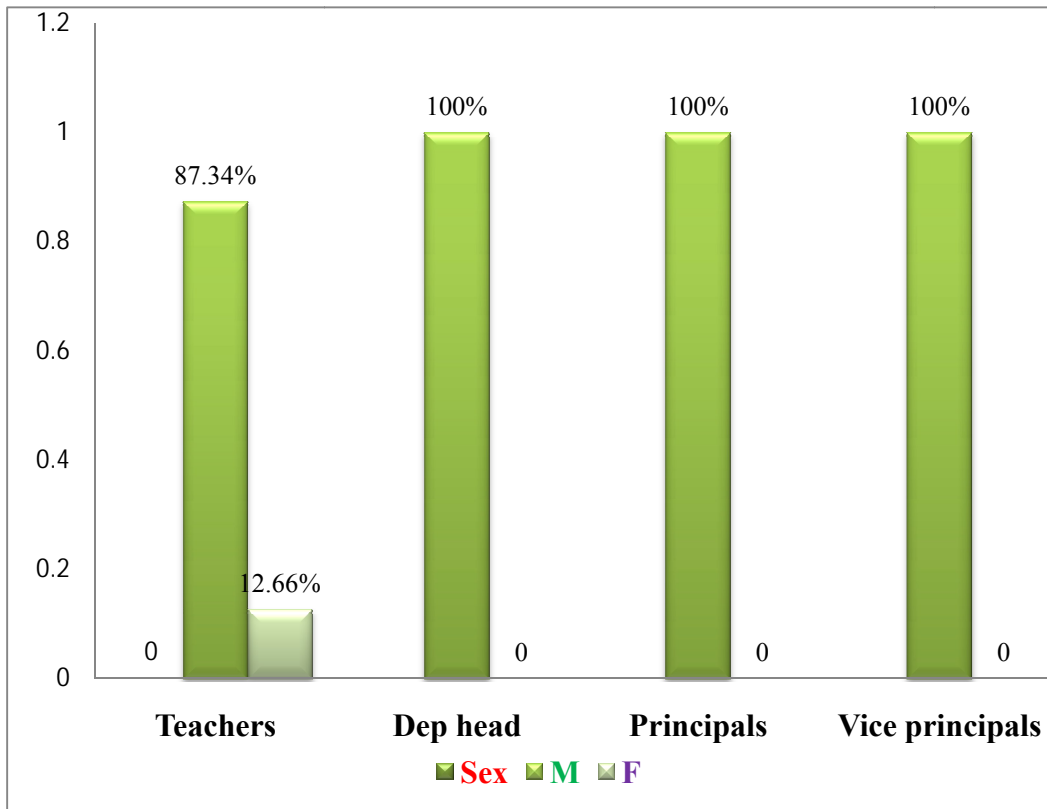


Fig. 4.1 Respondents' sex

The above figure shows that, 69 (87.34%) teachers and 50 (100%) department heads are male. On the other hand, 10(12.66%) teachers are females and none of the department heads are females. This implies that the participation of both sexes found to be not proportional. Therefore, the participation of female teachers in the sampled secondary schools was very low.

The principals, vice principals, PTA chairpersons and Woreda education officers were all male respondents. From this, one can conclude that there were no female teachers holding leadership position in the 8 sampled schools and five woreda education offices. This may imply that female teachers were not given chance to be in leadership position.

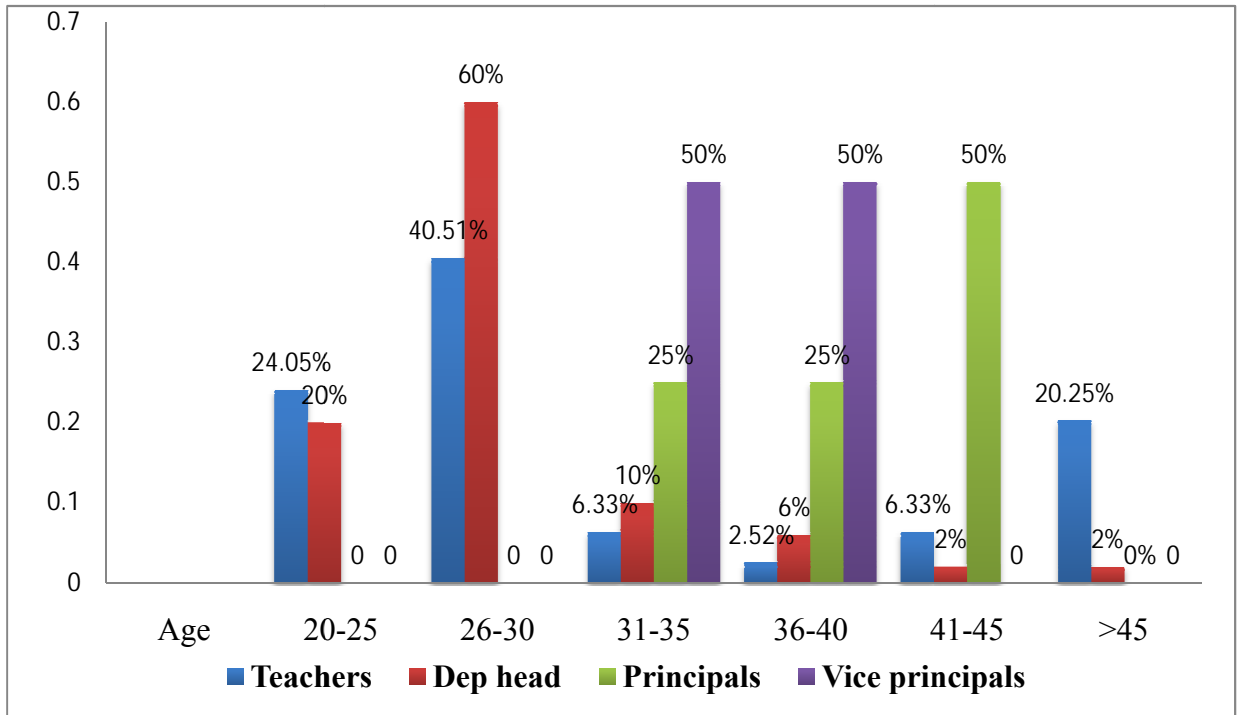


Fig. 4.2 Respondents' age

Age distribution of the respondents under figure 2, indicates that the majority of the respondents, 19(24.05%), 10(20%) and 32(40.51%), 30(60%), teachers and department heads were between 20-25 and 26-30 years respectively. This indicates that the majority of teachers and department heads were found in the young age. This implies that they need more assistance and support from the school leaders to get more experience.

Table 4.1: Years of Experience and Education Level

No	Items		Responses									
			Teachers		Dept.heads		Total		Principal		vice principal	
			No	%	No	%	No	%	No	%	No	%
1	Experience	1-5	21	26.58	13	26	34	26.36	8	100	6	100
		6-10	30	37.98	26	52	56	43.41	-	-	-	-
		11-15	3	3.80	6	12	9	6.98	-	-	-	-
		16-20	1	1.27	3	6	4	3.10	-	-	-	-
		21-25	4	5.06	1	2	5	3.88	-	-	-	-
		26-30	17	21.52	1	2	18	13.95	-	-	-	-
		31 and above	3	3.80	-	-	3	2.33	-	-	-	-
2	Educational level	Diploma	3	3.80	-	-	3	2.33	-	-	-	-
		First degree	75	94.93	49	98	124	96.12	7	87.5	6	100
		Sec. degree	1	1.27	1	2	2	1.55	1	12.5	-	-

Teachers 26.58% and department heads 26% had 1 to 5 years experience. Whereas 37.98% teachers and 52% department heads had 6 to 10 years experience. The remaining 35.44% teachers and 22.0% department heads had above 10 years of experience. This indicates that more teachers and department heads were with less experience and need further support from the school leaders. With respect to experience level of the interviewees, all the principals, vice-principals and woreda education officers reported to have served less than two years as educational leaders. Moreover, the PTA chairpersons were also served for only two years as member of the PTA chairpersons. In addition, all principals and vice principals except one principal were assigned from the subject specialist; so that, they are not qualified in educational leadership. This shows that the majorities of interviewees have few experiences as educational leader and do not have qualification of educational leadership in sampled schools. From the analysis made so far,

it is possible to conclude that the majority of principals and vice principals in the sampled schools have low experience. As a result, this may have influence to carry out their role and responsibility.

Regarding the education level 3.80% teachers had diploma and 1.27% second degree while all other have first degree. This implies that few numbers of teachers does not fit to the level of secondary schools and high number of teachers does not fit for preparatory class. Concerning the educational level of the interviewees, 87.5% principals and 100% vice principals were degree holders with no leadership qualification. Only one principal was second degree holder with education leadership. This implies that majority of the principals do not have the qualification of education leadership that may have influence to lead the school.

4.2 Development of Shared Vision and Mission

The practice in the development of shared vision and mission, teachers and department heads were asked to rate their responses using a five – point rating scale (Strongly agree =5 Agree = 4, Un decided = 3, Disagree =2, Strongly disagree =1). The results obtained are presented in the following table.

Table 4.2: Respondents View on Development of Shared Vision and Mission

No	Items	Respondents	Responses								Computed χ^2
			Dis agree		Un decide		Agree		Total		
			No	%	No	%	No	%	No	%	
1	Principals encourage the development of school work culture supporting openness to change	Teacher	40	50.6	6	7.6	33	41.8	79	100	.234
		Dep. H	25	50.0	5	10.0	20	40.0	50	100	
2	Principals communicate school mission to staff.	Teacher	49	62.0	5	6.30	25	31.6	79	100	.215
		Dep. H	29	58.0	4	8.0	17	34.0	50	100	
3	School leaders driving strategies to reduce the resistance to change	Teacher	44	55.7	6	7.6	29	36.7	79	100	6.142
		Dep. H	17	34.0	4	8.0	29	58.0	50	100	
4	School leaders implement the vision through strategic planning.	Teacher	52	65.8	7	8.9	20	25.3	79	100	8.446
		Dep. H	21	42.0	4	8.0	25	50.0	50	100	
5	Parent teacher association participate in preparation of the school planning	Teacher	44	55.7	4	5.1	31	39.2	79	100	.163
		Dep. H	29	58.0	3	6.0	18	36.0	50	100	
6	Principals lead innovations to take place properly and effectively.	Teacher	50	63.3	2	2.5	27	34.2	79	100	1.002
		Dep. H	31	62.0	3	6.0	16	32.0	50	100	

The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Teachers and department heads were asked their agreement regarding to the role of principals in encouraging the development of school culture supporting openness to change. Accordingly, 50.60% teachers and 50.0% department heads disagreed that the principals encourage the development of school culture sustaining openness to change the school. However 41.8% teachers and 40.0% department heads agreed. This result implies that principals encourage the development of school culture directness to change is unsatisfactory.

Regarding to the role of principals in communicating school mission to staff the majority 62.0% teachers and 58.0% department heads disagreed on the issue. However, significant

number 31.6% teachers and 34.0% department heads agreed. The results implies that principals' were inactive in communicating school mission to staff and shaping members' beliefs, values and attitudes to develop options for the future.

The chi-square was also computed for item 1 and 2 of the above table to see whether or not a significance difference exists between the responses of teacher and department heads. Hence, the computed chi-square value 0.234 and 0.215 respectively for the two items at alpha level 0.05 with two degrees of freedom is lower than the critical value of chi-square, $\chi^2 = 5.99$. This implies that there is no statistically significant difference between the views of the two groups of respondents.

Respondents were asked their personal agreement that school leaders utilize appropriate strategies to reduce the resistance of change. Accordingly, 36.7% teachers and 58.0% department heads 55.7% teachers and 34.0% department heads agree and disagree respectively. From the interviews revealed, the woreda education officers responded:

Schools were unable to reduce the challenges that faced the school from achieving their objectives. These challenges as the officers inform, low involvement of principals in improving the awareness of the community, low activities in motivating teachers to do their work effectively and alike. All these lead to students drop out and repetition in school.

The response result shows that there was limitation on the side of school leaders in driving strategy and implementing the change resistance.

Teachers (65.8%) and 42.0% department heads disagreed while 25.3% teachers and 50.0% department heads agreed on whether or not school leaders implement the vision through strategic planning. Furthermore, the interview obtained from school principals, vice principals and PTA chairpersons revealed that:

The implementation of school vision through strategic planning is less. The reason they mentioned are lack of budget, skilled human power and knowledge by the school leaders and concerned bodies.

Therefore, as indicated in the result and data gained through interview, it is possible to conclude that there is limitation of school leaders in implementing vision through strategic planning under the study. In light of this idea, Day, et al. (2010) stated successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school.

The computed chi-square value for the item 3 and 4, $\chi^2 = 6.142$ and $\chi^2 = 8.446$ respectively are greater than the critical value of chi-square $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom. This implies that there is a statistically significant difference between the opinions of teachers and those of department heads on the issue of leadership practice mentioned on the item.

As it can be observed from the above data 55.7% teachers and 58.0% department heads were disagreed that parent teacher association participate in preparation of the school plan. However 39.2% teachers and 36.0% department heads responded their idea to agree that parent teacher association participate in preparation of the school plan. In addition the principals and PTA chairpersons' interview indicated that:

The participation of parent teacher association in school planning is too low. To this end, the expressed reason by the majority of the members represent that the parents had their own work that interfere with their willingness to participate in school meeting.

So, from the results of questionnaire and interview we can conclude that the participation of parent teachers association in the preparation school plan and supporting its implementation is low. In light of this idea, school improvement planning can only lead to genuinely and profoundly change when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010).

Teachers and department heads were asked their agreement whether the principals lead innovation or not that takes place properly and effectively. So, 34.2% teachers and 32.0% department heads, 63.3% teachers and 62.0% department heads agreed and disagreed

respectively. As observed on the above table for item 5 and 6, the computed chi-square value $\chi^2 = 0.163$ and $\chi^2 = 1.002$ respectively is less than the critical value of chi-square at alpha $\chi^2 = 5.99$ level 0.05 with two degrees of freedom. This implies that there is no statistically significant difference between the views of the two groups of respondents on the issue. The result implies that the principals didn't analyze the organization's need for change and eliminating structures and routines work against change and brought align with the ongoing political, social and economic interest of the society with new ideas and with change as a means of school improvement.

In general the data revealed that, the school leaders under the study area were not satisfactory in developing the school shared vision and mission. They did not translate strategy into action by converting it into operational terms. The document analysis indicated that, the school strategic plan was developed with small number of committee members without participation of the parent teachers association and school board. Additionally the document analysis indicated that no consistency of reporting on school vision through strategic plan implementation. Hence, it is possible to conclude that the role of school leaders in developing shared vision and mission under this study area is low. In the literature vision is increasingly regarded as an essential component of effective leadership. Louis and Miles (1990) stated that successful change leaders consistently articulated a vision for their schools; so that, everyone understood the vision, most importantly they shared influence, authority, responsibility and accountability with the staff in shaping the vision; so that there was shared ownership of the vision. This study revealed that although school leaders provide vision based on strategic direction, they do not implement the vision through strategic planning and it lacks goals' design and implementation which did not coincide with the literature pointed above.

4.3 Motivation of Teachers

Respondents were requested to suggest their responses using a five – point rating scale whether principals motivate teachers in their performance. The results obtained are presented in the following table.

Table 4.3: Motivation of Teachers

No	Items	Respo-ndents	Dis agree		Un decide		Agree		Total		Com-puted χ^2
			No	%	No	%	No	%	No	%	
1	Individuals who work hard rewarded in the school.	Teacher	55	69.6	4	5.1	20	25.3	79	100	5.099
		Dep.He	25	50.0	5	10.0	20	40.0	50	100	
2	Principals have the ability to encourage commitments of teachers through shared values.	Teacher	48	60.8	3	3.8	28	35.4	79	100	1.054
		Dep.He	29	58.0	4	8.0	17	34.0	50	100	
3	The accomplishments of teachers in the school are recognized and celebrated.	Teacher	57	72.2	4	5.1	18	22.8	79	100	1.496
		Dep.He	32	64.0	5	10.0	13	26.0	50	100	
4	Principals encourage teachers to evaluate their practices and refine	Teacher	45	57.0	7	8.9	27	34.2	79	100	3.275
		Dep.He	36	72.0	4	8.0	10	20.0	50	100	
5	Principals motivate the staff members to participate in school instructional issues	Teacher	43	54.4	5	6.3	31	39.2	79	100	6.674
		Dep.He	16	32.0	3	6.0	31	62.0	50	100	
6	Principals promote an atmosphere of caring and trusting among staff	Teacher	51	64.6	6	7.6	22	27.8	79	100	.596
		Dep.He	30	60.0	3	6.0	17	34.0	50	100	

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

With regard to the role of principal in rewarding good performance of individual, 69.62% teachers and 50.0% department heads and 25.3% teachers and 40.0% department heads gave their response of disagree and agree respectively. From document analysis the rewarding strategy criteria of teachers derived by Oromia Education Bureau was used.

The interview result made with school principal and vice principal indicated that: The criteria the schools used to reward the teachers who perform well through selecting, appreciating and making exemplary to other teachers may improve teacher's motivation to work effectively. But due to insufficient budget the school was unable to cover the whole good performing teachers.

On the contrary the response in an open ended question indicated, the performance of teachers did not consider equally and school leaders encourage teachers those who have close relationship with them. Hence this is the basic issue to create certain form of disagreement between teachers and school principals. Therefore, the finding implies that majority of teachers who worked hard did not identified and rewarded under the study area.

Respondents were asked their agreement on the principals' ability to encourage commitments of teachers through shared values. Accordingly, 35.4% teachers and 34.0% department heads agreed while 60.8% teachers and 58.0% department heads disagreed. In addition, the teachers and department heads responded to the open ended question that, the school principals are not knowledgeable in educational leadership and have no confidence to encourage teachers to the right direction in achieving the expected results. Similarly, the interview carried with principals and vice principals revealed that:

Except one person all do not have training on educational leadership and other related training to motivation that has an impact on their work performance. So, this result shows that the ability of principals to encourage commitments of teachers through shared values is low.

As it can be seen from the above data 22.8% teachers and 26.0% department heads, and 72.2% teachers and 64.0% department heads responded that agree and disagree respectively to the question focusing on recognizing and celebrating the accomplishments of individual teachers in their school. The result indicates that the accomplishment of individual teachers' recognition and celebration was minimum under the study area.

Respondents were asked their agreement whether the principals encourage teachers to evaluate their practices and refine as needed. Consequently, 34.2% teachers and 20.0% department heads, and 57.0% teachers and 72.0% department heads gave their suggestion agree and disagree respectively.

From the principals and vice principals interview responses some teachers are not voluntary to help others and being helped in different activities of professional development.

This implies that school principals encourage only significant number of teachers yet the majority of teachers and department heads were not encouraged by the school leaders to evaluate their practice. From the chi square computed, the table value of $\chi^2 = 5.99$ was greater than the computed values 5.099, 1.059, 1.496 and 3.275 for item 1 to 4 respectively at significance level of 0.05 with two degrees of freedom, which implies no significance difference among the respondents.

Teachers and department heads were asked whether principals motivate the staff members to participate in school instructional issues. Accordingly, 54.4% teachers and 32.0% departments heads disagreed while 39.2% teachers and 62.0% department heads agreed. From the open ended question teachers responded that principals focused on motivating co-curricular activities and non professional work rather than classroom instructional issues. The computed chi-square $\chi^2 = 6.674$ is greater than the table value $\chi^2 = 5.99$ at 0.05 significant levels with two degrees of freedom. This means there is a significance difference in response of the two groups of respondents about their knowledge on the principals' effort in motivating the staff members to participate in instructional issues for the sake of bringing improvement. As a result, one can infer from the above that, department heads responded best on the stated activities the principals did, even though teachers disapproved it. From the open ended question teachers and department heads respond, motivation in some schools under the study area, was given based on teachers' principal friendship rather than work performance. In general the principals' performance in motivating teachers has limitation under the study area.

Regarding the practice of promoting an atmosphere of caring and trusting among staff, the respondents were requested whether the school principals take an active role to achieve this task or not. Thus, the majority 64.6% teachers and 60.0% department heads disagreed while 27.8% teachers and 34.0% department heads agree. The computed chi-square value $\chi^2 = 0.596$ is lower than the critical value of chi-square, $\chi^2 = 5.99$ at alpha

level 0.05 with two degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups on this item. From the results, it can be seen that majority of principals did not pay attention to promote the practice of caring and trusting among staff to enhance professional skill development of teachers.

From the findings above, it could be concluded that principal's ability to encourage commitments of teachers through shared values, in the accomplishments of individual teacher's recognition and celebration, encourage teachers to evaluate their practices and refine, motivation of the staff members to participate in school instructional issues and the attention to promote the practice of caring and trusting were low.

In light of this, (Kouzes and Posner, 2002) argued that when leaders encourage their employees through recognition and celebration, they inspire them to perform better. By influencing teachers' motivation leaders attach rewards and recognition to instructional performance. Then, the importance of principals' motivation teachers is to enhance the quality of education in order to improve the students' achievement. The finding of the present study indicated that the inadequate teachers' motivation on behalf of the principals had its own impact on the instructional activities.

4.4 School Decision Making

Respondents were asked to give their opinion on the participation of teachers in school decision making. The results obtained are presented in the following table.

Table 4.4: School Decision Making and Management Practice

No	Items	Respondents	Responses								Computed χ^2
			Dis agree		Un decide		Agree		Total		
			No	%	No	%	No	%	No	%	
1	Principals ensuring participation in decisions about school improvement	Teacher	49	62.0	10	12.7	20	25.3	79	100	3.087
		Dep. He	25	50.0	5	10.0	20	40.0	50	100	
2	There is well established procedures in the school regarding how to convey problems	Teacher	46	58.2	3	3.8	30	38.0	79	100	3.511
		Dep. He	29	58.0	6	12.0	15	30.0	50	100	
3	Principal create shared decision making structures	Teacher	55	69.6	5	6.3	19	24.1	79	100	.986
		Dep. He	31	62.0	5	10.0	14	28.0	50	100	
4	Principals ensure adequate involvement of teaching staff in decision making	Teacher	47	59.5	6	7.6	26	32.9	79	100	.739
		Dep. He	26	52.0	5	10.0	19	38.0	50	100	

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Respondents were asked to rate their level of agreements concerning principals ensuring participation in decisions about school improvement. Consequently, 25.3% teachers and 40.0% department heads, and 62.0% teachers and 50.0% department heads agreed and disagreed respectively. This result implies that principals have insufficient contribution towards strengthening participatory decision making process about the development of the school under the study area. In connection to this view, (Day et al. 2000) expressed that leadership was more effective where subject leaders and departmental heads were more strongly involved in decision making.

Respondents to well establishment of procedures regarding how to convey problems in their school were responded that 38.0% teachers and 30.0% department heads agreed while 58.2% teachers and 58.0% department heads disagreed. The result indicates that the school leadership was inadequate in establishing measures regarding how to communicate problems in schools under the study area.

Teacher and department head were asked to give their view whether principals create shared decision making structures in the school. Regarding this, the majority 69.6%

teachers and 62.0% department heads respondents disagreed on the practice. However, 24.1% teachers and 28.0% department heads agreed. A chi-square test was also computed to see whether there was difference among the responses of the two groups of respondents. As has been illustrated in table 5 above, the computed chi-square values $\chi^2 = 3.087$, $\chi^2 = 3.511$ and $\chi^2 = 0.986$, for items 1, 2, and 3 respectively are less than the table value $\chi^2 = 5.99$ at significant level of 0.05 with two degrees of freedom, which shows that there is no significance difference among the response of respondents.

Respondents 59.5% teachers and 52.0% department heads indicated that the activity of adequate involvement of teaching staff in decision making was not ensured by school principals while 32.9% teachers and 38.0% department heads agree that principals ensured adequate involvement of teaching staff in decision making. The computed chi square value $\chi^2 = 0.739$ is lower than the table value $\chi^2 = 5.99$ at a significant level of 0.05 with two degrees of freedom. This implies that there is no significant difference between the two groups of respondents concerning the principals' role to ensure adequate involvement of teaching staff in decision making.

From the above findings we can conclude that principals have insufficient contribution towards strengthening participatory decision making, inadequate in establishing measures to communicate on problems and no shared decision making structures in the schools under the study. The responses provided to the open ended questionnaires expressed that, the ability of school leaders to persuade the staff to participate in school decision making is low; the school leaders take every decision without the knowledge of teachers, and non qualified educational leaders have limited confidence in decision making or taking measures to the quality of teaching learning activities.

In different way to this finding, Davis (1981) viewed that participation in decision making as mental and emotional involvement of teachers in group situations that encourage them to contribute to common goals and share responsibility for them. Where staff is empowered to make decisions and school structures support staff initiatives, school administrators are open to change and reward staff for taking the initiative hence people feel free to take risks. Over all decision making activities that are being

implemented in the school could not be achieved without the active participation of the teachers. The present study revealed that lack of participatory decision making had significant influence on school leadership practice.

4.5 Professional Skill Development

Teachers and department heads were requested to suggest their idea on the practice of professional skill development. Consequently, the results obtained were following in the table below.

Table 4.5: Respondents' View on Professional Skill Development

No	Items	Respo- ndents	Dis agree		Un Decide		Agree		Total		Com- puted χ^2
			N o	%	No	%	No	%	No	%	
1	School leaders use coaching and mentoring to improve teachers' quality.	Teacher	55	69.6	7	8.9	17	21.5	79	100	11.491
		Dep. He	23	46.0	2	4.0	25	50.0	50	100	
2	School leaders have self confidence in dealing with others in and outside school communities	Teacher	53	67.1	5	6.3	21	26.6	79	100	1.620
		Dep. He	28	56.0	4	8.0	18	36.0	50	100	
3	School leaders take an active role in facilitating teacher's engagement in CPD.	Teacher	52	65.8	7	8.9	20	25.3	79	100	.424
		Dep. He	35	70.0	3	6.0	12	24.0	50	100	
4	School leaders encourage teachers to participate in experience sharing.	Teacher	49	62.0	5	6.3	25	31.6	79	100	4.474
		Dep. He	22	44.0	3	6.0	25	50.0	50	100	
5	School leaders are directly involved in helping teachers address instructional issues in their classroom	Teacher	47	59.5	4	5.1	28	35.4	79	100	.310
		Dep. He	28	56.0	2	4.0	20	40.0	50	100	

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Regarding to school leaders use coaching and mentoring to improve teachers' quality, 69.6% teachers and 46.0% department heads disagreed. Significant number, 21.5% teachers and 50.0% department heads agreed on school leaders' role in coaching and mentoring to improve quality of education. Hence, we can understand that majority of school leaders have limitation in coaching and mentoring to improve teachers quality. The computed chi-square value $\chi^2 = 11.491$ is exceeds the critical value of chi-square, $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom. This shows that there is a statistically significant difference between the views of teachers and department heads.

Respondents were requested their agreement to school leaders self confidence in dealing with others in and outside school communities. Consequently, majority of 67.1% teachers and 56.0% department heads disagreed while 26.6% teachers and 36.0% department heads agreed that school leaders have self confidence in dealing with others.

The principals' interview response revealed that: Lack of leadership training may seriously hamper school leaders to invest their full potential and make in confidence of dealing with in and outside stake holders.

The computed chi- square value $\chi^2 = 1.620$ is less than the critical value of chi-square $\chi^2 = 5.99$ at the alpha level of 0.05 with two degrees of freedom. This shows that there is no statistically significant difference between the views of teachers and department heads. From the results one can conclude that majority of school leaders have not confidence to deal with the in and outside stake holders to overcome the school problems and challenges under the study area.

Respondents were asked to rate their level of agreement regarding the practice of facilitating teachers' engagement in CPD. Thus, the majority of 65.8% teachers 70.0% department heads disagreed on the school leaders in taking active role to achieve this task, whereas, 25.3% teachers and 24.0% department heads agree.

The woreda education officers' responses to the interview guide questions showed that: To enhance the professional capacity of teachers and principals, CPD

program was in practice, supervising and supporting of teachers and principals is done by the woreda education experts.

Whereas from the open ended questions response, leaders have inactive role in facilitating professional skill development program due to the problem of knowledge and confidence. The computed chi-square value $\chi^2 = 0.424$ is lower than the critical value of chi-square, $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom. This revealed that there is no statistically significant difference among the opinions of teachers and department heads respondents. This may imply that majority of school leaders do not play active role in facilitating professional skill development of teachers.

Regarding to encouraging teachers to participate in experience sharing, 62.0% teachers and 44.0% department heads disagreed. However significant number of respondents, 31.6 % teachers and 50.0% department heads agreed that school leaders encourage teachers to collaborate with surrounding schools for experience sharing. The computed chi-square value $\chi^2 = 4.474$ is less than the critical value of chi-square, $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom. This implies that there is no statistically significant difference between the opinions of the respondents. The result reveals that leaders of the school under the study area encourage few numbers of teachers and department heads to collaborate with the surrounding schools for experience sharing while the majority of the teachers and department heads are not encouraged.

With regard to leaders role in helping teachers to address instructional issues in their classroom, 59.5% teachers and 56.0% department heads disagreed. However, 35.4% teachers and 40.0% department heads agreed that leaders of the schools under the study area are directly involved in helping teachers to address instructional issues in their classroom that promote effective teaching learning process. The computed chi-square value $\chi^2 = .310$ is less than the critical value of chi-square, $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom. This implies that there is no statistically significant difference between the opinions of the respondents. This may indicates that school leaders monitor and support teaching learning process to little extent under the study area.

In general the findings pointed out that, the school leaders were not active on the practice of caring and trusting, coaching and mentoring, in encouraging majority of teachers, in dealing with others on school issues, in facilitating professional skill development of teachers, in facilitating experience sharing with surrounding schools and in helping teachers to address instructional issues in the classroom.

Towards this, the interview conducted with principals and vice principals indicated that: Absence of interest by the teachers to take training (CPD) at school level was one of the strong challenges that influenced the leadership practices.

Teachers and department heads also said, in addition to the limitations listed above, school leaders give more emphasis for administration work rather than teachers' professional growth and development. Similarly educational offices give less encouragement to the professional skill development program at school level. Thus, the school practices on teachers' professional growth and development in the study area was not satisfactory due to the problems listed above.

The practical fact, as noted in the literature, (Newmann and Wehlage, 1995) argue that, schools with strong professional communities were better able to offer authentic teaching learning and were more effective in promoting student achievement. When planned and adequate time is provided for professional skill development, staff is encouraged to develop professionally; from other schools, supervisors and professional reading of learning, developing skills of working in teams, school based training and sharing knowledge. So, when the professional development practice of the schools under the study is viewed from the literature point of view, it is possible to conclude that it is low.

4.6 School Communication Practice

Respondents were requested to give their level of agreement using a five – point rating scale to the practices of communication in their school. Accordingly, the results obtained were following in the table below.

Table 4.6: Respondents' View on Communication

No	Items	Respo- ndents	Dis agree		Un decide		Agree		Total		Com- puted χ^2
			No	%	No	%	No	%	No	%	
1	Principals maintain smooth communication with school stakeholders	Teacher	51	64.6	7	8.9	21	26.6	79	100	1.977
		Dep. He	28	56.0	3	6.0	19	38.0	50	100	
2	School leaders establishing smooth communication among teachers	Teacher	42	53.2	2	2.5	35	44.3	79	100	3.205
		Dep. He	29	58.0	0	0.0	21	42.0	50	100	
3	Principals clarify issues of disagreement among staff	Teacher	48	60.8	5	6.3	26	32.9	79	100	.677
		Dep. He	27	54.0	3	6.0	20	40.0	50	100	
4	Principals work through PTA in mobilizing community to build the capacity of school	Teacher	56	70.9	8	10.1	15	19.0	79	100	1.342
		Dep. He	34	68.0	3	6.0	13	26.0	50	100	

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Regarding principals smooth communication with stakeholders most of the respondents, 64.6% teachers and 56.0% department heads disagreed. On the other hand, 26.6% of teachers and 38.0% of department heads agreed. From PTA interview responses the school did not provide detailed information to parents about the schools performance, student behavior and performance achievement consistency. This may imply that the stakeholders have no sufficient information regarding school activities and they did not work together for the improvement of the school; as the result, the student achievement and quality of education was not as expected.

As indicated in the above data 53.2% teachers and 58% department heads and 44.3% teachers and 42.0% department heads disagreed and agreed respectively on school leaders responsibility in establishing smooth communication among teachers. From the open ended question responses, some school leaders were ignorant and they did not treat the problems of individual as their own. Hence there is no friendship and good communication among teachers. This may imply that the leaders of the school under the study did not have smooth communication with teachers to create good working

atmosphere that encourage a culture of sharing and open discussion on what really matters in schools.

Regarding the above data 60.8% teachers and 54.0% department heads showed their disagreement on the principals' role clarifying issues of disagreement among the staff. However, 32.9% teachers and 40.0% department heads agreed. This may indicate that the principals' ability to clarify issues of disagreement and brought the solution among staff is inadequate. As of the suggestion from principals, some teachers try to externalize their weakness rather than accepting the disagreement they made in the staff.

With regard to community mobilization through parent teacher association to extend their contribution in building the capacity of the school, 70.9 teachers and 68.0% department heads disagreed. On the other hand, 19.0% teachers and 26.0% department heads agreed that parent teacher association mobilize the community to extend their contribution to build the capacity of the school.

From parent teacher association interview response: PTA members mobilize the parents twice a year in the parents meeting school program. But according to MOE (1994) the mandate of PTA in mobilizing the community is not only twice per year, instead they should contact with them continuously to inform the activities of the school and to discuss on the limitations that affect the achievement of quality education.

This indicates that the majority of the community was not mobilized to extend their contribution in building capacity of the school and getting information on their children's achievement.

As can be seen from the table above of items 1 to 4, chi-square was calculated to confirm whether or not significant difference is there between the opinions of respondents. Hence, the computed chi-square value $\chi^2 = 1.977, 3.205, 0.677$ and 1.342 for 1-4 items respectively being less than the critical value of chi-square, $\chi^2 = 5.99$ at alpha level 0.05 with two degrees of freedom, that implies there is no statistically significant difference among the opinions of the two groups of respondents concerning the practices.

In general the practice of leaders communicating with relevant stakeholders was low. Towards this end, the role of the principal to maintain smooth communication among teachers, in clarifying issues of disagreement among staff and mobilizing community were not satisfactory. The response from open ended item also indicated that, principal's role in lining smooth communication practice, in performing their role in transparent way and in mobilizing the school community was low.

Furthermore, principals interview pinpoint that: Some teachers resist changes that were designed by school leaders. In the same manner, some of them lack integrity in performing their responsibility among the staff.

Therefore, from the finding it is possible to deduce that communication practice developed by school leaders to build the capacity of school performance is unsatisfactory.

4.7 Evaluation of Performance

Teachers and department heads were asked to rate their responses using a five – point rating scale (Always =5 Often = 4, Sometimes = 3, Rarely =2, Never =1). The ideal mean value is 3 for each item. The results obtained are presented in the following table.

Table 4.7: Evaluation of Performance

No	Items	Respondents	Responses					Mean	M ₁ +M ₂ 2
			Ne	Ra	Ss	Oft	Al		
			No&%	No&%	No &%	No &%	No &%		
1	Team evaluation is practiced in our school.	Teacher	5(6.3)	21(31.6)	22(27.8)	20(25.3)	11(13.9)	3.026	3.093
		Dep. H	3(6.0)	13(26.0)	13(26.0)	15(30.0)	6(12.0)	3.160	
2	School leaders have the capacity to appraise teachers frequently	Teacher	11(13.9)	27(34.2)	32(40.5)	9(11.4)	0(0.0)	2.493	2.456
		Dep. H	14(28.0)	8(16.0)	21(42.0)	7(14.0)	0(0.0)	2.420	
3	School leaders are aware of the details regarding activities of the school	Teacher	2(2.5)	29(36.7)	21(26.6)	19(24.1)	8(10.1)	3.025	2.912
		Dep. H	3(6.0)	18(36.0)	17(34.0)	10(20)	2(4.0)	2.800	
4	School leaders provide an ongoing assessment of progress	Teacher	2(2.5)	22(27.8)	30(38.0)	20(25.3)	5(6.3)	3.050	2.975
		Dep. H	3(6.0)	13(26.0)	18(36.0)	13(26.0)	3(6.0)	2.900	
5	School leaders demonstrate the support of authentic teaching and learning.	Teacher	4(5.1)	29(36.7)	25(31.6)	14(17.7)	7(8.9)	2.886	2.873
		Dep. H	4(8.0)	14(28.0)	20(40.0)	9(18.0)	3(6.0)	2.860	
6	School leaders monitor the effectiveness of teaching learning process regularly	Teacher	3(3.8)	21(26.6)	33(42.8)	27(34.2)	5(6.3)	2.938	2.907
		Dep. H	4(8.0)	14(28.0)	20(40.0)	8(16.0)	4(8.0)	2.880	

Key: M₁= mean of teachers and M₂= mean of department heads, M₁+M₂/ 2 = Grand mean

Ne-never, Ra-rarely, Ss-sometimes, Oft-often, Al-always

Respondents were asked to rate their level of agreement concerning practice of team evaluation. Accordingly, 27.8% teachers and 26% department heads selected sometimes for team evaluation practices while 25.3% teachers and 30.0% department heads rated often. The mean values 3.026 and 3.160 for teachers and department heads respectively

and grand mean 3.093 which is above the ideal mean of 3, implies that there is good team evaluation activities which were exercised in the departments under the study area.

With regard to the school leaders appraising teachers frequently, 40.5% teachers, 42.0% department heads, and 34.2% teachers and 16.0% department heads replied their opinion on the level of sometimes and rarely respectively. The mean score of teachers 2.493 and 2.420 for department heads at the grand mean of 2.456 is lower than the ideal mean. This may imply that almost the majority of the leaders of the schools under the study area were not evaluating teachers frequently that have an impact on the quality of teaching learning process.

As it can be observed from the above data, 36.7% teachers and 36.0% department heads, and 26.6% teachers and 34.0% department heads responded rarely and sometimes respectively that school leaders aware in the detailed activities of the school. The mean value for teachers 3.025 and 2.800 for department heads at 2.912 grand mean of the two respondents lied down the ideal mean of 3. This implies that majority of school leaders have insufficient awareness in details of the daily activities of the school under the study.

Respondents were asked whether school leaders provide ongoing assessment of progress or not. Accordingly 38.0% teachers and 36.0% department heads, and 27.8% teachers and 26.0% department heads gave their responses on sometimes and rarely respectively for leader's role in providing ongoing assessment of the progress. Likely, the mean values of responses of teachers and department heads were found to be 3.050 and 2.900 respectively on the 2.975 grand mean that is less than the ideal mean. From the document analysis in majority schools, there is limited SWOT analysis to prepare plans for the future vision of the school. This may imply that school leaders do not give high consideration for current improvement of the school in various activities.

Regarding the support of genuine teaching and learning, 36.7% teachers and 28.0% department heads, and 31.6% teachers and 40.0% department heads expressed their opinion on the level of rarely and sometimes respectively.

From the principals and vice principals interview point of view school leaders were not trained in supervision and also there is no guiding manuals that helps the school leaders to support teachers.

The mean values of both respondents 2.886 and 2.860 at 2.873 grand mean lies below the ideal mean of 3. This indicates that the effort of school leaders in supporting effective teaching learning process is too less.

Teachers and department heads asked whether the effectiveness of the teaching learning process is regularly monitored or not by school leaders. Accordingly, 41.5% teachers and 40.0% department heads, and 26.6% teachers and 28.0% department heads showed their agreement sometimes and rarely respectively, that the school leaders monitor the teaching learning process. The mean value of this item is 2.938 and 2.880 for teachers and department heads respectively at 2.907 grand mean which is below the ideal mean. This may indicates that the effectiveness of teaching learning process is not monitored regularly by the school leaders.

From the findings above, it could be concluded that school leaders have low capacity in monitoring and evaluation, monitoring the effectiveness of the teaching learning process, demonstrating constancy of effective teaching learning, evaluating quality of teaching and learning and less awareness in the daily running activities of the school. From open ended questionnaire on the practice of evaluation, the criteria used by the leaders are not consistent with accepted objectives of the staff, information gap between teachers and the school leaders, absence of frequent performance monitoring and evaluation practices and the focus of evaluations on friend relationship rather than work performance in some schools were some of the major problems that hinder effective performance evaluation system.

On the other hand, from the interview held with the education officers, principals and PTA chairpersons, school leaders were not using different mechanisms to evaluate their performance as well as performance of the teachers and they do not provide feedback.

There is also, no document indicating how frequently feedback is provided to the teachers. Thus, based on the results obtained from interview and document analysis, it is possible to conclude that there is inadequate evaluation performance practice in schools under the study. In different way to this finding, (Tesfaye, 2008) argued that, effective school leaders provide constructive feedback that helps the school members to obtain information in solving their problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter is devoted to the discussion of the summary of findings, conclusions and recommendations.

Leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization, influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification and influencing the culture of the organization (Beare, Caldwell and Millikan, 1989). Hence, school leadership is a process that involves influencing the school communities, i.e., teachers, students, parents and others by one person or group of people for the overall school effectiveness and achievement of goals. Successful school leaders are provided the capacity for building a shared vision and facilitate this process, help promote the acceptance of group goals and set expectations for high performance within the school and find appropriate strategies for better teaching learning process. The main purpose of this study, therefore, was to assess leadership practice in secondary schools of Ilubabor Zone. To address this purpose, the following basic questions were raised:

1. To what extent do the school leaders provide direction to the teachers and exercise influence?
2. To what extent do the school leadership participate teachers in decision making and management?
3. To what extent does the school leadership supports the teachers to develop professionally?
4. To what extent do the principals motivate teachers to enhance commitment?
5. What are the challenges in school leadership practices?

To this effect, the study was conducted in 8 government secondary schools. Consequently, 82 teachers and 52 department heads were selected as a sample by using stratified followed by simple random sampling and purposive sampling techniques respectively. Five Woreda education officers, 8 school principals, 6 vice principals and 8 parent teacher association chairpersons were taken as a sample through availability sampling technique. The data collected from primary and secondary data sources through both quantitative and qualitative data tools. Accordingly, 134 copies of a questionnaire were prepared and 82 copies distributed for teachers and 52 copies of questionnaires for department heads. The return rates were 79(96.34%) from teachers and 50(96%) from department heads. To obtain the qualitative data, interview sessions were conducted with the woreda education officers, principals and vice principals as well as PTA chairpersons. Moreover, documents were analyzed.

The quantitative data gathered through questionnaires were analyzed with frequency, percentage and mean value. The chi-square test was also utilized to check the statistical significance. The grand mean of each item compare with the ideal mean. The qualitative data gathered through the open-ended questionnaire, interview and document analyses were analyzed by narration. On the basis of the analysis and interpretation of the data, it was possible to come up with the following major findings:

1. The study revealed that 69 (87.34%) teachers were males. As well, 50 (100%) department heads were males. The results showed that there was no one female department head in the sample schools. Furthermore, principals, vice principals, PTA chairpersons and Woreda education officers were all male. These all imply that no female teachers were holding leadership position and that the work environment was male dominated.

2. It was identified that the majority of teachers and department heads were in the age ranges 20-30 years. This shows that they are need more assistance and support from the school leaders.

3. Twenty one (26.58%) teachers and 13(26%) department heads had 1 - 5 years experience and this shows that they need further support from the school leaders. Similarly, all principals and vice principals had 1-5 years experience in the leader position, and, consequently need support from education office.

4. As to educational level, the results revealed that 3(3.80%) teachers had diploma where as 1(1.27%) teacher had MA degree. It implies that few teachers are still teaching in high schools with diploma which does not fit into the educational qualification recommended for high schools and least number of teachers with MA degree is teaching in preparatory, from which it is possible to deduce that MA holders are demanding.

5. The overall assessment of school leadership practice in developing shared vision and mission by the school leaders under the study revealed that leaders attempt to develop school culture was found unsatisfactory, leaders were inactive in communicating school mission to staff; were unable to drive strategy and implement too reduce the resistance of change; participation of parent teacher association in the preparation of school planning and supporting its implementation is low; even though school leaders provide vision based strategic direction, they did not implement the vision through strategic planning and clarify the themes of the school's mission in terms of its practical implications and create environment where teachers and school leaders work to common educational goal.

6. As far as motivation by the school leaders is concerned, majority of teachers who worked hard were not identified and rewarded. School leader's ability to encourage commitments of teachers through shared values, the recognition of individual teacher's accomplishment, encouragement of teachers to evaluate their practices, and motivation of the staff members to participate in school instructional issues were found to be limited.

7. The study showed that school leaders were less committed to encourage strengthen participatory decision making; did not empower the staff to involve in decision making; failed to communicate problems and no shared decision making structures in the study schools. School leaders have low confidence in decision making or taking measures.

8. From the analysis of data, school leaders are not playing active role in facilitating teachers' professional skill development, in promoting the practice of caring and trusting, in practicing of coaching and mentoring, and in encouraging teachers experience sharing. The majority of teachers and department heads pointed out that they were not encouraged by the school leaders to evaluate their practice, no confidence to deal with stakeholders within and outside to overcome the school problems and challenges.

9. Concerning communication, the data obtained revealed that the role of the principal in communicating with teachers, helping teachers to address instructional issues in the classroom, developing means for teachers to communicate with each other, in arguing disagreement in staff and mobilizing community were not practiced adequately. Furthermore, principals expressed that some teachers resist changes that were designed by school leaders and also lack similarity in performing their responsibility. From the finding, thus, it is possible to say that communication practice was unsatisfactory.

10. It was also identified that school leaders had low capacity in monitoring and evaluation, in monitoring the effectiveness of the teaching learning process, in demonstrating effective teaching learning, in evaluating quality of teaching and learning, and not well aware of in the daily running activities of the school. School leaders were not using different mechanisms to evaluate teachers' performance as well as their own performance; they also did not provide feedback. Thus, it is safe to say that there is inadequate performance evaluation system in the study schools. However, team evaluation of work activities in departments was being exercised.

11. Challenges in school leadership practices identified that absences of training in educational leadership and insufficient professional support from the woreda and zonal education offices, lack of sufficient budget, no similarity among teachers in having strong commitment over the day to day teaching learning and leadership practices and shortage of human power such as the supporting staff.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. A small number of teachers in high school, majority of the teachers in preparatory and all principals were found to be having the educational qualification below the standard. In light of this idea, to allow leaders to play their role more effective, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MOE, 2010). Even if the ministry has the design to improve the qualification, of both teachers and education leaders till the achievement of this design, the present unqualified power of leadership will continue having an influence on the effectiveness of school leadership. Cadwell (2004) believed that training and professional development of the school leaders are significant in contributing to the quality of schooling.

2. Successful school leaders develop vision and set direction, understand and develop people, redesign the organization and manage the teaching and learning program. Besides, they are expected to engage with staff and other stakeholders to produce higher levels of commitment to achieve the goals of the school which, in turn, are linked to the vision. However, the findings somehow showed that school leaders encourage the development of school mission and shared vision but the practical implications to common educational goal are insufficient, which can affect the quality of education and the implementation of school improvement program in general and students' achievement in particular.

3. The purpose of motivation is to generate enthusiasm, to communicate expectations and to demonstrate a commitment to goal and shared vision. Successful school leaders understand the needs of teachers and, subsequently, apply perception and influence their commitment to good performance of teaching learning. Accordingly, leadership cannot succeed without motivation. The study findings revealed that due to budget insufficiency and school leader's inactive role, the practice motivation was unsatisfactory. Therefore, it is possible to conclude that teachers were not adequately motivated in secondary schools of Ilubabor zone. They were less motivated, had less contribution for the high improvement of pupils' achievement and the provision of quality education.

4. Principals are expected to provide opportunities for teachers, staff members, students, parents and community members to participate in school decision making. However, the finding of the study showed that principals failed to practice teachers in the process of decision making, incompetent in establishing measures regarding how to communicate problems and lacked confidence in decision making. As a result school principals' role in encouraging participatory decision making was inadequate and this, in turn, may limit expectation in goals of decisions.

5. School leaders play a key role in providing and promoting in-service professional development programs for teachers and deliver trainings to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. The result of the study, however, revealed that school leaders were not playing active role in facilitating teacher's professional development and there was no staff training to create a spirit of cooperative working atmosphere. In addition, school leaders did not encourage teachers to collaborate with and share experience. Thus, this guides to the conclusion that most of school leaders were not aware of the responsibility they had for professional development of teachers, and failed to play their role in creating conducive environment to bring professional competence of teachers

6. School leaders communicate with parents, teachers, and community members to mobilize supportive initiation. Their efforts broadly focused reaching out to parents and community to strengthen the ties between local school professionals and the clientele they are to serve, and to direct resources toward enhancing the quality of instruction. The result of the study, however, revealed that school leaders do not have good communication with teachers to create smooth working atmosphere that help to build a culture of sharing and open discussion on what really matters in schools. The majority of the communities are not mobilized to extend their capacity to contribute in building the capacity of the school. Therefore, it is possible to say that communication was not adequately practiced in secondary schools of Ilubabor Zone and as a result, this may retard the realization of educational goal and, in turn, adversely affect the quality of education.

7. With regard to the practice of monitoring and evaluation, school leaders have the role and responsibilities to regularly monitor and observe teaching classroom activities to improve achievement. They prioritize to strength teachers to spend more of time on teaching and learning and interacting with students. The results of the study, however, showed that even if team evaluation of work activities in the departments were exercised, school leaders had no capacity to carry out the monitoring and evaluation did not monitor the effectiveness and quality of the teaching learning process. This may impede the quality of instruction and the students' achievement.

5.3 Recommendations

On the basis of the findings and the conclusions drawn, the following recommendations are forwarded:

1. Effective school leaders perform a number of activities in the school and out of the school such as improving instructional strategies, encouraging teachers, creating strong relation within staff and community, sharing experience within and with this surrounding schools, managing instructional time and resource, use feedback and data driven system to evaluate teaching and learning process and improve professional skill development, develop clear school vision and treat all individuals with respect. This study found that there is no school leader that was qualified in the educational leadership area to play their role and responsibilities effectively. So, the study recommended that Ilubabor Zone Education Office, in collaboration with Oromia Regional Education Bureau, need to provide educational leadership training to the school leaders to strengthen their capacity so as to help them in improving the existing problems they face in their schools. In addition, recommended that the Zone education office needs to assign qualified school leaders to lead the school in order to alleviate those challenges that arise due to absence of qualified school leaders.

2. The findings showed that there was limited experience sharing in the Zone. So, to scale up the best practice of secondary schools the researcher recommended that the Zonal

Education Office should communicate with other Zones and facilitate experience sharing for school leaders of the secondary schools of the Zone.

3. To make teachers professionally competent, different strategies of professional development like continuous professional development (CPD), experience sharing within and with the surrounding schools and in-service trainings are recommended to be carried out in the schools. However, the study showed that the professional skill development program of teachers rarely carried out. Therefore, the researcher recommended that the schools and Woreda education offices need to make strong effort to improve the practice of in-service trainings, continuous professional development (CPD) and experience sharing both within and across secondary schools in the Woreda and/ or the Zone.

4. Finally, to better address the problems, it is suggested that further studies need to be conducted in this area with regard to the role of school leaders in motivating of good performance, school participatory decision making, in professional skill development, in communication and evaluation of performance.

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Appendix A

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers & Department Heads

Dear Respondents

The purpose of these questionnaires is to collect relevant data to the study entitled “Assessment of current status of leadership practice in secondary schools of Ilubabor Zone” Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response. All the information will be kept confidential and will be used only for the academic purpose.

You do not need to write your name on the question.

Thank you for your cooperation!

Part One: General Information and Personal Data

School _____

I. Indicate your response by using a mark (X) in the box provided.

1. Sex Male Female

2. Age 20-25 26-30 31-35 36-40 41-45 Above 45

3. Work experience: 1-5 years 6-10 years 11-15 years 16-20 years
ears 26-30 years 31 and above years

4. Educational background: Diploma First Degree Second Degree

5. Present position within a staff: Department Head Teacher

Part Two

There are six tables with different questions about the school leadership practice. Each table contains five responses. Choose only one response from the given alternatives and put “X” sign in the provided space. Also give brief descriptions of your opinions for open ended questions. Every response is given based on your school context.

Mission and shared vision related variables

SA- Strongly Agree (5) A – Agree (4) UD – Undecided (3)

DA- Disagree (2) SD- Strongly Disagree (1)

No	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	Principals encourage the development of school culture supporting openness to change					
2	Principals communicate school mission to staff.					
3	School leaders utilize appropriate strategies to reduce the resistance of change.					
4	School leaders implement the vision through strategic planning.					
5	Parent teacher association participate in the preparation of the school planning					
6	Principals lead innovations to take place properly and effectively.					

7. Does your school have strategic plan? a. Yes b. No c. I do not know

8. How it is developed?

Motivation related variables

No	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	Individuals who work hard are rewarded in my school.					
2	Principals encourage commitments of teachers through shared values.					
3	Individual teacher's accomplishments are recognized and celebrated.					
4	Teachers are encouraged to evaluate their own practices to improve.					
5	Principals participate teachers in school instructional issues					
6	Principals promote an atmosphere of care and trust among staff					

7. What are the challenges that the school leaders face in motivating teachers?

Decision Making and management related variables

No	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	Principals ensuring participation of parents in decisions about school improvement					
2	There is well established procedures in my school regarding how to deal with problems					
3	There is shared decision making structures					
4	Principals ensure adequate involvement of teaching staff in decision making					

6. What is the challenges school leaders face to practice participatory decision making?

Professional Skill Development

No	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	School leaders use coaching and mentoring to improve teachers quality					
2	School leaders have self confidence in dealing with others in and outside school communities					
3	School leaders take an active role in facilitating teacher's engagement in CPD.					
4	School leaders encourage teachers to participate in experience sharing activities.					
5	School leaders are directly involved in helping teachers address instructional issues in their classroom.					

6. What is the challenges school leaders face to conduct professional skill development?

School Communication practice

No	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	Principals maintain smooth communication with school stakeholders					
2	School leaders establish smooth communication among teachers					
3	Principals clarify issues of disagreement among staff					
4	Principals work with PTA to mobilize community to build capacity of the school					

5. What are the challenges to good communication with school leaders in your school?

Evaluation of Performance

How do you rate the occurrence of the following leadership practice that your leaders utilize in the school? Use “X” mark to the corresponding answer.

Al= Always (5)

Oft = Often (4)

Ss =Sometimes (3)

Ra =Rarely (2)

Ne =Never (1)

No	Items	Responses				
		Al	Oft	Ss	Ra	Ne
		5	4	3	2	1
1	Team evaluation is practiced in our school.					
2	School leaders appraise teachers frequently					
3	School leaders are aware of the details regarding activities of the school					
4	School leaders provide an ongoing assessment of progress					
5	School leaders demonstrate constancy to the support of authentic teaching and learning.					
6	School leaders monitor the effectiveness of teaching learning process regularly					

7. What are the challenges school leaders face in performing monitoring and evaluation in your school?

8. What are the contributions of school leaders to the success of the school activities?



Appendix B

Institute of Education and Professional Development

Studies Department of Educational Planning and Management

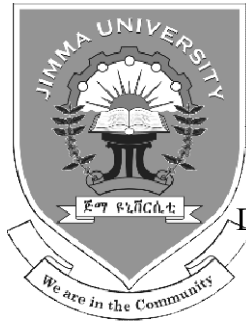
An Interview Question for School Principals

The main purpose of this interview question is to gather information on the current status of leadership practice in secondary schools. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation

Interview Questions:

1. What is your experience as principal, qualification and field of study?
2. Have you ever trained in school leadership? If no how do you think it affects your work?
3. Does the school have strategic plan? How is it developed? Who participated in its development?
4. How do you motivate the school community?
5. What practical activities are done in teacher's participation of decision making?
6. What professional development activities have been done by the teachers?
7. Do you mentor and coach teachers practice?
8. What challenges do you face to apply leadership in your school?
9. What mechanisms are used to solve these challenges?



Appendix C

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

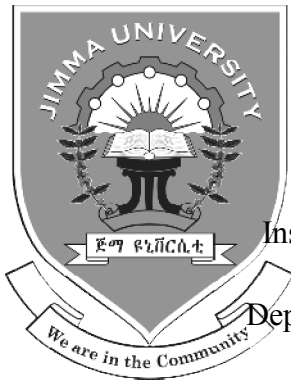
An Interview Question for Woreda Education Officers

The main purpose of this interview question is to gather information on the current status of leadership practice in secondary schools. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation

Interview Questions:

1. What are your experience, qualification and field of study?
2. What is your contribution to enhance students' education performance achievement?
3. What is done to build the school principals professional capacity and improve their qualification standards by your office?
4. What are the key challenges of leadership practice in secondary schools?
5. What mechanisms are used to solve these challenges?



Appendix D

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

An interview question for PTA Chairpersons

The main purpose of this interview question is to gather information on the current status of leadership practice of secondary schools. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation

Interview Questions:

1. For how long have you served as school PTA?
2. How often do you encouraged to attend parent meeting and other parent activities?
3. How do you think the school can increase the participation of parents in the school events?
4. How do teachers communicate with you regarding students' progress in school?
5. Does the school provide detailed information to parents about their students?
6. Do you participate in decision making in the school?
7. Do you participate in monitoring and evaluation of school performance progress?

Appendix E

Mathematical calculation for determination of sample size for teachers

To determine the total sample size of teachers, the following formula was applied

$$Ps = \frac{n}{N} \times \text{No of teacher in each school}$$

Where, Ps = Proportional allocation to size

n = Total teachers' sample size (274)

N = Total number of teacher in the eight selected sample school (82)

Based on the above stratified formula, sample size of teachers in each secondary school was computed.

Bedele secondary school (teacher population = 59)

$$Ps = \frac{59 \times 82}{274} = 17.65 \approx 18$$

Chora secondary school (teacher population = 46)

$$Ps = \frac{46 \times 82}{274} = 13.76 \approx 14$$

Qumbabe secondary preparatory (teacher population = 8)

$$Ps = \frac{8 \times 82}{274} = 2.3 \approx 2$$

Dega secondary school (teacher population = 35)

$$Ps = \frac{35 \times 82}{274} = 10.47 \approx 11$$

Dabo secondary school (teacher population = 24)

$$Ps = \frac{24 \times 82}{274} = 7.18 \approx 7$$

Engibi secondary school (teacher population = 39)

$$P_s = \frac{39 \times 82}{274} = 11.67 \approx 12$$

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Abdibor secondary school (teacher population = 45)

$$P_s = \frac{45 \times 82}{274} = 13.46 \approx 13$$

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Nopha secondary school (teacher population = 18)

$$P_s = \frac{18 \times 82}{274} = 5.38 \approx 5$$

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The sum of the sample size of the above secondary schools

$$18+14+2+11+7+12+13+5 = 82$$