

**LEADERSHIP EFFECTIVENESS OF GENERAL SECONDARY
SCHOOL PRINCIPALS IN WEST WOLLEGA ZONE, OROMIA
REGIONAL STATE OF ETHIOPIA**

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Declaration

The researcher hereby declares that the thesis on the title, “*Leadership Effectiveness of General Secondary School Principals in West Wollega Zone*”, is his original work and acknowledged with complete references.

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Abbreviations and Acronyms

ATP -Action Team for Partnerships.

GEQIP- General Education Quality Improvement Program.

GSS-General Secondary School.

MoE – Ministry of Education.

NNPS -National Network of Partnership Schools.

OECD- Organization for Economic Co-operation and Development

PTA-Parent Teacher Association.

PIMRS – Principal Instructional Management Rating Scale.

LE- Leadership effectiveness.

Abstract

The key to create the Efficiency of school leadership system is an answer to the question what really Effective School Leadership. The purpose of this study was to assess the current status of Leadership Effectiveness in General Secondary School Principals of West Wollega Zone. To accomplish this objective of the study a descriptive survey research design was employed. Questionnaires, interviewees and document analysis were used as data gathering tools. The combination of random and census sampling method were used to include sample respondents. Data were collected from eight secondary schools including 8 principals, 6 secondary schools supervisors, 117 secondary school teachers and a total of 131 respondents were involved as respondents of the study. The data collected through the questionnaires analyzed by using percentage, mean, standard deviation and t-test. The data collected through semi-structured interview, focus group discussions and document analysis were organized according to theme identified from the research questions and analyzed qualitatively to triangulate the quantitative data. The findings of the study revealed that the principals were not in good position to set and communicate a clear school mission as expected. In addition, there were lack of facilities, and training and professional development opportunities for principals and teachers in the study area. Moreover there was lack of regular communication between teachers and parents. Based on the findings, it was recommended that principals should set and communicate a clear school mission. The school principals and woreda education office shall identify the needs of training and professional development of their teachers and submit to Oromia Regional Education Bureau (REB) for facilitating of such opportunities. Furthermore principals should maximize work relationship with community at large. Finally, the school principals, woreda educational office and Oromia regional education Bureau should work together to solve the problem of inadequate facilities, financial and supply delivery problems.

CHAPTER ONE

1. BACKGROUND OF THE STUDY

1.1. INTRODUCTION

Ever since man was a hunter gatherer and lived in closely knit groups, had leaders who led the hunting expeditions and took greater risk than the rest of the group members. In turn, they were bestowed with larger share of hunting, respect and a higher position in the group. With changing times, how leadership is perceived has also changed, but, it remains an important aspect of social fabric nevertheless (Lamb & McKee, 2004).

The initial theories proposed that leaders are born and cannot be created, there are certain distinct characteristics possessed by few men which make them leaders. [Great Man Theory and the Trait Theory]. However, for the current discussion we would try and take a closer look at another interesting theory which was proposed called Situational Leadership Theory. This theory says that the same leadership style cannot be practiced in all situations, depending upon the circumstance and environmental context the leadership style also changes (Kenneth Blanchard and Paul Hersey 1999).

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills (Kouzes & Posner, 1997). Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Bass' (1989 & 1990) theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.
- People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today.

The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being. Respected leaders concentrate on what they are [be] (such as beliefs and character), what they know (such as job, tasks, and human nature), and what they do. i.e. such as implementing, motivating, and providing direction (Bass, 1989).

What makes a person want to follow a leader? People want to be guided by those they respect and who have a clear sense of direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future. At the core of most definitions of leadership are two functions: providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals (Kouzes & Posner, 1997).

Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centered on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions. Leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus, leadership effects on school goals are indirect as well as direct (Hallinger, 2005).

Leadership is a function more than a role. Although leadership is often invested in – or expected of – persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles throughout a school (Marks & Printy, 2003).

The two most important keys to effective leadership according to a study by the Hay Group, a global management consultancy, there are 75 key components of employee satisfaction (Lamb & McKee, 2004). They found that:

Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization.

.Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence:

1. Helping employees understand the organization's overall business strategy.
2. Helping employees understand how they contribute to achieving key objectives.
3. Sharing information with employees on both how the organization is doing and how an employee's own division is doing - relative to strategic organization objectives.

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders have to be developed to provide the best possible education for the learners (Leithwood & Jantzi, 2005).

The principals play key intermediary role between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. And at the school-systems interface, school leadership provides a bridge between internal school improvement processes and externally initiated reform (Bush, 2003).

Recent authors and researchers, however, reframed the conceptual framework of school leadership in to five dimensions based on Halingers and murphys functional categories and other similar studies, these are setting and communicating a clear school mission, professional development, monitoring student progress and school- community relations (krug,1992:p. 431). These researchers and authors believed that the dimensional are “Structurally more tenable, simpler to work with and not appreciably less precise”.

To this end, the Ethiopia Educational and Training Policy, (MoE, 1994: p: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, has been organized based on professional principles including professional code of ethics, working condition, incentives and professional growth and over all right and duties.

The policy also gives emphasis to the system of educational management that improves the leadership effectiveness. Besides, educational organization and administration shall be restructured in accordance with the devaluation of power from central government that is being implemented. Changing education or objectives, the intention to improve the standard of education and desire to make management more efficient will require a corresponding adjustment and change in the existing educational system. The administration of primary school and secondary education and training shall be decentralized in line with the ongoing regionalization process (MoE, 1994: p: 16-17). This strategy implies that the management of each school will be democratized and run with the participation of the community, the teachers, the student and other relevant government institutions that need effective leadership in the overall education system.

Currently, the governments of Ethiopia made the education sector its agenda to insure quality education for all citizens, which was lunched as a major nationwide reform program to improve the quality of general education. The objective of the reform is to increase results for boys and girls with respect to measured learning out comes primary completion rates and secondary entrance rate (MoE, 1994).

The program was implemented in the form of two phased general quality improvement program. That is, the general education quality improvement package is a comprehensive Coverage of critical components quality improvement including revision and upgrading of the national curriculum, development and provision of new text books across all grades and subjects based on the new curriculum, improve pre-service teacher education, strengths continuing professional development/ in-service/ for serving teachers, capacity development for need teachers to improve school leadership and management, training parent teachers committee, and school boards in school improvement planning, training for regional and federal, ministry officials to improve their planning, building and development of national assessment in particular at post primary and secondary high school level (MoE, 2006;p.34). Thus in general education quality improvement packages leadership and management of school are some of the major components to improve the quality of education.

Therefore, from the actual leadership ineffectiveness of general secondary school principals and the need to have effective schools principals, which provide quality education, a study of leadership effectiveness of general secondary school principals in west Wollega zone have a vital significance from the perspective of policy and the need of the societies.

1.2. Statement of the Problem

Effective educational leadership orchestrates the interrelation of the educational environment; there are 3 levels of social forces that influence curriculum and instruction: national and international, the local community and school culture. parkay and Hass (2005). Therefore educational leaders must be informed leaders in all these area.

Instructional leadership—defined conceptually or operationally to be activity primarily pertaining to facilitating instruction and learning—has come to dominate the collective understanding of the school principals (Hallinger, 2005; Marks & Printy, 2003) and. (Leithwood & Jantzi, 2005) Reinforcing instructional leadership as the main lens through which to consider principal effectiveness.

There is substantial evidence concerning the importance of leadership in creating good schools (Freiberg 1999, Blase and Kirby 2000, Donaldson 2001, Sergiovanni 2001). Ultimately, the relationships that shape the culture and climate of the school are strongly influenced by the school principal. 'In schools where achievement was high and where there was a clear sense of community, we found invariably that the principal made the difference' (Boyer 1983: 219). Hallinger and Heck (1998) proposed that the principal does not directly affect student achievement, but rather indirectly effects learning by impacting on the climate of the school.

Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes. School principals seeking to improve student performance should focus on improving the school's culture by getting the relationships right between themselves, their teachers, students and parents. Measuring school climate and using these assessments to focus the school's goals on learning is important for the process of improving the school's academic performance (Snowden and Gorton 2002).

Schools of developing countries including Ethiopia which manifest limited concern for leadership activities have been criticized for wastage of instructional time, when teachers leave classes for various reasons and for minimum participation of parents in following up students learning progress (Lockheed and Vers poor, 1991:p.45).

On leadership effectiveness of the school principals in Ethiopia some local researches were conducted. To mention some of them Yenenew Ali (2012) and Tigistu Awelu (2012) conducted on leadership effectiveness. As the central goal of school is providing learning through effective teaching, school leaders are expected to provide effective leadership for the attainment of the school goal. Towards this the assessment made by (Yenenew Ali 2012) effectiveness of principal instructional school leadership in preparatory schools reveals that most leaders have given moderate attention to school leadership effectiveness. In addition, he explained that instructional leadership is not provided strongly by most school leaders. Moreover, the majority of leaders did not perform effectively in each school leadership dimension.

However, the majority of the principals were not in the area of educational management institution. They were assigned the post without having educational planning and management skills. In the hope of shading light on practical problems of instructional leadership provision in preparatory schools.

Another research conducted toward leadership effectiveness of school principals, for instance perception of leadership in effectiveness of school Improvement program by Tigistu Awelu (2012) reveals that, Ethiopian school leaders are not so much effective and efficient in achieving the expected quality of education due to different factors. Nowadays, school leadership in Ethiopia is facing dozens of problems that largely to do with school leaders themselves. The need for a vision is one of the signs of hardship, Yukl (cited in Tigistu Awelu 2012) emphasized that leaders articulate and communicate clear and appealing visions and must also convince followers that the visions are attainable.

School leadership challenges are major contributing factors that lead to ineffectiveness of principals' performance. In turn, this ineffectiveness negatively impacts schools and ultimately influences student achievement and success. Therefore, the role of leadership to school effectiveness is unquestionable (Tigistu Awelu, 2012).

Thus, the researcher has experienced that, most of secondary Schools in West wollega zone were characterized by delay; in the beginning time of the school process, problem of curriculum coverage, burden of makeup class around the end of the semesters and years etc. were noticed.

Although such problems and influences seem to be prevalent in the study area (West Wollega). The caliber of leadership in a school can have a dramatic or vivid effect on student achievement. Therefore, taken as a serious problem and given its considerable importance to a school success, leadership effectiveness of general secondary school principals' it becomes a timely area of interest for research.

Among the studies mentioned above the researchers recommended that the school of Ethiopia needs improvement. Still there is a problem of leadership effectiveness in general secondary school principals. These indicate that there are problems which need assessment on leadership effectiveness in general secondary schools.

Therefore, the research gap here is the researchers conducted on the effectiveness of leadership in preparatory school and perception of leadership in effectiveness of school improvement program. But not the researchers conducted on the current status of Leadership Effectiveness of General Secondary School Principals.

In light of this, the researcher thought that not sufficient to assess the current status of Leadership Effectiveness of the General Secondary School Principals. The other reason that initiated the researcher to conduct study on this area is not a research conducted specifically on leadership effectiveness of general Secondary School principals in West Wollega zone.

Generally the purpose of this study was to assess the Leadership Effectiveness of General Secondary School Principals in West wollega zone. In light of this the researcher tried to seek answer to the following basic questions:

- To what extent do the school principals set and communicate a clear school mission?
- To what extent do the school principals monitor student progress?
- To what extent do the school principals promote professional development of teachers?
- To what extent do the principals promote school- community relations?
- What are the leadership challenges of the general secondary school principals?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the current status of leadership effectiveness of general secondary school principals' in West Wollega zone.

1.3.2. Specific Objectives

In line with the basic research questions, this study was targeted to achieve the following specific objectives.

- To determine the extent to which school principals set and communicate a clear school mission, goals and objectives.
- To examine the extent to which the school principals monitor student progress in secondary school of West Wollega Zone.
- To describe the extent to which the school principals promote teachers professional development in the study area.
- To examine the extent of relationship between school principals and the community.
- To describe challenges that affect effectiveness of leadership in the study area.

1.4. Significance of the Study

The findings of this research have in-depth significance for the improvement of general secondary school leadership by prioritizing the school leadership effectiveness in the study area.

Specifically the result of this research has the following significances:

- Principals may get some ideas on how to become effective in their leadership.
- The policy makers may have clear insight into the existing pitfalls in leadership function and the influencing factors so that appropriate measures that enhance leadership could possibly be taken based on the findings and recommendations of the study.
- Trainers of school administrators may get clear insight into the magnitude and the nature of the problem, and may help them to gear their program to the improvement of leadership task.
- The Woreda education office and the supervisors may have a clear idea on how to become effective school leadership.
- Researcher may benefit from the study, in that it contributes additional information to the existing findings to serve as literature for related areas.

1.5. Delimitations of the Study

The research was delimited both conceptually and geographically. Conceptually, this research was delimited to assess the leadership effectiveness of general secondary school principals. The assessment focused on the following dimensions; setting and communicating of a clear school

mission, promoting teachers' professional development, monitoring of student progress, school-community relations and the challenges of general secondary school leadership. The research is delimited such a way to complete within the allowed time.

Geographically the scope of this study was delimited to 24 government general secondary schools in West Wollega Zone. Therefore, the finding of this research was generalized for government secondary schools in West Wollega Zone without considering primary and private secondary schools of the zone and nearby regions. The selection of the zone as a setting for the study was based on the researcher experience as a student and a teacher in the zone that helped him to sense the problem.

1.6. Limitation of the Study

Although the research has been completed within the allowed time, the reluctance of some respondents to fill and return the questionnaires on time was one limitation in this study. Moreover, lack of relevant and adequate reference related to leadership effectiveness of general secondary school principals in Ethiopian context was also another limitation. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all secondary schools in the zone, because the study focused only on (grade 9-10) general secondary schools excluding the preparatory and primary schools. Although, the researcher was trying to alleviate the shortage of the references by browsing on the internet and using other University library such as Addis Ababa University.

1.7. Organization of the Study.

The study was organized in to five chapters. Chapter one provides background pertaining of the study the problem and its approach. Chapter two deals with review of related literature, chapter three researches Design and methodology, chapter four provides presentation and analysis of the data, chapter five summary, conclusion and recommendation of the study.

1.8. Definition of key Terms

The following definitions are operational for this study.

1. Set and communicate School mission- to explicitly frame school system and school goals, purposes, and mission.
 2. Effective leader is participates followers, all rounded knowledge, generous, problem solver and competence of his followers.
 3. *Leadership responsibility*: Refers to associated with improved teacher quality include coordinating the curriculum and teaching program, monitoring and evaluating teacher practice, promoting teacher professional development and supporting collaborative work cultures.
 4. Monitor students' progress- keeps an eye on the students' academic development and improvement.
 5. School-community relations- the schools collaborating and forming network with other schools or communities around them.
 6. Teachers' professional development- promoting and participating in professional learning and development for teachers.
- .

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The chapter reviews the related literature on the definition of leadership and conceptual framework of school leadership, leadership effectiveness, instructional leadership and teaching and learning, the role of instructional leadership on school success, school leadership development in Ethiopia and tasks of instructional supervision and factors affecting leadership effectiveness.

Finally the chapter treats the way of leadership effectiveness at school levels to attain effective leadership in education.

2.1. Leadership Definition

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century scholars and other writers have often more than 350 definition of the term leadership.(Warren & Bennis, Cited in Richard L, 2009, p.45).

Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems. J,meindls, et al. (cited in Richarde , 2009, p.56).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership.

- Interpersonal influence, directed through communication to ward goal attainment.
- The influential increment over and above mechanical compliance with directions and orders.
- An act that causes others to act or respond in a shared direction.
- The art of influencing people by persuasion or example to follow a line of action.
- The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008 p.17).

This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

Koontz, et al. (cited in, MOE, 2004, p.2). Forward the most comprehensive definition of leadership as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. they put influence as a key Concept in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group.

Terry and Franklin.(2003,p.327).mention that a leader influences subordinates based on one or more of five source of power coercive, reward, legitimate, expert and referent. Where the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader. All these theories used influence and vision as important aspects of leadership.

Leadership is complex by itself because the leaders perform many things in the organization, he/she is plays a key role in the organization.

In similar way, leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential.

2.2. The Concept of School Leadership

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources (Holmes, 1993, p.9).

Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. (Holmes, 1993, p.39)

Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students outcomes.

For example, Harris and Bennett (cited in Harris, et al, 2003; p.9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. Teddlie and Reynolds (cited in Brundr et al, 2000; p.56) on their part have indicated that, for many, the term leadership has become centrally synonymous with school effectiveness.

School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future.

Sergiovanni, (Cited in Harris, et al, 2003, p.1), has indicated the dependability of school success on effective leadership and stated that “Tomorrows schools success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility.” Again, warren (2003) has argued that thus, one may say that effective leadership is at the core of every successful organization. In broader context, Harris and Chapman (2002, p.87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

To clearly know about successful school leadership, research based conclusion is summarized by (Leith wood and Richi,2003, p.123) in to five claims as follows.

- Leadership has significant effect on student learning and to the effect of the quality curriculum and teachers instruction.
- Currently, administrators and teachers leaders provide most of the leadership in schools, but other potential sources of leadership exist.
- A core of leadership practices form the basic of successful leadership and are available in almost all educational contexts.
- Successful school leaders respond productively to challenges and opportunities created by the accountability_ oriented policy context.
- Successful school leaders respond productively to the opportunities and challenge of education in different group of students.

Brush and Bell (2003:p.60).have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts.

Accordingly, one of the various overall strategies of ESDP_III is to improve quality of education (MOE, 2005;p.37).

But without appropriate leadership no quality program will work, Hence, West Burnham (1997; p.112), has noticed that “before the issue of quality is raised within the school, the quality of leadership may need to be explored.” Moreover, to make quality of education more attractive and sustained, leadership does not come only from one person.

Accordingly, Harris et al, (2003;p.1), underlined that there is a grouping recognition that deep and sustained school improvement will depend up on the leadership of the many rather than the few, Riley cited in Harris et al.(2003, p.10) has also suggested that school leader ships more than the effort of a single individual. In support of this idea, Leithwood and Richl, (2003, p.231) have also stated that although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles through a school. In addition, leadership has significant effect on student learning and to the effect of the quality education and teachers instruction.

2.3. Leadership Effectiveness

The above controversy in the concept of leadership also rises in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundre. et al, 2003; p.133).

However, for whom are the goals themselves effective? Are all goals equally morally acceptable? For example, in Germany,(in the period of Hitler) an effective school leader is one who helps to produce young fascists for the Rich. In Presbyterian Church schools, the head’s leadership style consist of doctrine Macbeth to cut out the “immoral” bits, showing how the Bible prove evaluation to be wrong, rejecting sex education of any kind and using corporal punishment to restrict the innate sinful tendencies of children, Ghouri, cited in Brundret, 2003;p.134).

Then, if democracy is supposed to be the foremost political goal, education should not be reflected in the ways in which schools are led if schools are to be judged effective? (Brundrett, et al, 2003; p.135). Porter et al, (2006; p.68), also emphasize that leadership operates within the social culture of its times. Nowadays, people expect a more 'democratic' style of leadership, and not one where they are deceived, coerced or simply bribed to following the leader's dictates.

Ayalew (2000; p.24) also stresses that different situations require different styles and effectiveness of a style depends on the situations in which it is used. Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts.

For an organization to be successful in the achievement of its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of the leader.

If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their level job maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success.

Zenebe (1992; p.19) observes that effectiveness is an expression of a given quality of performance. Effectiveness refers to a level of achievement that results in high employer morale and attainment of organizational goals. In educational institutions, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied in consistent with a cultural and interpretive view of the organization.

In addition, an effective leader participates followers, all rounded knowledge generous, problem solver, creative, listening skill, calm, tolerant and well, understanding of the skill and competence of his followers.

2.4. Set and Communicate a Clear School Vision and Mission

Defining and communicating a clear mission, goals and objectives: Setting, together with the staff members, a mission, goals and objectives to realize effective teaching and learning (Keung 1992). The first role of superintendents and principals is to explicitly frame school system and school goals, purposes, and mission. A school district or school that has not fully considered how it will go about the process of education has no criteria for judging whether it is successfully engaging in that process. People who are skilled in this area often discuss purpose and mission with staff, students, and the community. They take advantage of opportunities to stress and communicate goals. Further, they try to make themselves visible in their environment and they communicate excitement about education to staff and students.

Imagine that you have a rare weekend without any professional responsibilities: no papers to grade, no lessons to plan, no activities to cover. To take advantage of this unexpected free time, you and three friends decide to go on a fishing excursion to a lake known as one of the best largemouth bass habitats in the eastern United States. Through e-mail messages, telephone conversations, and brief get-togethers, the four of you coordinate transportation, lodging, the time of departure, and other details. It would seem reasonable to assume that you were all going with ambitions to catch largemouth bass. However, what would happen to the trip's camaraderie and outcome if each person's vision of the weekend differed from that assumption? What if one person plans to spot eagles, another is looking for lakefront property, and a third hopes to catch anything that will pull on the line, while you are there for sun and leisure? You could have avoided any confusion and better harnessed efforts by explicitly asking your companions during the planning stages (Bamburg, 1994).

Developing strong vision and mission statements can help stakeholders in your school reach such a common understanding. A vision is your school's goal—where you hope to see it in the future. The mission provides an overview of the steps planned to achieve that future. A vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. Your school may also want to establish targets along the way to measure progress toward its vision (Rajala *et al.*, 2007).

2.4.1. Drafting the Vision Statement

According to the Task Force on Developing Research in Educational Leadership Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals. Your school must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better. An effective vision also announces to parents and students where you are heading and why they should take the trip with you. Without a vision, your school lacks direction.

As the ancient Roman philosopher Seneca observed, "If a man knows not what harbor he seeks, any wind is the right wind." If you don't have a common, agreed-on destination, then everyone is left to his or her own devices to imagine one—a scenario that results in unharnessed and unfocused efforts, with everyone believing that what he or she is doing is right. A common understanding of the destination allows all stakeholders to align their improvement efforts. And the best part of planning for this journey is that it doesn't cost anything to decide where you want to go. As important as the vision is, we have found that keeping it alive throughout the year is not an easy task. For you to get the most out of your vision, you must first remove the barriers from making it an integral, vibrant facet of the school community (Bamburg, 1994).

2.4.2. Eliminate Obstacles

One of the first obstacles that will come up is people's fear of change. Creating or adjusting a vision statement is an unmistakable indicator of imminent change. It is helpful to have an idea of the internal dialogues your staff members will likely be having before, during, and even after the development of the new vision. (This also applies to the development of a new mission.) Another potential obstacle to creating a powerful vision is the reality that vision statements are often created perfunctorily and lack follow-through. They are usually the result of a directive to "get it done" by a certain date and delivered to a central office supervisor. Such directives often lead to vision statements that have been created in a rush by one person or by a small group of individuals with no input from other stakeholders (Rajala *et al.*, 2007).

Such statements are rarely understood or acknowledged by others in the school, and who can blame them? The process precludes genuine buy-in. Although school leadership must have a vision for the future, it should be used as a way to open up a dialogue rather than be handed down from on high. Because these closed approaches to developing vision statements are incredibly common, most staff members are turned off by the mere mention of the words *vision* and *mission* and groan at the prospect of yet another initiative that will eventually be forgotten—that after a flurry of activity, the vision will be shelved alongside the school improvement plan, out of the reach and off the minds of staff members. Because they had little involvement in it, they see no real reason to dedicate themselves to it. If setbacks occur along the way, most will shrug their shoulders because they weren't committed and invested in the first place.

You can avoid these obstacles by creating a fresh and meaningful vision statement with the involvement of the entire faculty. The collective force and talent of the faculty is more likely to be realized when there is a common understanding of a shared vision. As Bamburg (1994) notes, "The schools that have been most successful in addressing and increasing the academic achievement of their students have benefited from a clarity of purpose that is grounded in a shared set of core values" . We define *values* as the behaviors, beliefs, and actions that a school finds important.

The size of most schools' faculties prevents them from being as productive or as effective as smaller groups, but their full investment is still crucial. We recommend that you first form a team that, with training and guidance, will introduce the concept of a vision, facilitate and engage faculty in the process of writing one, and synthesize the multiple values and visions that the faculty develops. Ultimately, this team is the one putting together the pieces of the puzzle. This team may be made up of the members of the shared leadership team, or it could be composed of other staff members in the building as long as all departments are represented. Opting for the latter provides leadership opportunities for staff members who are not already formal teacher leaders. For our purposes here, we will refer to this collection of leaders as the vision oversight team.

2.4.3. Sharing Examples of Vision Statements

When you meet with the vision oversight team, sharing examples of vision statements with them is an important first step. This will help them better understand what a vision statement is, which in turn will help them assist the faculty when they facilitate its work. It's easy to find examples of real vision statements on the Internet. Here are a few to start with: Every Battlefield High School student will achieve personal success and become a responsible and productive citizen. The Richard Montgomery cluster will work collaboratively to ensure all students succeed. Placing the highest priority on reading and writing instruction will support consistent student achievement so that all students attain grade-level or higher performance levels annually, as measured by county, state, and national assessments Bamburg (1994).

Partnerships across the cluster will sustain student success so that all students will read fluently by the end of Grade 2, write proficiently in both narrative and expository modes, pass algebra by the end of Grade 8, pass all High School Assessments on the first attempt, and graduate on schedule with the skills and knowledge required for success in higher education and/or the workplace. Our vision, as a community, is to inspire a passion for learning. All Potomac Senior High School students will achieve personal success in their learning and become responsible and productive citizens. Student learning will be enhanced by national, global, and multicultural perspectives. Graduates will possess the basic knowledge and skills that will assure their proficiency in problem solving and technology. They will be responsible citizens, lifelong learners, and will be prepared for a variety of post graduation options. We will devote our human resources and technology to create superior products and services, thereby contributing to a better global society (Rajala *et al.*, 2007).

You may also make sure to have copies of your school's current vision statement at the meeting so that participants can compare it with the examples. By discussing the current statement, the sample statements, the bulleted questions, and pertinent articles that you might wish to share as well; the vision oversight team should be able to reach an understanding of what makes a strong vision statement.

You might also urge team members to explain to the faculty how the vision is a reflection of the school's values and hopes: it offers an opportunity to dream bigger, so stress to the team that it shouldn't let the faculty develop a get-by statement, something that expresses a notion of mere adequacy. Tell team members to get the faculty to articulate what it is they truly want from their students and school. Graduation or job attainment is the bare minimum of what most educators hope for their students. The vision oversight team might consider having teachers brainstorm a list of adjectives or values and beliefs that will help them come up with an inspirational, compelling vision John. T. Baker (2004).

2.4.4. Presenting Data to the Vision Oversight Team

Before you involve the entire school in working toward a vision, you should first share some data with the vision oversight team. Doing so is important for two reasons. First, you want the vision oversight team to be familiar and comfortable with the data; since team members will in turn be sharing the data with the faculty, they should have a strong working knowledge of them so they are equipped to answer questions and help the staff understand what they are looking at. Second, as Bamburg (1994) observes, "Only when schools develop a shared understanding of current reality can a commitment to change be initiated and sustained" (p. 23). Reviewing data as an oversight team and then as a faculty is essential to help everyone identify where the school currently stands while also determining where they would like to be. Without a general understanding of the current data, the development of the vision could go in as many directions as there are opinions. The data provide a common, objective understanding and a solid foundation to build on. Important data can be found everywhere in the daily, weekly, monthly, or yearly life of a school community. Too often, however, we associate data solely with student test results when there are other, sometimes more significant, data to examine. The vision oversight team and, eventually, the faculty should review

2.4.5. Involving Staff in Developing the Vision

It is now time for the vision oversight team to involve the rest of the faculty in developing the vision statement. However they choose to present the examples of vision statements, data, and professional literature, be sure they give staff clear directions, specific questions, and definite time limits;

the faculty will quickly discern fluff or a lack of organization, which will immediately turn them off. After they have had an opportunity to review and discuss the above items, they can craft their vision statement. Each group should have a scribe whose responsibility it is to record responses, ideas, and key terms and phrases that come up during group discussions. It is not necessary for groups to develop full sentences or statements at this point. After group members have had a sufficient amount of time to share their thoughts with one another, each group should select someone to present the information to the rest of the staff. At this point, you also need to select a "master scribe" to maintain a master list of group responses on poster paper.

The master scribe does not need to record duplications or similar phrases, although he or she may add checks or tally marks to indicate patterns or common ideas emerging from the faculty. The groups' presentations are an ideal time to validate responses, affirm staff members' commitment to education, and reinforce key ideas and values Baker (2004).

After each group has had the opportunity to share its information, the vision oversight team takes the master list and wordsmiths the key concepts and phrases into a vision statement—a one- or two-sentence statement that captures the faculty's image of the future. Some members of the team will be so excited by the good information they received from working with the faculty that they might find it hard to limit the vision to something so short. If so, you might have them work with the faculty to create a school "philosophy"—a lengthier paragraph that would extrapolate the vision. Next, each department receives a copy of the vision oversight team's draft vision to review, discuss, edit, and return to the team, which then makes appropriate adjustments to the statement (Rajala *et al.*, 2007).

2.4.6. Drafting the Mission Statement

A mission statement is the wind that brings you to your desired harbor. It guides your travel and powers your momentum. Mission statements "give educators stronger motivation and provide parents with a clearer picture of what the school values. ... A clear vision and a common mission that identify the kind of learning to be achieved can help keep the school and the efforts of its staff and students on target" (Peterson, 1995). Mission statements are the "how-to" statements or action plans that help schools achieve their vision. They prompt change and growth. The mission is the touch point that can help you determine whether what should be happening is, in fact, happening.

2.4.7. Sharing Examples of Mission Statements

The responsibility of crafting the mission statement can also lie with an oversight team or with the shared leadership team. Ideally, you would implement a process that echoes the vision development process by preloading the group with the information necessary to guide the staff in the development of a mission statement.. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe and optimum learning environment, we provide the opportunity for students to be successful. Promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.(John, 2004).

In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Richard Montgomery High School provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community (Rajala *et al.*, 2007).

John T & Baker (2004) Middle School seeks to be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning, and effective communication. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our multidimensional community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world. Our mission is to empower all students to apply their acquired skills and knowledge, and to rely upon their personal attributes to lead productive lives and to become contributing members of the global community.

Our mission is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and chosen educational goals. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. State Farm's mission is to help people manage the risks of everyday life, recover from the unexpected and realize their dreams. (Markley,1996).

Fed (2003) produce superior financial returns for shareowners by providing high value-added supply chain, transportation, business and related information services through focused operating companies. Customer requirements will be met in the highest quality manner appropriate to each market segment served. Fed. E. will strive to develop mutually rewarding relationships with its employees, partners and suppliers. Safety will be the first consideration in all operations. Corporate activities will be conducted to the highest ethical and professional standards.

The mission statement should encompass the values of the staff, the actions that the school will take, and the areas it will address (e.g., curriculum, assessments, data) to achieve its vision. The mission statement should be longer than the vision statement because it is a specific plan for driving the school to fulfill its potential. After the faculty has worked on the mission using the same procedures they used in developing the vision, the mission oversight team again attempts to blend key words, phrases, and concepts into a viable statement. During this process, they need to ensure that the mission they are crafting aligns with the new vision statement—specifically, that the steps, actions, and values stated in the mission are things that will help them achieve the vision. The relationship between the mission and the vision must be clear. (John, 2004).

After the mission oversight team has completed the draft, it is sent back to the faculty for review and discussion. Then the team meets again to review the feedback and make necessary adjustments before a final unveiling to the staff. After the school has adopted the final drafts of the mission and the vision, invite multimedia or art classes to design posters prominently displaying the statements. Soliciting these classes' assistance saves money and is a good way to make the vision and mission a meaningful part of students' lives. The vision and mission should be sent home in newsletters and posted in prominent gathering places throughout the school—classrooms, the mailroom, the lunchroom, and soon—to keep it at the forefront of people's minds Markley(1996).

2.4.8. Defining What You Intend to Accomplish

The school's next step is to devise a plan to fulfill its mission. The SMART format—a widely used method for developing goals in schools and businesses—provides a framework for developing goals and action steps to help you focus on what really needs to be done. *SMART* stands for Specific, *M*easurable, *A*chievable, *R*elevant, and *T*ime Frame. Figure 2.1 demonstrates the difference between traditional goals and progressive SMART goals. You can use this table as a guideline to develop your goals, checking to make sure that they meet the five parameters (Markley, 1996).

2.5. Supporting Teacher Professional Development

School leadership also plays a vital role in promoting and participating in professional learning and development for teachers. OECD (2005) gave an overview of the extent of responsibilities schools have in establishing and funding professional development opportunities. Countries where there is more autonomy at the school level also have greater funding capacities to develop more individualized training programmers' for teachers.

Different types of professional development activities exist simultaneously but their relative weight has changed over the years. OECD (2005) notes that professional development activities involving the entire staff or significant groups of teachers are becoming more common and teacher-initiated personal development probably less so, at least in terms of programmers supported through public funds.

Most countries now link professional development to the developmental priorities of the school and co-ordinate in-service education in the school accordingly. School management and in some cases local school authorities, play an important role in planning professional development activities. Some countries, including England, are also ensuring that teachers identify their own professional development needs.

Leithwood *et al.* (2006) also emphasize the importance of “developing people” to improve teaching and learning. They underline the need to complement professional development programmes with less formal support such as individual consideration and intellectual stimulation. Several studies show that the role of school leadership in professional development is especially important in low-performing schools in challenging circumstances (Day, 1999; Gray, 2000; Harris and Chapman, 2002). In their meta-analysis on “school leadership that works”, Marzano *et al.* (2005) identify leadership practices that recognise and reward individual accomplishments and demonstrate awareness of personal aspects of staff as core practices of successful leadership.

Another recent study on leadership for organizational learning and student outcomes (LOLSO) also showed the importance of ongoing, relevant professional learning opportunities (Mulford *et al.*, 2004). It emphasized not only organizational learning, but a trusting and collaborative climate, a shared and monitored mission, the capacity to take initiatives and risks and ongoing relevant professional learning opportunities. Yet another study, in three European countries, shows that schools with effective leadership were also found to be schools where teachers were motivated to participate in training, showing connections between school leadership, school climate and willingness to participate in professional development (Rajala *et al.*, 2007).

However, the OECD (2005) activity on teacher policy revealed that professional development is often fragmented, unrelated to teaching practice and lacking in intensity and follow-up. Evidence from that study shows that in several countries there is a lack of coordination between teacher preliminary training and in-service training and often there are concerns about the quality of teacher induction and professional development opportunities. Although in most countries there are many possibilities of in-service training programmes, such training is often patchy and not sufficiently sequenced and aligned.

In similar way, School leaders can play a key role in providing and promoting in-service professional development programmes for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers.

2.6. Monitoring Student Progress

The school district's primary product is a population of graduates who have the technical and life skills they need to cope in an increasingly competitive world. Good leaders need to be aware of the variety of ways in which student progress can and should be assessed. Even more importantly, leaders need to use assessment results in ways that help teachers and students improve and that help parents understand where and why improvement is needed. Leaders regularly review performance data with teachers and use this information to gauge progress toward educational goals. They provide teachers with timely access to student assessment information (Krug 1992).

Try asking school staff where each of their students is on the reading comprehension objective "drawing inferences." Which students are proficient? What evidence do they have that those students are proficient? What evidence do they have to identify what students who are not proficient still need to learn?(Rajala et al.2007).

Research sense support the notion that we need to monitor student performance on an ongoing basis. If we are ever to know how we are doing, we will need to know where our students are. But that has been a challenge in schools. Try asking school staff where each of their students is on the reading comprehension objective "drawing inferences." Which students are proficient? What evidence do they have that those students are proficient? What evidence do they have to identify what students who are not proficient still need to learn?

Educators who don't know where their students are do not have enough information to know how best to use their instructional time or which students need specific instructional interventions (Hopkins,2008).

A research assessment only gives schools a snapshot of where students are at a single point in time. Daily instruction continues between when the tests are given and when the results are returned to schools. Teachers must know on a day to day basis where their students are in relation to the content standards to have the necessary information to inform instruction. This on-going monitoring is also the way teachers determine whether their instructional strategies are working for all students and which students need instructional interventions.

Regular examinations of student performance on assignments and assessments enable teachers to make informed instructional decisions regarding teaching and re-teaching specific indicators/objectives. It is probably obvious, though not always practiced, that classroom instruction and assessment must be aligned with the state's content standards if a school wishes to attain state standards and meet their accountability target (Markley, 1996).

In same way, monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed. Monitoring and evaluating the learners' progress by means of tests and examinations.

2.7. School-Community Relations

Yet another role that has grown in recent times to add to the repertoire of tasks to be handled by school leaders is that of collaborating with other schools or communities around them. Schools and their leaders are strengthening collaboration, forming networks, sharing resources, or working together. Moreover, school leaders are becoming more broadly engaged in activities beyond their schools, reaching out to their immediate environment and articulating connections between the school and the outside world. These wider engagements focus leadership beyond the people in the school leaders' own buildings to the welfare of all young people in the city, town or region.

They also focus on the improvement of the profession and its work as a whole – but in ways that access learning and support from others in order to provide reciprocal benefits for leaders' own communities Leithwood *et al.* (2006).

This articulation and coordination of effort and energy across individuals and institutions and amid common purposes and improvement goals is what Hopkins (2008) defines as *system leadership*, “a systemic approach that integrates the classroom, school and system levels in the pursuit of enhancing student achievement” (Hopkins, 2008) It refers to thinking about the system as a whole as the basis of change management and requires interrelationships and interdependence between different levels of the system.

One of the most widely held beliefs in education is that parents are vital for the academic success of their children. The belief that all parents should actively participate in their children's education has been supported by decades of research connecting parental involvement with higher academic achievement (Epstein, 1991). In many schools across the country, educators believe that bringing more families and community members into the process of schooling is one way to help boost student achievement.

The research literature shows that, unless schools make a concerted effort to involve all families, parental involvement is more likely to occur in some families and not others. Parental involvement in children's schooling, for example, occurs less often in working-class families and families in which mothers work full time (Lareau, 1989; Muller & Kerbow, 1993). Also, parents with more formal education are more likely to be involved in their children's schooling than parents with less education (Stevenson & Baker, 1986; Useem, 1992). The time and economic constraints on working and low-income parents put students from these families “at risk” of experiencing less parental involvement in their education.

Research also indicates that parental involvement is more a function of parental beliefs and school outreach (Clark, 1983; Hoover-Dempsey & Sandler, 1997), than of family demographics (Epstein, 1995; Epstein & Dauber, 1991; Simon, 2000).

Parents' perceptions of the roles they should play in their children's education and their beliefs that their involvement can affect their children's education have been shown to predict actual engagement in schools or at home (Ames, DeStefano, Watkins, & Sheldon, 1995; Hoover-Dempsey, Bassler, & Brissie, 1992; Reed, Jones, Walker, & Hoover-Dempsey, 2000; Sheldon, 2002). Also, research shows that teachers' encouragement of parents to become involved predicts greater parental involvement, even in those families typically considered "hard to reach" (Balli, Wedman, & Demo, 1998; Dauber & Epstein, 1993; Simon, 2000; Van Voorhis, 2000). When teachers reach out to families and make them feel comfortable and capable of promoting their children's education, parents are likely to become more involved in helping their children succeed in school.

Most often, schools provide families little or no guidance for becoming involved in their children's education. One example of school wide efforts to involve parents in the education of their children is the School Development Plan (SDP), a comprehensive school reform program that incorporates parents into the decision-making structure and process of schools (Comer, 1988; Comer & Haynes, 1991). Research on SDP suggests that better implementation of the program was associated with improved student achievement in reading and math, student attendance, as well as perceptions of the school climate by students and parents (Haynes, Emmons, & Woodruff, 1998). These findings, however, are based on small samples and vicariate correlations and do not take into account other school background characteristics.

The present study examined school, family, and community partnership programs in schools using Epstein's (1995, 2001) theory of overlapping spheres and six types of involvement as a framework for their efforts to involve families and the community in students' education. Epstein conceptualizes the school, home, and community environments as "spheres of influence" that can be drawn closer together or pushed farther apart depending on the institutional policies and individual beliefs and practices within each context. Greater overlap among the three contexts means that schools are more family like, families are more school-like, and communities support schools, students, and families.

School outreach to involve families and the community in children's education is an important strategy for increasing the number of families involved and the consequences of their efforts. According to Epstein (2001), comprehensive and high-quality programs of school, family, and community partnerships facilitate six types of involvement:

1. Parenting: helping all families establish supportive home environments for children.
2. Communicating: establishing two-way exchanges about school programs and children's progress.
3. Volunteering: recruiting and organizing parental help at school, home, or other locations.
4. Learning at home: providing information and ideas to families about how to help students with homework and other curriculum-related materials.
5. Decision making: having parents from all backgrounds serve as representatives and leaders on school committees.
6. Collaborating with the community: identifying and integrating resources and services from the community to strengthen school programs.

For all six types of involvement, schools may conduct activities that are targeted to improve students' skills in specific subjects.

Initiated in 1996, the National Network of Partnership Schools (NNPS) helps educators apply research results in developing programs of school, family, and community partnerships (Epstein, Sanders, Simon, Salinas, Jansorn, & Van Voorhis, 2002; Sanders & Epstein, 2000). Membership in the NNPS is open to schools, districts, and state departments of education interested in working to involve families and communities in students' schooling. NNPS guides members to develop leadership structures and processes for partnership programs that encourage families and communities to become involved.

NNPS requires that school members establish an Action Team for Partnerships (ATP), which consists of teachers, parents, administrators, community members, and, in high schools, students. The ATP is responsible for planning and conducting family and community involvement activities, evaluating progress, and sustaining the school's program of partnerships.

Members of the ATP are expected to use all six types of involvement and coordinate involvement activities in ways that support, rather than compete with, school improvement goals.

In recognition of the fact that various obstacles may limit parent involvement, NNPS encourages schools to identify and meet several challenges associated with involving all families in their children's education. For example, schools are encouraged to develop communication strategies from school to home and from home to school and to provide information in the languages and reading levels that are appropriate for families in the school (Epstein, 1995; Epstein et al., 2002). Schools that are meeting these and other challenges are working to make involvement easier and more effective for more "hard-to reach" families and communities.

It is important for schools to meet such challenges because research indicates that some schools' approaches to parental involvement increase inequities rather than involve all families. Larreau (1989) showed that students from middle-class families, in which parents have more formal education, receive advantages from typical school-family relationships compared to children from working-class families. Epstein (1995), however, argued that if schools recognize and meet the challenges that presently limit some families' involvement, then more families will be involved, and inequities will be reduced. The impact of school partnership programs on students and families, therefore, may depend on the extent to which these programs overcome challenges to family and community involvement.

Research indicates several school and program characteristics are associated with a quality school, family, and community partnership program. For example, the number of years schools have been working to develop their partnership programs, adequacy of funding, support from the school community, and the use of program evaluation are all associated with higher ratings of program quality and program implementation (Sanders, 1999; Sanders & Epstein, 2000; Sheldon & Van Voorhis, 2001). When schools dedicate time and resources to increasing family and community involvement, their partnership programs improve in quality from year to year.

In addition, schools' partnership programs may improve with help from external sources, such as support from school district and state offices of education (Sanders, Sheldon, & Epstein, 2003; Sheldon & Van Voorhis, 2001). By providing team training and workshops, funding, and technical expertise, district and state leaders help schools connect with the families and communities they serve. In sum, then, factors within and outside schools contribute to the quality of programs of school, family, and community partnerships.

Relatively little research has been conducted on the impact of school, family, and community partnership programs. In one study, schools with high-quality programs reported higher levels of parent volunteers, more parent representation on school committees, and more use of homework requiring student–parent interaction across classrooms (Sheldon & Van Voorhis, 2001). These findings are consistent with research using parental reports that show school outreach is associated with higher levels of parental involvement (Dauber & Epstein, 1993; Simon, 2000). Whether these efforts translate into student achievement, however, remains unclear.

Few studies have examined the relationship between implementation of targeted involvement activities and student outcomes. Those that have suggest that particular partnership practices can affect specific outcomes, such as student attendance and student math achievement (Epstein & Sheldon, 2001, 2002).

2.8. The Challenges of School Principals

Principals face new challenges as they enter a new education year. These challenges are often merely mutations or manifestations of older and existing problems. They may require innovative approaches or new emphasis, as educators attempt to address them in the context of our rapidly expanding society. According to one author, strong principals may be the single most important factor in determining the effectiveness of a school. “The principal is the principle, and everything flows from there,” said Larry Payne, a director with the University of Houston-based Institute for Urban Education (Markley, 1996).

Traditionally, principals hire the teachers, manage the budget, respond to community and parent concerns, and set the tone on everything from discipline to academic goals. In elementary schools, many times, they are instructional leaders, providing guidance in what they consider the best methodology for teaching the children they have. In high schools, some with multimillion-dollar budgets, principals oversee a complex operation with hundreds of employees and a student body the size of a small city (Markley, 1996).

The most accurate description of the obstacles that face principals can best be derived from contemporary principals themselves. Recently conducted a poll of elementary and middle school principals. They were asked to rate 24 issues according to their importance. Motivation of students and involvement of parents are esoteric phrases, encompassing a host of issues including school satisfaction, relevance, as well as safety and enthusiasm. In fact the positive perception of students and teachers hinges upon the necessity of school principals providing an environment that is both educationally beneficial and safe in the New World order. This task will become increasingly difficult for new principals as they are faced with increasing school violence and student disassociation (Finn & Traub ,1999).

Recent events have again focused the nation's attention on violence in U.S. public schools, an issue that has generated public concern and directed research for more than two decades. Despite long-standing attention to the problem, there is a growing perception that not all public schools are safe places of learning, and media reports highlight specific school based violent acts. More than half of U.S. public schools reported experiencing at least one crime incident in school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year. Ten percent of all public schools experienced one or more serious violent crimes (defined as murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon or robbery) that were reported to police or other law enforcement officials during the 1996-97 school years. (*Violence and Discipline Problems in U.S. Public Schools, 1996-97*) These conditions will have to be addressed and successfully dealt with by all school administrators in the next century(Finn & Traub,1999).

The siege of public policy concerning the needs of special education has also created several new areas of concerns for school principals. Twenty-second century principals must be willing to redefine and tailor their roles as they alleviate the disparities that exist in the areas of special education and inclusion. An article published by (-Franzel, and Schick 1997) presented the findings of researchers who interviewed principals of elementary schools where large numbers of children were being retained and/or referred to special education.

The researchers wanted to learn why so many children had problems at these schools and what the schools were doing to resolve the problems. Principals shared the prejudices and stereotypes of mainstream society. Most principals claimed that children with learning problems were “disadvantaged.” They believed that “disadvantaged children” were “immature” and “slow learners.” The principals confused achievement with ability. They believed that In recent years, a number of high-profile education reformers and organizations have developed comprehensive, replicable models of curriculum and instruction that are meant to transform entire schools.

Today, in fact, dozens of models and designs are out there and the modern administrator will be required to sift through the host of reforms in order to find those that are most beneficial and specifically designed to effect positive change in his school system. In the next several years, more and more principals and school districts will be shopping around for the best model for their districts. Faced with the fact that although society may have reached a rough consensus on the need for “more challenging standards” or for “improvements in teacher education,” the reform world be is divided by fundamental disagreement (Wright, 1999).

The challenge facing the new school principal will be to make sense of the escalating dilemma (Finn & Traub, 1999). In conclusion, school principals in the new millennium will add to their list of responsibilities the added duties of finding solutions to 22nd century challenges. These challenges include but are not limited to keeping students motivated and safe in a school environment that is increasingly apathetic and violent. The challenge to administer quality education to all students including those with special needs. The necessity for administrators to keep abreast of and implement modern reforms, while filtering in new technologies as they emerge with tried and true educational approaches..

2.9. School Leadership Development in Ethiopia.

Principal ship in schools is one of the influential administrative positions in the success of school plans with respect to the historical back ground of principal ship, authorities give their own argument. As indicated in Knezevich, (in Ahmed, 2006) the origin of principal ship can be traced to 1515 to the time of Johann Sturm in USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal.

The history of Ethiopian education system traces its origin to the introduction of Christianity about fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Teshome in Ahmed, 2006). However, the western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary School and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened.

After the restoration of independence in 1941, education was given priority which resulted in opening of schools in different parts of the country. As there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as UK, USA, Canada, Egypt and India (ICDR 1990). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and Secondary Schools of different provinces of Ethiopia during the 1930's and 1940s'. During this time Indian was given the principal ship position which may be for their higher educational level and experiences in principal ship.

However, the history had developed in to a new phase where Ethiopians began to replace expatriate which started in 1964, According to Teshome (in Ahmed 2006). This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's, documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal ship. After 1960 it was known the Ethiopians who graduated with B.A. BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education.

The major selection requirements were educational level and work experience (MOE,2002; p. 42). However, during the first few years of 1960's it was understood that those graduates of B.A degree in pedagogy were directly assigned in secondary schools. On the other hands career structure, promotion that secondary school principals were those who held first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences.

Currently (MoE2007), uses different criteria to select Scholl principals, especially to lead secondary school leaders should have MA Degree in EDPM. To sum up, considering education as key element for economic, social and technological development many countries invest substantial amount of their national resources for the improvement of their education. Similarly, the federal Government of Ethiopia, recognizing the role of education in developing other sectors, by undertaking teachers' continuous professional development program and other (MOE,2007).

School improvement program in Ethiopia, since the formulation of new education and Training policy (1994), Ethiopian Government has made different educational reforms. Similarly, Ethiopian has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement Program GEQIP (Mo,(2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MoE,2007).

The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on it. As it was mentioned before, the program focuses on four major domains of the school namely improving the teaching and learning, creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MoE,2007).

The Ethiopian education and training policy (1994; p.29-30) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle.

2.10. Factors Affecting Leadership Effectiveness.

Many contextual factors negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. for example, (Bush and Bell,2003:p.12_13) assert, shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MOE,2007:p.1) Such factors can be classified in to personal characteristics, Organizational, characteristics and district or zone education department characteristics.

2.10.1. Personal Characteristics and Leadership

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship, Researchers also recognize the potential influence they have on how principals enact their role.

The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership.

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

Work experience as a second factor, has been commonly used as criteria in selecting principles and assistant principals. (MOE,1996: p.7).For instance has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor.

However, research findings do not support this. For example, (Gross & Herriott, 1965; p.68-73), found that the length of experience as teacher, previous administrative experience and even the number of years at the principal ship position have no significant relationship with leadership effectiveness.

Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, (MOE, 1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered fore leader effectiveness.

In this connection with (Halinger and Murphy, 1987:P.55) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role.

2.10.2. Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial). In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success, (Mibit, 1994; P.113), for example, stressed this when he suggested just as well trained personnel are important for the success of the school curricula, so are equipment and supplies, Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school.

Confirming this, a research conducted in elementary schools of developing countries revealed that the instructional improvement effort of principals are highly constrained by the chronic shortage of materials, operating funds and staff development resource (Lockheed & Verspoor, 1991;p.44). Experience also shows that shortage of qualified teachers makes instructional leadership process problematic.

Other studies shows that principals have multiple roles they play Information over load, paper work, too many reports, many non academic demands and work over load consume much of the Principals time, Hence ,only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (Sergiovanni, 2007).

2.10.3. District or Zone Education Department Characteristics.

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role.

As (Hallings and Murphy,1997;p.56), pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

On the positive side,(Gross and Herriot's,1985;p.109) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership.

Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting requirements untimely teacher transfer and in deployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert et al, 1992; p.53).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Under this chapter, such part of the study as design of the study, research method, source of data, , population, sample techniques and sample size, data gathering instruments, procedure of data collection and method of data analyses was treated.

3.1. Design of the Study

The descriptive survey design was employed in this study. A descriptive survey describes and interprets what is carried out in the school currently. This is because the intention of the study was to assess the existing situation and to describe opinions that were held on leadership effectiveness of the school principals by participants of the study and to look into school leadership effectiveness problems. In the same line of argument, (Best and Kahn,2003;p.14) have argued that descriptive study concerned with conditions or relationship that exist Opinions that are held, process that were going on, effects that were evident or trends that were developed.

Thus, the design was preferred on the ground that practices and problems of school leadership better perceived from the opinion of survey school leaders and staff members (teaching and non teaching.)

3.2 Research Method

Method is a style of conducting a research work which determined by the nature of the problem (Singh, 2006). Thus, both quantitative and qualitative data were required to assess the leadership effectiveness of general secondary school principals in West Wollega Zone. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview, focus group discussion and document analysis were employed (Muijs, 2004). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview, focus group discussion and document analysis facilitates to have or to get in-depth data on the leadership effectiveness of school principals from the respecting individuals. Furthermore, the qualitative data was used to provide greater clarity and understanding of the data obtained from the quantitative survey response (Creswell, 2002).

Therefore, these methods are selected with the assumption that they are helpful to obtain precise data concerning the current status of leadership effectiveness of secondary school principals in detailed from numerous numbers of respondents.

3.3. Source of Data

The source of data used for this study was primary and secondary data sources. The primary data sources are collected from the school principals, teachers, department head teachers and woreda secondary school supervisors through questionnaire, semi-structured interview, focus group discussion and document analysis. The decision to use these subjects as a source of primary and secondary data was based on the expectation that they have a better experience and information on the leadership effectiveness of secondary school principals.

3.4. The Study Site

West Wollega Zone is one of the twenty four Zones in Oromia Regional State of Ethiopia, which is bordered on the south by Ilu Ababor zone and south west by Gambella regional state, on the west by Sudan and north west by Beni shangul regional state, on the north by the Amhara Regional state and on the east by the east Wollega zone. It is found on 440 KM distance from Addis Ababa. West Wollega Zone comprises twenty one woredas. These Woreda vary in their infrastructure, but weather conditions are not this much different. There are 21 woredas, 24 secondary schools and 1051 teachers are teaching currently in the zone.

3.5. Population

The population included in this research are all concerned academic staffs in 24 secondary schools of West Wollega Zone; specifically, general secondary school teachers (1051), (24) school principals, 8 focus group (one group from each school, a group contain 10 teachers) and (21)woreda general secondary school supervisors.

3.6. Sampling Technique and Sample Size

The determination of the population and sample schools were based on the 2013 statistical report of West Wollega education office. According to this report there are 24 secondary schools in 21 woredas of the zone. In these 24 schools, 1051 teachers are teaching currently in the zone. From these schools, 8(30%) schools, 117(30%) teachers, 8 (100%) focus group discussion and 6(100%) general secondary school supervisors were included in the sample.

Then in order to facilitate easy access to reach the required respondents with the limited time available, the unit schools from each stratum were selected by quota sampling technique. The following table displays the distribution of sampling schools by staff size and woredas.

Table 1 Distribution of Sample schools by Staff Size and Woredas

	Woredas	Name of the Schools	Staff size			
			35-44	45-54	55-64	>65
1	Nedjo town	Nedjo G. Secondary School				✓
		Agar Alaltu G. secondary School		✓		
2	Nedjo	Warre Jirru G. Secondary School	✓			
3	Gimbi town	Gimbi G. Secondary School			✓	
		Biftu Gimbi G. Secondary school	✓			
4	Bojji Dirmaji	Bojji G. Secondary School		✓		
5	Jarso	Jarso G. Secondary School	✓			
6	Babbo Gambel	Babbo Gambel G. Secondary School	✓			
Total	6	8	4	2	1	1

After such selection of sample schools and woredas, the subjects of the study are chosen from four role groups; school principals, teachers, department heads (focus group) and woreda general secondary school supervisors. About 8 school principals (1 from each school), 8 focus group (1 focus group from each school) and 6 supervisors (1 from each woreda) were taken by availability random sampling technique, where as the selection of teachers was done through two steps, first

the number of sample teachers from each school was determined by probability proportion to size /PPS/ sampling technique. 30% of teachers in each school were included in the study which makes up a total of 117 teachers. Then random sampling technique was used to pick up the different number of respondents (teachers) in each school. Moreover, the representations of teachers from different departments were considered to increase the reliability of responses.

Table 2. The Summary of the Population, Study Subjects and Sampling Technique

<i>No</i>	<i>Participants</i>		<i>Total No</i>	<i>Sample Size No</i>	<i>%</i>	<i>Sampling Technique</i>
1	Secondary Schools		24	8	%	Simple Random Sampling
2	Teachers	Nedjo GSS	71	21	30%	
		Agar Alaltu GSS	49	15	30%	
		Warra Jirru GSS	42	13	30%	
		Jaeso GSS	43	13	30%	
		Babbo GSS	36	11	30%	
		Gimbi GSS	57	17	30%	
		Biftu Gimbi GSS	40	12	30%	
		Boji Dirmaji GSS	52	15	30%	
	Total	390	117	30%		
3	School Principals		8	8	100%	Census Sampling
4	Woreda Secondary School Supervisors		6	6	100%	
5	Focus group Discussions		8	8	100%	

3.7. Data Gathering Instruments

The instruments were used in the process of gathering the necessary data for the study were: These were questionnaire, open ended questions, document analysis and unstructured interview.

3.7.1 Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative data from selected teachers and principals. This is because questionnaire was convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers (respondents) can have the necessary skills to read and understand the concepts that were incorporate.

The questionnaires were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and clear from confusions, the data collectors were properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

The interviews were employed to collect qualitative data from selected focus group, principals and woreda secondary school supervisors. This is because interviews were convenient to conduct survey to acquire in-depth necessary data from the selected respondents.

The questionnaire had two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, area of specialization, length of service in teaching, level of educational attainment at present and graduate program. The second and the largest part incorporate the whole possible school leadership effectiveness variables of both closed and open-ended question items. The closed ended items were prepared by using likert scales. The value of the scale was in between one and five. *The scale (1= strongly Disagree, 2= Disagree, 3= undecided, 4=Agree, and 5= strongly Agree).*

3.7.2 Semi Structured Interview, Focus Group Discussion and Document Analysis.

Semi-structured interview, focus group discussion and document analysis were used to gather in-depth qualitative data from Woreda secondary school supervisors, department head teachers and principals on the current practices of leadership effectiveness of secondary school principals. Preparing semi-structured interview for 6 Woredas education office general secondary school supervisors, principals and focus group, on the current practices leadership effectiveness of secondary school principals. Document analysis was used as data gathering tools on school annual plan, action research documents and mentorship program for new employed teachers.

Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999).

3.8. Procedures of Data Collection

To answer the research questions raised, the researcher gone through a series of data gathering procedures. These procedures helped the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly go to Gori general secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher had contact to Woreda education offices and the principals of respective schools for consent.

After making agreement with the concerned participants, the researcher was introducing his objectives and purposes. Then, the final questionnaires were administered to the respondents in the selected schools. The participants allow giving their own answers for each item independently and the data collector was closely assisted and supervises them to solve any confusion regarding to the instrument.

Finally, the questionnaires were collected and make it ready for data analysis. The interview had conducted after the participants' individual consent would be obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.9. Method of Data Analysis

The data obtained through questionnaires were organized and analyzed quantitatively by using descriptive statistics such as percentage, mean, standard deviation and t-test. The t-test would be applied to test whether there is any significant difference between mean score of principals and teachers responses.

The data collected through semi-structured interview, focus group discussion document analysis and open ended question are organized according to theme identified from the research questions and analyzed qualitatively. The contents are presented in narrative using well-said accurately, according to the study participants as illustration.

3.10 Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 21 teachers of Gori general secondary school to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al. 2007).

After the dispatched questionnaires were returned, necessary modification on 4 items were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 4 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.83 and 0.86), indicating questions in each construct are measuring a similar concept.

As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table 3- Reliability Test Results with Cronbach's Alpha

<i>The job motivation variables</i>	<i>Number of items</i>	<i>Cronbach's alpha</i>
Set and communicate school mission	6	0.83
Monitor student academic progress	7	0.86
Teachers professional development	7	0.86
School –community relations	6	0.83
<i>Average reliability result</i>		0.85

3.11 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there were a number of ethical considerations made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity.

For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation.

To avoid any psychological harm, questions were framed in a manner that is not offensive and disturb their personality. They are assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the thesis deals with the description of the data analysis and interpretation of the data.

4.1. Respondent Characteristics

Based on the sampling procedure described in chapter three, eight Schools were included in the study. A total of 117 questionnaires were distributed to teachers, 8 questionnaires were distributed to principals as planned. Thus, the analysis was on the basis of data obtained from the respondents. 8 (100%) of principals and 117 (100%) of teacher gave their responses and returned the questionnaires. Interview held with, principals, secondary school supervisors and focus group discussion held with department head teachers as planned previous section.

Table 4 Characteristics of Respondents

Characteristics		Respondents							
		Teachers		principals		Supervisor		D.head	
		N	%	N	%	N	%	N	%
Sex:	Male	89	76.06	8	100%	6	100 -	65	81.25%
	Female	28	23.93	-	-	-	-	15	18.75%
Total		117	100	8	100	6	100%	80	100%
Age	21 – 25 Years	34	29.05	-	-	-	-	5	6.25%
	26– 30 >>	33	28.2	3	37.5	1	16.66	22	27.50%
	31 – 35 >>	27	23.07	2	25	1	16.66	42	52.50%
	36 – 40 >>	16	13.67	1	12.5	2	33.33	7	8.75%
	41 - 45 >>	7	5.98	-	-	1	16.66	4	5%
	46-50 >>	-	-	2	25	1	16.66	-	-
Total		117	100%	8	100%	6	100%	80	100%
Level of education.	Diploma	12	10.25	-	-	-	-	-	-
	Bachelor’s Deg	105	89.75	7	87.5	6	100	80	100%
	Master’s Deg	-	-	1	12.5	-	-	-	-
	Other	-	-	-	-	-	-	-	-
Total		117	100%	8	100 %	6	100%	80	100%
Specialization	Edpm major	15	12.82	1	12.5	1	16.66	2	2.50%
	Different social science	45	38.46	2	25	5	83.33	48	60%
	Different natural science	57	48.72	5	62.5	-	-	30	37.5%
Total		117	100 %	8	100%	6	100%	80	100%

As Table 4 Shows, the gender of respondent indicates that 89(76.06%) of teachers were males and 28(23.93%) of teachers were females. In addition, 8(100%) of principals and 6(100%) of secondary school supervisors were males.

Regarding the age distribution, 34 (29.05%) of teachers were between 21-25 years 33(28.2%) of teachers were between, 26– 30 years 27(23.07%) of teachers 31-35 years, 16(13.07%) of teachers 36-40 and 7(5.98%) of teachers were between 41-46 years.

The principals 3(37.5%) were between 26-30 years 1(12.5%) of principal were between 31- 35 years, 2(25 %) of principals were between 36-40 years and 2(25%) of principals were between 46-50 years. In addition, the supervisors were, however, mainly over 30 years, which may be due to their long years of services in their previous positions as teachers and school principals.

Regarding the educational level of respondents, the data on the part of teachers reveal that majority of teachers 105 (87.75%) are bachelor degree holders and only 12 (12.25%) are diploma holders. There seem to be a significant number of qualified teachers teaching in general secondary school of the zone. Moreover, on the part of the principals 7(87.5% were bachelor degree holders and 1(12.5%) of principals were master's degree holder.

It may, therefore, be inferred that most of the principals and all of the supervisors did not satisfy the standard set by (MOE,1996:8) which requires at least MA degree for principals and supervisor in general secondary schools.

In terms of their field of study, the data on the part of teachers shows that 57(48.72%) were from natural science 45(38.46%) were from the social science fields, the reamed 15(12.82%) teachers were graduate from Educational Planning and Management.

As regard to the principals 2(25%) were graduated in different social science subject areas, 5(62.5) were graduate in different natural science, and only 1(12.5%) were graduated in educational planning and management. As the data shows, majority of schools were not headed by professional principals. The key element in school leaderships is the principal. Without well qualified principal the goal of achieving high standard of educational plans will be threatened (Mc Ewen,E.K, 2003:p.57).

4.2. Work Experience of Respondents

Table 5: Characteristics of Respondents by their Work Experience

Characteristics (experience)		Respondents							
		Teachers		Principals		Supervisor		D. heads	
In teaching		N	%	N	%	N	%	N	%
	1 - 5 years	58	49.57	5	62.5	2	33.33	35	43.7%
	6 – 10	42	35.89	1	12.5	3	50	40	50%
	> 10	17	14.52	2	25	1	16.66	5	6.25%
Total		117	100%	8	100 %	6	100 %	80	100%
As a unit leader.									
	0 -2	34	29.05	5	62.5	-	-	10	12.5%
	3 – 5 years	45	38.46	3	37.5	4	66.66	54	67.5%
	6 -10 years	38	32.47			2	33.33	16	20%
Total		117	100%	8	100%	6	100%	80	100%
As a department head.									
	0-2	54	46.15	4	50	-	-	25	31.25
	3-5	26	22.22	4	50	-	-	34	42.5%
	6-10 years	37	31.62			-	-	15	18.75
	>10 years	-	-		25	-	-	6	7.50%
Total		117	100%	3	100%	-	-	80	100%
In principal ship									
	1-5	-	-	1	12.5	-	-	8	10%
	6-10	-	-	5	62.5	-	-	4	5%
	>10	-	-	2	25	-	-	-	=
Total		-	-	8	100%	-	-	12	15%
As a supervisor									
	1 – 3	-	-	-	-	-	-	-	-
	4-6	-	-	-	-	3	50	-	-
	>7	-	-	-	-	3	50	-	-
Total		-	-	-	-	6	100%	-	-

Apart from professional preparation, the selection and placement of principals commonly requires work experience on the job as well as on related tasks such as teaching, unit leader, department head and other responsibilities (MOE, 1996:7). This was so because of the belief that such experiences improve the competency as well as effectiveness of principals in their position. The data in Table 5 also described as follows.

About 5(62.5%) of principals have served 1 to 5 years in teaching and 1(12.5%) of principals have served 11-20years and the remaining 2(25%) serve for more than 20 years. Similarly, 5(62.5%) and 3(37.5%) of principals have served as unit leader from 0 to 2 and 3 to 5 years respectively. A considerable size of them 4 (50%) served as a department head for 0 to 2 years, 4(50%) of principals served 3-5 years. Thus, it can be concluded that most principals included in the study have no long years of work experience as unit leader and department head responsibilities prior to their present position. In addition, about 2(25%) of principals have served for 1 to 2 years in their present position (principal ship), 3(37.5%) of principals have served for 3 to 6 years and 2(25%) of principals have served 7-10 years, the remaining 2(12.5%) have served for more than 10 years as principals.

Yet, MOE uses it as policy alternative in the appointment of leadership position. This debatable fact initiated the researcher to consider the relationship of such experiences and leadership effectiveness. Teachers who have participated in assessing principals' leadership effectiveness were with different number of years in teaching experience. Not a considerable size of them was department heads and unit leaders experience for long time that have had close contact with leadership activities. Thus, the data obtained from teachers increase the reliability of the study. The wide range of experiences of most supervisors as teachers, leaders and supervisor also help to get relevant data on the problem under study.

4.3. Leadership Effectiveness of Principals

As already defined in chapter one, leadership effectiveness is the frequency of the principal's engagement in specific role behaviors/practices used to represent each dimension of leadership. Principal's engagement in specific activity is used to represent each dimension of leadership. Principals' engagements in the role behavior were evaluated by teachers and through their own rating. To maximize the reliability of the evaluation results, the scores of the two groups were changed into a single whole score. In doing so, the teacher's data were first aggregated to form one principal score in each school on the four dimensions. Thus, the scores of 117 teachers are changed into 8 scores of each dimension. Next, the average of the 8 teacher scores and the corresponding 8 principals' self – rating scores on each dimension were calculated.

4.3.1. Setting and Communicating a Clear School Mission

To obtain set and communicate a clear school mission to their work in the school, five likert scale (1= strongly Disagree, 2= Disagree, 3= undecided, 4=Agree, and 5= strongly Agree) questions are distributed.

Table 6: Respondents Views Regarding the Extent to which the School Principals Set and Communicate a Clear School Mission.

No	Items	Respondents	X	SD	OX	P-value	SD	T-value
1	Develop a set of a clear annual School-wide goals focused on Student learning	Teachers	3.12	1.64	3.18	0.79	1.51	0.25
		Principals	3.25	1.38				
2	Frame the school's goals in terms of staff responsibilities for meeting them	Teachers	4.45	0.72	4.44	0.18	0.61	-1.33
		Principals	4.43	0.51				
3	Communicate the school's goals effectively to staff, students and parents	Teachers	2.31	1.32	2.40	0.7	1.25	-0.38
		Principals	2.50	1.19				
4	refer the school's goals when making curricular and instructional decisions	Teachers	2.03	0.82	2.14	0.47	0.70	-0.71
		Principals	2.25	0.70				
5	ensure that the school's goals are reflected in highly visible displays in the schools	Teachers	2.98	0.78	2.11	0.36	0.90	-0.90
		Principals	2.25	1.03				
6	Use data on student academic performance when developing the school's goals	Teachers	4.13	0.93	4.24	0.07	0.69	-1.83
		Principals	4.35	0.46				

X=Mean, SD=standard deviation, OX=overall mean, P-value at $\alpha=0.05$, df=degree of freedom 123

As it is shown in Table 6 item 1, respondents were asked the extent to which the school principals develop a set of clear annual School-wide goals focused on Student learning. Accordingly, teachers and principals with the ($X=3.12$, $SD=1.64$) and ($X=3.25$, $SD=1.38$) respectively revealed that school principals develop effort in setting clear annual School-wide goals focused on Student learning is above average. The overall mean ($X=3.18$, $SD=1.51$) shows that, the agreement of the majority of respondents with this point. The p-value also indicates that there is no significant significance difference between teachers and principals ($p=0.79$ greater than 0.05) regarding school principals develop a set of a clear annual School-wide goals focused on Student learning. Therefore, based on the majority of respondents, it can be said that school principals in the study area were in a good position to develop set of a clear annual School-wide goals focused on Student learning.

As it is indicated on item 2, table 6, respondents were also asked to what extent school principals frame the school's goals in terms of staff responsibilities for meeting them, Accordingly, teachers and principals with the ($X=4.45$, $SD=0.72$) and ($X=4.43$, $SD=0.51$) respectively shows that school principals frame the school's goals in terms of staff responsibilities for meeting them. The overall mean ($X=4.44$, $SD=0.61$) shows that, the agreement of the majority of respondents with this point. The p-value also indicates that there is no significant significance difference between teachers and principals (0.18 greater than 0.05) regarding the issue. Therefore, based on the majority of respondents, it can be said that school principals in the study areas frame the school's goals in terms of staff responsibilities for meeting them.

Item 3 of Table 6 investigates to what extent school principals communicate the school's goals effectively to staff, students and parents. With regard to this, teachers with the ($X=2.31$, $SD=1.32$) the results revealed that the school principals did not communicate the school's goals effectively to staff, students and parents. Principals and teachers with the ($X=2.50$, $SD=1.19$) are not sure about the issue. The overall mean ($X=2.40$, $SD=1.25$) shows that, the disagreement of the majority of respondents with this point. The data obtained from interview and focus group discussion held with supervisors and department heads indicated that because of work load of principals it was difficult to communicate school goals as intended.

The p-value also indicates that there is no significant significance difference between teachers and principals (0.7 greater than 0.05) regarding the issue. Therefore, based on the majority of respondents, it can be said that school principals in the study area did not communicating the school's goals effectively to staff, students and parents. In this regard Daft, R. (2006:552) expressed leadership as the ability of the leader to influence people towards the attainment of goals.

The school supervisors stated that:

“...even though principals were trying their best to communicate with stakeholders about school goals it was difficult to be successful due to principals routine work in and out of the organization...”

In response to item 4 of the same Table, teachers and principals with the ($X= 2.03$, $SD=0.82$) and ($X=2.25$, $SD=0.70$) respectively revealed that the school principals did not refer the school's goals when making curricular and instructional decisions. The overall ($X= 2.14$, $SD=0.70$) indicating the disagreement of the majority of respondents with the issue. Therefore, it can be concluded that school principals did not refer the school's goals when making curricular and instructional decisions. The significance level ($p=0.47$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals refer the school's goals when making curricular and instructional decisions.

Regarding item 5 of table 6 respondents were asked whether or not school principals ensure that the school's goals are reflected in highly visible displays in the schools, accordingly teachers and principals with the ($X=2.98$, $SD=0.78$) and ($X=2.25$, $SD=1.03$) respectively revealed that the school principals did not ensure that the school's goals are reflected in highly visible displays in the schools. The overall ($X= 2.11$, $SD=0.90$) indicating the disagreement of the majority of respondents with the issue. The data obtained from interview and focus group discussion held with supervisors and department heads indicated that there was lack of awareness about the purpose of reflecting school goals in highly visible area in the schools.

Therefore, it can be concluded that school principals did not ensure that the school's goals are reflected in highly visible displays in the schools. The significance level ($p=0.36$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals ensure that the school's goals are reflected in highly visible displays in the schools.

The school supervisors stated that:

"...although our school has been developing sound school goals, we didn't reflect in highly visible displays in the compound..."

Regarding item 6 of table 6, respondents were asked whether school principals use data on student academic performance when developing the school's goals or not. In this connection, teachers and principals with the ($X= 4.13$, $SD=0.93$) and ($X=4.35$, $SD=0.46$) respectively revealed that the school principals use data on student academic performance when developing the school's goals. The overall ($X= 4.24$, $SD=0.69$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principals in the study area use data on student academic performance when developing the school's goals. The significance level ($p=0.07$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding principals use data on student academic performance when developing the school's goals. Supporting these findings (Barth, 1986) suggested that the principal's role was "to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress".

4.3.2. Monitor Students' Academic Progress

To measure the teachers feeling on having monitor students academic progress to their work in the school, five likert scale ($1= strongly Disagree$, $2= Disagree$, $3= Not Decide$, $4=Agree$, and $5= strongly Agree$) questions are distributed. The result presents hereunder in Table 10

Table7: Respondents View on the Extent to which School Principals Monitor Students' Progress.

No	Items	Respondents	X	SD	OX	P-value	SD	T-value
1	Meet individually with teachers to discuss students' academic progress	Teachers	2.18	1.41	2.40	0.4	1.40	-0.84
		Principals	2.62	1.40				
2	Use test results to assess progress towards school goals	Teachers	4.14	1.03	4.25	0.54	1.04	-1.34
		Principals	4.37	1.06				
3	Inform the school's performance results to teachers in a report form	Teachers	4.08	1.00	3.85	0.22	1.25	1.21
		Principals	3.62	1.50				
4	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function	Teachers	3.92	0.98	3.96	0.83	1.14	-0.79
		Principals	4.00	1.30				
5	Ensure the timely distribution of students' test results	Teachers	4.16	0.91	4.20	0.79	0.81	-0.08
		Principals	4.25	0.70				
6	Reward/appreciate outstanding students	Teachers	3.97	1.15	4.04	0.72	1.25	-0.35
		Principals	4.12	1.35				
7	Arrange program through poorly performing Students are supported	Teachers	3.83	1.12	3.79	0.83	1.07	0.21
		Principals	3.75	1.03				

X=Mean, SD=standard deviation, OX=overall mean, P-value at $\alpha=0.05$, df=degree of freedom123.

As can be observed in item 1of table 7, respondents were asked to indicate their agreement on the extent to which school principal meet individually with teachers to discuss students' academic progress. Accordingly teachers with the (X= 2.18, SD=1.41) revealed that school principal do not meet individually with teachers to discuss students' academic progress and principals with the (X=2.62, SD=1.40) indicate the principals not sure about the issue.

The overall ($X= 2.40$, $SD=1.40$) indicating the disagreement of the majority of respondents with the issue. Therefore, it can be concluded that school principals in the study area do not meet individually with teachers to discuss students' academic progress. The significance level ($p=0.4$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principal meet individually with teachers to discuss students' academic progress. The interviewees said on the interview the principals do not contact each teachers individually to discuss on students' academic progress.

As it is revealed in item 2 of Table 7, respondents were requested to rate the extent to which school principals use test results to assess progress towards school goals . In this connection, teachers and principals with the ($X= 4.14$, $SD=1.03$) and ($X=4.37$, $SD=1.06$) respectively revealed that school principals use test results to assess progress towards school goals. The overall $X= 4.25$, $SD=1.04$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principals in the study area use test results to assess progress towards school goals. The significance level ($p=0.54$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals use test results to assess progress towards school goals.

Item number 3 of Table 7, respondents were asked whether the school principal inform the school's performance results to teachers in a report form or not ,accordingly teachers and principals with the ($X= 4.08$, $SD=1.00$) and ($X=3.62$, $SD=1.50$) respectively revealed that school principals inform the school's performance results to teachers in a report form. The overall $X= 3.85$, $SD=1.25$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principals in the study area inform the school's performance results to teachers in a report form.

The significance level ($p=0.22$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals inform the school's performance results to teachers in a report form.

As it is revealed in item 4 of Table 7, respondents were requested to rate the extent to which the school principal encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function.

In this connection, teachers and principals with the ($X=3.92$, $SD=0.98$) and ($X=4.00$, $SD=1.30$) respectively revealed that school principals encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function. The overall ($X= 3.96$, $SD=1.14$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principal in the study area encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function. The significance level ($p=0.83$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function.

Item 5 of Table 7 investigates the extent to which school principals ensure the timely distribution of students' test results. Regard to this issue teachers and principals with ($X=4.16$, $SD=0.91$) and ($X=4.25$, $SD=0.70$) respectively revealed that school principals ensure the timely distribution of students' test results. The overall ($X= 4.20$, $SD=0.81$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principal in the study area ensure the timely distribution of students' test results. The significance level ($p=0.79$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals ensure the timely distribution of students' test results.

In response to item 6 of the same Table, teachers and principals with the ($X= 3.97$, $SD=1.15$) and ($X=4.12$, $SD=1.35$) respectively revealed that school principals reward/appreciate outstanding students. The overall ($X= 4.04$, $SD=1.25$) indicating the agreement of the majority of respondents with the issue.

Therefore, it can be concluded that school principal in the study area reward/appreciate outstanding students. The significance level ($p=0.72$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding reward/appreciate outstanding students.

In response to item 7 of the same Table, teachers and principals with the ($X= 3.83$, $SD=1.12$) and ($X=3.75$, $SD=1.03$) respectively revealed that school principals arrange program through which poorly performing Students are supported. The overall ($X= 3.79$, $SD=1.07$) indicating the agreement of the majority of respondents with the issue. Therefore, it can be concluded that school principal in the study area arrange program through poorly performing Students are supported. The significance level ($p=0.83$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals arrange program through poorly performing Students are supported. The interviewees interviewed on this issue, the principals facilitate programs for students who are academically performing poorly, out of the formal programs.

4.3.3. Teachers Professional Development

Training and development constitute an ongoing process in any organization. The focus of training and development is to enable employees to perform their current and future role effectively (Collin, 2001). Scholars believe that the staff development activities help a person to make positive contributions to the organizations. Therefore to assess the practice of growth and development in general secondary schools, the following questions are dispatched to principals. The Table below presents the overall mean and standard deviation of the questions.

Table 8 Respondents View Toward Teachers Professional Development

No	Items	Respondents	X	SD	O.X	T-value	SD	P-value
1	Identify training needs of teachers	Teachers	2.47	1.04	2.86	-1.31	0.87	0.06
		Principals	3.25	0.7				
2	Plan staff professional development	Teachers	3.54	1.14	3.58	-0.18	1.16	0.85
		Principals	3.62	1.18				
3	Monitor staff professional development practices in the school	Teachers	3.50	0.90	3.56	-0.37	0.70	0.71
		Principals	3.62	0.51				
4	Encourage teachers to involve in action research undertaking	Teachers	3.75	0.99	3.75	0.06	1.07	0.99
		Principals	3.76	1.16				
5	Facilitate mentorship program for new employed teachers	Teachers	3.56	1.02	3.55	-1.72	0.77	0.08
		Principals	3.54	0.53				
6	Encourage teachers to take part in various short term training	Teachers	2.32	1.03	2.59	-1.48	0.83	0.14
		Principals	2.87	0.64				
7	Arrange forums in which teachers share their experiences	Teachers	3.64	1.15	3.69	-0.25	1.21	0.79
		Principals	3.75	1.28				

X=Mean, SD=standard deviation, OX=overall mean, P-value at $\alpha=0.05$, df=degree of freedom 123

As can be observed in item 1 of table 8, respondents were asked to indicate their agreement on the extent to which school principals identify training needs of teachers, accordingly, teachers with ($X=2.47$, $SD=1.04$) shows the disagreement about the issue and principals with the ($X=3.25$, $SD=0.7$) are not sure about the issue. The overall ($X=2.86$, $SD=0.87$) indicating uncertainty of the majority of respondents with the issue. Even though principals were not sure about the issue of identifying training needs of teachers and absence of documents concerning identification of training needs in the school indicates the absence of identify training needs of teachers. Therefore based on the data obtained from documents analysis and interview held, it is possible to conclude that there are no much efforts from school principals to carry out identification of training needs of teachers in the study area. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding identify training needs of teachers.

The school supervisors said that:

“...for training was provided randomly at regional level , there was no such trend to make training need identification at the school level...”

As can be observed in item 2 of table 8, respondents were asked to responds the extent to which school principals plan staff professional development , teachers and principals expressed their responses ($X= 3.54$, $SD=1.14$) and ($X=3.62$, $SD=1.18$) respectively. The overall ($X=3.58$, $SD=1.16$) indicating the agreement of the majority of respondents with the issue. Thus, it is possible to conclude that school principals plan staff professional development in the study area. The significance level ($p=0.85$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals plan staff professional development.

Concerning item 3 of table 8, respondents were asked whether school principals monitor staff professional development practices in the school or not, teachers and principals with the ($X=3.50$, $SD=0.90$) and ($X=3.62$, $SD=0.51$) respectively revealed that school principals monitor staff professional development practices in the school. The overall ($X=3.56$, $SD=0.70$) indicating the agreement of the majority of respondents with the issue.

Thus, it is possible to conclude that school principals in the study area monitor staff professional development practices in the school.

The significance level ($p=0.71$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals monitor staff professional development practices in the school.

Item number 4 of Table 8, respondents were asked whether school principals encourage teachers to involve in action research undertaking , Consequently, teachers and principals expressed their agreement ($X=3.75$, $SD=0.99$) and ($X=3.76$, $SD=1.16$) respectively. The overall ($X= 3.75$, $SD=1.07$) indicating the agreement of the majority of respondents with the issue. This means that, the schools under the study area were encouraging teachers to involve in action research undertaking. The significance level ($p=0.99$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding encourage teachers to involve in action research undertaking.

Item number 5 of Table 8, respondents were asked to indicate their perception whether school principals facilitate mentorship program for new employed teachers or not, teachers with the ($X=3.56$, $SD=1.02$) revealed that school principals facilitate mentorship program for new employed teachers and principals with the ($X=3.54$, $SD=0.53$) shows that agreement of the majority of the respondents on the issue. The overall ($X=3.55$, $SD=0.77$) indicating agreement of the respondents with the issue. Furthermore, In addition to the responses of the majority of teachers and principals respondents, the researcher tried to observe records that support school principals facilitate mentorship program for new employed teachers. The records were found in the school that witnessed the experience of mentoring program. Therefore from the documents observed and personal experience of the researcher ensures that formal mentoring programs were arranged in the school to mentoring program. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals facilitate mentorship program for new employed teachers.

Item number 6 of Table 8, respondents were asked to indicate their perception whether school principals encourage teachers to take part in various short term training or not, teachers with the ($X=2.32$, $SD=1.03$) revealed that school principals do not encourage teachers to take part in various short term training and principals with the ($X=2.87$, $SD=0.64$) respondents not sure about the issue. The overall ($X=2.59$, $SD=0.83$) indicating uncertainty of the respondents with the issue. The data obtained from interview and focus group discussion held with supervisors and department heads indicated that there was lack of commitment of principals to encourage teachers to participated in short term training. This implies that principals were not in a good position to encourage teachers to participate in short term training. The significance level ($p=0.14$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals encourage teachers to take part in various short term training..

The school supervisors said that:

“... obviously most of the short term training was prepared by regional education bureau and the school was not allocated enough budget and facilities to provide short term training at the school level, for that matter principals was not devoted to encourage teachers toward short term training ...”

As can be observed in item 7 of table 8, respondents were asked to respond whether school principals arrange forums in which teachers share their experiences or not, teachers and principals expressed their agreement ($X= 3.64$, $SD=1.15$) and ($X=3.75$, $SD=1.28$) respectively. The overall ($X=3.69$, $SD=1.21$) indicating agreement of the majority of respondents with the issue. Thus, it is possible to conclude that school principals in the study area were in a good position to arrange forums in which teachers share their experiences. The information obtained through interview with secondary school supervisors and focus group discussion with department heads revealed that the principals arrange forums in which teachers share their experiences which facilitate to carryout teaching-learning process.

Likewise, the t-test result also suggests that there is no significant difference among the mean scores of respondents ($p=0.79$) is greater than 0.05. Thus it is possible to conclude that arrangement of forums in which teachers share their experience in the school were satisfactory.

Generally the compiled result indicates, teachers get little opportunities of training from regional education bureau, and also, the involvement of Woreda education office and schools principals in delivering training on various issues is low. Thus, it can be argued that this plays pivotal role in reducing the effectiveness level of principals to their work as well as the academic benefit of students. Towards this Saeed & Asghar (2012) pinpoints training and development improves the effectiveness and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is an effective factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results.

4.3.4. School-Community Relations- Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, principals learn new strategies, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Table 9: Respondents’ Views on School Community Relations.

No	Items	Respondents	X	SD	OX	T-value	SD	P-value
1	Promoting regular meetings with students ‘Parents	Teachers	2.05	0.97	2.4	-1.77	0.84	0.83
		Principals	2.75	0.70				
2	Promoting collaboration between the School Committee and the local community	Teachers	2.64	1.08	2.43	-1.53	0.89	0.12
		Principals	2.25	0.70				
3	Arranging teachers to communicate regularly with the parents of the students.	Teachers	2.07	1.00	2.34	-1.43	1.24	0.15
		Principals	2.62	1.50				
4	Encourage the community to participate in school affairs	Teachers	3.72	1.07	3.98	-1.36	0.76	0.17
		Principals	4.25	0.46				
5	schedules meeting with the community	Teachers	2.51	1.19	2.49	0.95	1.07	0.34
		Principals	2.47	0.99				
6	Participate in PTA agendas	Teachers	3.64	1.04	3.82	-0.92	1.34	0.35
		Principals	4.00	1.30				

X=Mean, SD=standard deviation, OX=overall mean, P-value at $\alpha=0.05$, df=degree of freedom 123

As it is revealed in item 1 of Table 9, respondents were requested to rate the extent to which School principals Promoting regular meetings with students ‘Parents, accordingly, teachers with(X=2.05, SD=0.97) not sure about the issue and principals with the (X=2.75, SD=0.70) revealed that School principals do not Promoting regular meetings with students ‘Parents.

The overall ($X=2.40$, $SD=0.84$) indicating uncertainty of the respondents with the issue. The data obtained from documents reviewed also indicated there were no much efforts from school principals to promote regular meetings with students' Parents in the study area. Thus, it is possible to conclude that School principals' efforts in Promoting regular meetings with students' Parents were unsatisfactory. The significance level ($p=0.83$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding School principals Promoting regular meetings with students' Parents.

Principals' work relationship with community to promote regular meeting with students' Parents is reduced due to insufficient support of the community. In the view of principals, parents went to school only to see the school and to evaluate our work performance instead of giving instructional support. They also said parents are not actively involved in school activities to solve school problems.

As can be observed in item 2 of table 9, respondents were asked to respond whether or not school principals Promoting collaboration between the School Committee and the local community, teachers and principals expressed their agreement ($X= 2.64$, $SD=1.08$) and ($X=2.25$, $SD=0.70$) respectively. The overall ($X=2.43$, $SD=0.89$) indicating the disagreement of the majority of respondents with the issue. Thus, it is possible to conclude that school principals in the study area were not promoting collaboration between the School Committee and the local community. The significance level ($p=0.12$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding school principals Promoting collaboration between the School Committee and the local community.

Regarding item 3 of table 9, respondents were asked whether the School principals arranging teachers to communicate regularly with the parents of the students or not, teachers with the ($X=2.07$, $SD=1.00$) shows that disagreement on the issue and principals with the ($X=2.62$, $SD=1.50$) not sure about the issue. The result indicates School principals do not arranging teachers to communicate regularly with the parents of the students.

The overall ($X=2.34$, $SD=1.24$) indicating uncertainty of the respondents with the issue. The overall mean indicates that disagreement of majority on the issue. Thus, it is possible to conclude that School principals do not arranging teachers to communicate regularly with the parents of the students. The significance level ($p=0.15$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding School principals arranging teachers to communicate regularly with the parents of the students.

Concerning item 4 of table 9, respondents were asked whether the school principals encourage the community to participate in school affairs, teachers and principals expressed their agreement ($X=3.72$, $SD=1.07$) and ($X=4.25$, $SD=0.46$) respectively. The overall ($X=3.98$, $SD=0.76$) indicating the agreement of the majority of respondents with the issue. Thus, it is possible to conclude that school principals in the study area were encouraging the community to participate in school affairs. The significance level ($p=0.17$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding School principals encourage the community to participate in school affairs.

Regarding item 5 of table 9, respondents were asked whether or not school principals' schedules meeting with the community. In this connection, teachers and principals with the ($X=2.51$, $SD=1.19$) and ($X=2.47$, $SD=0.99$) respectively revealed that school principals have not schedules meeting with the community. The overall ($X=2.49$, $SD=1.07$) indicating the disagreement of the majority of respondents with the issue. Thus, it is possible to conclude that school principals in the study area have no schedules meeting with the community. The significance level ($p=0.34$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and school principals regarding the school principals schedules meeting with the community.

In response to item 6 of the same Table, teachers and principals with the ($X=3.64$, $SD=1.04$) and ($X=4.00$, $SD=1.30$) respectively revealed that school principals Participate in PTA agendas. The overall ($X=3.82$, $SD=1.34$) indicating the agreement of the majority of respondents with the issue.

Thus, it is possible to conclude that school principals in the study area participate in PTA agendas. The significance level ($p=0.35$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and school principals regarding school principals Participate in PTA agendas.

Therefore, the overall data indicates that the principals work relationship with the community in the school is unsatisfactory. Thus, the principals work relationship might not influence their level of effectiveness in their respective schools. But principals work relationship with community need to be improved for the effectiveness of teaching learning process in general secondary schools of West Wollega Zone. Towards this Barnes & Conti Associates (2009) pinpoints building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.

4.3.5. Challenges of Leadership Effectiveness of School Principals.

The respondents (principals and teachers) ranked the challenges of leadership effectiveness of the general

Secondary school principals from more constrain to less constrain in the table blow.

Table .10. Challenges of Leadership Effectiveness of School Principals

No	Items	X	SD	t-test
1	inadequate of facilities and equipments	1.71	0.87	2.79
2	Inadequate of experience of school's principals	2.12	1.53	15.46
3	Inadequate training	2.46	1.81	15.15
4	Financial and supply delivery problems	2.59	2.08	13.88
5	Delayed substitute and deployment of teachers	2.94	2.51	13.08
6	inadequate of commitment	3.10	2.31	14.97
7	Untimely teacher transfers	3,23	2.45	14.71
8	Being with routine activities	3.49	2.71	14.35
9	Unnecessary interference from higher administrative	3.52	2.82	13.92
10	Unnecessary interference local community	3.81	2.81	15.14

X=Mean, SD=standard deviation.

As can be seen from table 10 item 1, respondents were asked to rate the extent to which inadequate facilities and equipments affect their leadership. Accordingly, respondents with ($x=1.71$, $SD=0.87$) are the view that inadequate facilities and equipments is serious challenge to their leadership.

As can be observed from table 10 item 2, respondents were asked to rate the extents to which Inadequate of experience of school's principals affect their leadership. Accordingly, respondents with ($X= 2.12SD= 1.53$) are the view that inadequate of experience of principals is serious challenges of their leadership.

As can be seen from table 10 item 3, respondents were asked to rate the extent to which inadequate training affects their leadership. Accordingly, respondents with ($x=2.46$, $SD=1.81$) are the view that inadequate training of principals is serious challenge to their leadership.

As can be seen from table 10 item 4, respondents were asked to rate the extent to which financial and supply delivery problems affects their leadership. Accordingly, respondents with ($x=2.59$, $SD=2.08$) are the view that financial and supply delivery is challenge to their leadership.

As can be shown from table 10 item 5, respondents were asked to rate the extent to which delay substitute and deployment of teachers affect their leadership. Accordingly, respondents with ($x=2.94$, $SD=2.51$) are the view that substitute and deployment of teachers is challenge to their leadership.

As can be seen from table 10 item 6, respondents were asked to rate the extent to which inadequate of commitment affects their leadership. Accordingly, respondents with ($x=3.10$, $SD=2.31$) are the view that inadequate commitment is not serious challenge to their leadership.

As can be seen from table 10 item 7, respondents were asked to rate the extent to which untimely teacher transfers affects their leadership. Accordingly, respondents with ($x=3.23$, $SD=2.45$) are the view that untimely teacher transfers is not serious challenge to their leadership.

As can be seen from table 10 item 8, respondents were asked to rate the extent to which being with routine activities affects their leadership. Accordingly, respondents with ($x=3.49$, $SD=2.71$) are the view that being routine activities is not serious challenge to their leadership.

As can be seen from table 10 item 9, respondents were asked to rate the extent to which unnecessary interference from higher administrative affect their leadership. Accordingly, respondents with ($x=3.52$, $SD=2.82$) are the view that unnecessary interference from higher administrative is not serious challenge to their leadership.

As can be seen from table 10 item 10, respondents were asked to rate the extent to which unnecessary interference from local community affects their leadership. Accordingly, respondents with ($x=3.81$, $SD=2.81$) are the view that unnecessary interference of local community is not serious challenge to their leadership.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

After analyzing and interpreting the data secured from questionnaires, focus group discussion, document analysis and interviews, the following summary, conclusion and recommendations are made.

5.1 Summary

The Objective this study is to assess the current status of leadership effectiveness and to detect some of the challenges of general secondary school principals in West Wollega zone. To this end, basic questions addressing the adequacy of leadership provision in general and in each dimension, These basic questions are Set and Communicate a Clear School Mission, Promote Student Progress, Teachers Professional Development, School-Community Relations and the Major Challenges of School Principals Leadership provision were raised. Data were collected from eight secondary schools including 8 principals, 6 secondary schools supervisors, 117 secondary school teachers and a total of 131 respondents were involved as respondents of the study. The data collected through the questionnaires analyzed by using percentage, mean, standard deviation and t-test. The data collected through semi-structured interview, focus group discussions and document analysis were organized according to theme identified from the research questions and analyzed qualitatively to triangulate the quantitative data. According to the results of the findings analysis, the major findings of the study are the following.

Most of the principals and all of the supervisors did not satisfy the standard set by MOE (1996:8) which requires at least MA degree for principals and supervisor in general secondary school. The principals 7(87.5) of them bachelor degree holders and 1(12.5) of them MA degree holder. On the part of the supervisor 100% of them are bachelor degree holders.

In terms of their field of study, the findings on the part of teachers shows 57(48.72) were from natural science 45(38.46%) were from the social science fields, the reaming 15(12.82%) teachers were graduate of Educational Planning and Management.

As regard to the principals 2(25%) were graduated in different social science subject areas, 5(62.5%) were graduate in different natural science, and only 1(12.5%) were graduated in educational planning and management. Majority of schools are not headed by professional principals. The key element in school leaderships is the principal. Without well qualified principal the goal of achieving high standard of educational plans will be threatened Ewen(2003:p.57). .

1. Respondents were asked to rate the extent to which the principals set and communicate a clear school mission. Accordingly, teachers and principals revealed that school principals in the study area were unsatisfactory on setting and communicating a clear school mission. In line with this, schools principals in the study area were not fair on referring the school's goals when making curricular and instructional decisions. The respondents were asked whether or not school principals ensure the school's goals are reflected in highly visible displays in the schools. Accordingly teachers and principals' revealed that the school principals were not fair on ensuring the school's goals in highly visible displays in the schools. In addition, the findings revealed that, the principals in the study area were not fair on communicating the school's goals effectively to staff, students and parents.

2. Regarding monitoring student academic progress, the finding revealed that, the principals in the study area were in a good position except meeting individually with teachers to discuss students' academic progress,

3. Regarding teachers' professional development the finding revealed that, school principals in the study area were not fair on identifying training needs of teachers. As the findings indicate that the school principals in the study area were not in a good position to encourage teachers to take part in various short term training. In addition the data obtained from interview and focus group discussion held with supervisors and department heads indicated that there was lack of commitment of principals to encourage teachers to participated in short term training. This implies that principals were not in a good position to encourage teachers to participate in short term training. Towards this Saeed & Asghar (2012) pinpoints training and development improves the effectiveness and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is an effective factor which enhances the knowledge of the employee towards the job.

By the help of training employees become proficient in their jobs and they become able to give better results.

4. The principals' work relationships with community to promote regularly meet with students' Parents is reduced due to insufficient support of the community. The findings obtained from interview and focus group discussion held with supervisors and department heads indicated that, there was lack of work relationships with the community. The interview and focus group discussion held with supervisors and department heads indicated that parents went to school only to see the school and to evaluate our work performance instead of giving instructional support. In addition, the parents are not actively involved in school activities to solve the school problems. This indicates School principals in the study area were not fair on promoting regularly meet with students 'Parents and promoting collaboration between the School Committee and the local community. Moreover, as the study revealed that, School principals' were not fair the ways through which arrange teachers to communicate regularly with the parents of the students'. Furthermore, the school principals' have no schedules to meet regularly with the community.

5. The major challenges of secondary school principals in West Wollega Zone were ranked by principals and teachers from more challenges to less challenge. Accordingly, the findings indicate inadequate of facilities and equipments like class room, chairs, desks and computer were serious problems in the schools of the zone. In addition, challenges of school leadership of the principals as stated from open ended questionnaires and focus group discussion parents did not follow up their students and less participation of parents in school activities were serious challenges in the schools of West Wollega Zone.

5.2, Conclusions

The findings presented in previous section regarding to the issue investigated are enforced the researcher to draw the following general conclusions.

As the result indicates, the leadership effectiveness on setting and communicating a clear school mission is unsatisfactory.

The finding revealed that, the principals in the study area were in a good position regarding monitor students progress. Therefore, it is possible to conclude that, school principals' the extent of monitoring student progress is satisfactory.

As the findings indicate teachers get little opportunities of training from regional education bureau. In similar way, the involvement of Woreda education office and school principals in delivering training on various issues is low. Thus, it can be argued that this plays pivotal role in reducing the effectiveness level of principals to their work as well as the academic benefit of students. Training is an effective factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results.

It was found out that, principals and community relationship was insufficient. Therefore, one can conclude that, the relationship between principals and the community is unsatisfactory.

As the result indicates, the schools of West Wollega Zone had more challenge inadequate of facilities and equipments like students class room, chairs, desks and computers. In addition, financial and supply delivery problems were serious problem in the schools of the zone. Moreover, parents did not follow up their students and less participation of parents in school activities were serious challenges in the schools of West Wollega Zone.

5.3. Recommendations

Based on the findings and conclusion reached the following possible solutions are recommended so as to increase Leadership effectiveness of school principals. As evidenced by the study the status of leadership effectiveness in general secondary schools of West Wollega zone needs improvement. Springing on this idea the following recommendations are forwarded to all concerned academic staffs (school principals, secondary school supervisors, Woreda and Zone education offices and Oromia Regional Education Bureau (AEB)).

1. It is found that school principals are not actively involved in leadership effectiveness to improve leadership's level of effectiveness. Therefore, it is recommended that school principals should set and communicate the school's goals effectively to staff, students and parents. In addition, the principals should refer the school's goals when making curricular and instructional decisions. Furthermore, the principals should ensure the school's goals are reflected in highly visible displays in the schools.

2. Regarding monitoring student academic progress the finding revealed that, principals in the study area were in a good position. The finding revealed that, the principals in the study area were in a good position except meeting individually with teachers to discuss students' academic progress. Therefore, it is better if school principals meet individually with teachers to discuss students' academic progress.

3. The school principals and woreda education office shall identify the needs of training and professional development of their teachers and submit to Oromia Regional Education Bureau (REB) for facilitating of such opportunities. In line with this, the principals should encourage teachers to participate in short term training.

4. The principals work relationship with community in the study area is unsatisfactory. The possible solutions are recommended so as to increase community relationship of school principals. The school principals work relationship with community need to be improved for the effectiveness of teaching learning process in general secondary schools of West Wollega Zone. The Principals' and woreda education office should maximize work relationship with community to meet regularly with students' Parents. In addition, the school principals should promote collaboration between the School Committee and the local community. Moreover, the school principals should arrange teachers to communicate regularly with the parents of the students. Furthermore, the school principals' need to have schedules to meet regularly with the community.

5. The school principals and WEO in collaboration with Oromia regional education Bureau needs to minimize the problem of inadequate facilities and equipments. In addition to this, it would have been better if principals, WEO and Oromia regional education bureau minimize the problem of financial and supply delivery problems. Moreover, parents need to follow up their students and maximize participation in school activities.

Finally, the researcher having identified the needs, recommends further researcher in the area with broader scope and depth including other variables like leaders approach and skills to their profession and staff spirits.

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Appendix A

Questionnaires Prepared for Leadership Effectiveness of General Secondary principals

Questionnaire for Principals

This questionnaire is designed to gather information on leadership effectiveness and leadership challenges of general secondary school principals.

The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study. Thus you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Please read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note :No need of writing your name. Each question has its own instruction to follow.

You have to return the questionnaire to the person for which you received as soon as possible after completion.

Thank you in advance to your kind cooperation.

Name of the school _____ Location a. Woreda _____ b. Town _____

I. Personal characteristics

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

1. Sex: Male _____ Female _____

2. Age: a. 21 -25 _____ b. 26-30 _____ c. 31-35 _____ d. 36-40 _____
e. 41 – 45 _____ f. 46-50 _____ g. 51 – 55 _____ h. Above 55 _____

3. Work experience in teaching a. 1 -5 ____ b. 6 – 10 ____ c. 11 – 15 ____ d. 16 – 20 ____
e. 21 – 25 ____ f. 26 – 30 ____ g. 31 and above ____

4. Level of educational attainment at present. a. Diploma (12 + 2) _____ b. B.A / B.Sc. Degree
c) M.A. / M.Sc. Degree _____ d. Other specify _____

5. Qualification (field of specialization) in under graduate program.

a. Edpm _____ b) Subject major _____ c. Pedagogical science _____ d. Other specify _____

6. Year of experience on school principal. a.1 -5 __ b. 6 – 10 __ c. 11 – 15 __ d. above16. __

II. Leadership Dimensions – **Direction:-** Read each statement carefully. Then make (X) under the word that indicates the extents to which you are agree or disagree with the statements engaged with the specific job behaviors or practices described. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1= strongly disagree.

A. Set and communicate a clear School mission (Goals that the school is intended to attain).

To what extent do you?

No	Items	5	4	3	2	1
1	Develop a set of a clear annual School-wide goals focused on Student learning					
2	Frame the school's goals in terms of staff responsibilities for meeting them					
3	Communicate the school's goals effectively to staff, students and parents					
4	refer the school's goals when making curricular and instructional decisions					
5	ensure that the school's goals are reflected in highly visible displays in the schools					
6	Use data on student academic performance when developing the school's goals					

B. Monitor Students Progress.

To what extent do you.....?

No	Items	5	4	3	2	1
1	Meet individually with teachers to discuss students' academic progress					
2	Use test results to assess progress towards school goals					
3	Inform the school's performance results to teachers in a report form					
4	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function					
5	Ensure the timely distribution of students' test results					
6	Reward/appreciate outstanding students					
7	Arrange program through which poorly performing Students are supported					

C. Professional development. To what extent do you....?

No	Items	5	4	3	2	1
1	Identify training needs of teachers'					
2	Plan staff professional development					
3	Monitor staff professional development practices in the school					
4	Encourage teachers to involve in action research undertaking					
5	Facilitate mentorship program for new employed teachers					
6	Encourage teachers to take part in various short term training					
7	Arrange forums in which teachers share their experiences					

D. School-Community relations.

To what extent do you...?

No	Items	5	4	3	2	1
1	Promote regular meeting with students' Parents.					
2	Promote collaboration between the School Committee and the local community					
3	Urging teachers to communicate regularly with the parents of the students.					
4	Encourage the community to participate in school affairs					
5	schedules meeting with the community					
6	Participate in PTA agendas					

E. The Challenges of leadership.

Rank the aforementioned list of possible challenges of leadership according to their level of impediment.

Items	Rank
1. Lack of facilities and equipments	_____
2. Lack of experience of school's principals	_____
3. Lack of adequate training	_____
4. Delay substitute of or deployment of teachers'	_____
5. Lack of commitment	_____
6. Being with routine activities	_____
7. Unnecessary interference local community	_____
8. Unnecessary interference from higher administrative	_____
9. Untimely teacher transfers	_____
10. Financial and supply delivery problems	_____

If any, list other possible challenges which are not included in the list.

Appendix B

Questionnaire for Teachers This questionnaire is designed to assess principal's leadership effectiveness. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Please read the instructions and each in the questionnaire carefully before you give your response. If you want o change any of your responses, make sure that you have cancelled the unwanted ones.

Note: No need to write your name in any part of the questionnaire. Thank you in advance for your kind cooperation.

School code _____

Name of the school _____

Location a) Woreda _____ b) Town _____

I. Personal Data Direction: Please check by writing an "X" mark on the space provided against the items.

1. Sex: M _____ F _____

2. Age: a. below 20 ____ .b. 21-25 ____ c. 26-30 ____ d. 31-35 e. 36 – 40 ____

f. 41-45 ____ g. 46-50 ____ h. 51 – 55 ____

3. Years of experience in teaching a, 1-5 ____ b. 6-10 ____ c. 11-15 ____

d, 16-20 -----e. 21-25 ____ f. 26-30 ____ g. 31 and above ____

4. Your highest level of education. a. Diploma (12+2) ____ b. B.A/B.Sc ____

c. M.A.M.Sc ____ d. Other specify ____

5. Specify your qualification (specialization). Major _____ Minor _____

6. Your position other than teaching

a. A department Head ____ b. A unit leader ____ c. Specify any other ____

II. Leadership Dimensions – **Direction:-** Read each statement carefully. Then make (X) under the word that indicates the extents to which you are agree or disagree with the statements engaged with the specific job behaviors or practices described. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1= strongly disagree.

D. Set and communicate a clear School mission (Goals that the school is intended to attain).

To what extent your school principal.....?

No	Items	5	4	3	2	1
1	Develop a set of a clear annual School-wide goals focused on Student learning					
2	Frame the school's goals in terms of staff responsibilities for meeting them					
3	Communicate the school's goals effectively to staff, students and parents					
4	refer the school's goals when making curricular and instructional decisions					
5	ensure that the school's goals are reflected in highly visible displays in the schools					
6	Use data on student academic performance when developing the school's goals					

B. Monitor Students Progress. To what extent your school principal.....?

No	Items	5	4	3	2	1
1	Meet individually with teachers to discuss students' academic progress					
2	Use test results to assess progress towards school goals					
3	Inform the school's performance results to teachers in a report form					
4	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function					
5	Ensure the timely distribution of students' test results					
6	Reward/appreciate outstanding students					
7	Arrange program through which poorly performing Students are supported					

C. Professional development.

To what extent your school principal....?

No	Items	5	4	3	2	1
1	Identify training needs of teachers					
2	Plan staff professional development					
3	Monitor staff professional development practices in the school					
4	Encourage teachers to involve in action research undertaking					
5	Facilitate mentorship program for new employed teachers					
6	Encourage teachers to take part in various short term training					
7	Arrange forums in which teachers share their experiences					

D. School-Community relations.

To what extent your school principal...?

No	Items	5	4	3	2	1
1	Promoting regular meetings with students 'Parents.					
2	Promoting collaboration between the School Committee and the local community					
3	Urging teachers to communicate regularly with the parents of the students.					
4	Encourage the community to participate in school affairs					
5	schedules meeting with the community					
6	Participate in PTA agendas					

E. The Challenges of leadership.

Rank the aforementioned list of possible challenges of leadership according to their level of impediment.

Items	Rank
1. Lack of facilities and equipments	_____
2. Lack of experience of school's principals	_____
3. Lack of adequate training	_____
4. Delay substitute of teachers' or deployment of teachers'	_____
5. Lack of commitment	_____
6. Being with routine activities	_____
7. Unnecessary interference local community	_____
8. Unnecessary interference from higher administrative	_____
9. Untimely teacher transfers	_____
10. Financial and supply delivery problems	_____

If any, list other possible challenges which are not included in the list.

Appendix C

Interview Prepared for Leadership Effectiveness of General Secondary principals.

For Supervisors

Woreda: _____

1. Background Information. Sex _____

Age _____

Year of experience (service) as:

i) a teacher _____

ii) a principal _____

iii) a supervisor (supervisory member) _____ Qualification Major

Level of educational attainment _____

2. To what extent does the school principal set and communicate a clear school goals and objectives? Can you give practical examples?

4. To what extent does the school principal monitor the students' progress? What evidence can you give for your answers?

5. To what extent does school principal promote professional development? Can you give practical examples?

6. To what extent does the school principal participate the community in school activities?

What evidence can you give for your answers?

7. Can you give the challenges of leadership of the school principals?