# SCHOOL LEADERSHIP DEVELOPMENT PRACTICES AND CHALLENGES IN THE PRIMARY SCHOOLS OF OROMIA SPECIAL ZONE SURROUNDING FINFINE.



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### BY: HABTAMU TEKILE

SEPTEMBER, 2019

JIMMA, ETHIOPIA

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This is to certify that the thesis prepared by Habtamu Tekile, entitled "School Leadership Development Practices and Challenges of the Primary Schools In Oromia Special Zone Surrounding Finfine" and submitted in partial fulfillment of the requirements for the Degree of Master of Art in School Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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# ACKNOWLEDGEMENTS

# Abstract

*The main objective of this study is to assess the actual leadership development practices and challenges in the primary schools of Oromia special Zone surrounding Finfine.Inthe course of research three basic question were addressed. To achieve the intended objectives of this study descriptive research method was used with quantitative and qualitative approaches. The quantitative approach was used to collect quantitative data from 128 sample respondents through close-ended and open ended questionnaire. Hence the qualitative approach was used to collect qualitative data from WEO head and Woreda TDP process own*er *.The collected quantitative data were analyzed in descriptive statistical analysis in mean and standard deviation and independent T-test. The collected qualitative data through interview questions were discussed in text explanations. On the basis of the analysis made of this study the findings were identified. Therefore, the findings showed that the Woreda education office address developmental needs of school leadership through asking individuals to identify the training needs, plan and getting the trainees to train in the training area. The strategies that were used to develop school leadership were assigning in different position, off job training, on job training programs to fill the performance gaps and potential analysis programs that are fairly distributed to all level managers. The extent at which the Leadership Development Practices were effective in terms of improving individual, group and organizational performances was medium. The major problems the schools faced in relation to the Leadership Development practices were the absence of feedback about the training programs, lack of motivation and lack of assessing training needs properly. Finally, based on the findings that were identified conclusion a*nd *recommendations are given. These points of recommendations were the way the Woreda education office address developmental needs of school leadership should be properly handled. The strategies that were used to develop school leadership should be properly identified b*y primary school, the CRCs and education office *should be implemented properly to develop school leadership. The major problems the schools faced in relation to the Leadership Development practices should be identified and plan should be made to minimize by government schools particularly in the study area of these major challenges.*

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## Abbreviations and Acronyms

**ACE:** Advanced Certificate in Education

**CPD:** Continuous professional development

**CRC:** Cluster Resource Center

**EMI**: Ethiopian Management Institute

**EMIS**: Education Management Information System

**ESDP**: Education Sector Development program

**ETP**: Education and Training policy

**GEQIP:** General Education Quality Improvement Program

*GoE* : Government of Ethiopia

**HR:** Human Resource

**HRD:** Human Resources Development

**HRM:** Human Resource Management

**ICT**: Information Communication Technology

**LD:** Leadership Development

**MD:** Management Development

**MoE:** Ministry of Education

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

**PAP**: Program Action Plan

**REB:** Regional Education Bureau

**SIP**: School improvement program

**TDP:** Teachers Development Program

**WEO:** Woreda Education Office.

**ZEO:** Zone Education Office

<h1 style="text-align:center">CHAPTER ONE</h1>

<h1 style="text-align:center">1. INTRODUCTION OF THE STUDY</h1>

This introduction part deals with the School leadership development practices and its challenges in the primary schools of Oromia special Zone surrounding Finfine. Its discussion is comprised of a background, Statement of the Problem objectives, significance, the scope, limitations, and definitions of key terms and the organizations of the research paper in brief.

## 1.1.    Background of the study

Nowadays, organizations operate in a complex and changing environment that greatly affect and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their managers to go with the dynamic changes by keeping their growth and expansion plan with satisfying their customers. In addition, the survival of any organization directly depends on the quality of management related to this, Maxwell said "if you want to change the organization you must change the manager" (Maxwell, 2009, p. 38).

From Educational perspective (Padgett, 1993), it is generally agreed that management development refers to the process by which individuals improve their capabilities through different trainings like, coaching, mentoring, performance management, and learn to perform effectively in managerial roles. Management Development also means that managers (often working in groups, organizations and systems) have to change the way they do things and interact in a changing environment. According to (Dearly, 1990), management development practices are becoming more complex and important through time. Its complexity of the job, results in burden for school leader's administrative task. In this era of accountability, schools are expected to make important decision; this demands the schools to develop their employees by skill, knowledge and experience. Therefore it is important to have the necessary knowledge, skills and attitudes; to cope with today's organizational complexity and the rapid rate of global changes.

The recognition that school leadership is 'crucial for improving students' academic achievement' has led to increased expectations of the role and 'growing recognition that the professional

development of school leaders could contribute significantly to the improvement of their practices' (Pashiardis and Brauckmann, 2009). Hammond et al. (2007) also suggests that professional training and development can contribute to more competent and effective leadership behaviors and eventually lead to improvements in teaching and learning. Similarly, Blossing and Khoum, (2005) witness that the school leaders' use of teachers or representatives of the teachers in leadership processes, as well as more collective work among teachers, have appeared as a result of training. This reveals that training is having an impact on improving leaders' knowledge so as to promote changes in the way schools are led and managed.

The school leadership does not operate in the static environments. Therefore, the role of school principal designed for the industrial age or bureaucratic administration has not changed enough to deal with the complex challenges schools are facing in the 21$^{st}$ century such as: lack of knowledge in personnel and financial management, management of teaching and learning, the skills for working beyond the school borders and so on. Hence, to cope with these new demands and challenges, school leaders require relevant knowledge, skills and competencies to enable them to meet the particular circumstances of the school and also offer better service to the learners, teachers and communities they lead. In support of this idea, Huber (2010) suggests that the school leaders need the capacity to improve teaching, learning, and pupils' development and achievement.

The challenge of leadership is to improve the quality of current leadership and to make it sustainable over time. In most countries, the leadership workforce is ageing and large numbers of school leaders will retire over the next five to ten years. At a time of high demographic turnover in school leaders, education systems need to focus on fostering future leaders and making leadership an attractive profession. Some evidence indicates that while the heavy workload of principals is in itself a deterring factor to potential applicants, individuals are also discouraged by the fact that this workload does not seem to be adequately remunerated and supported. Other important factors having a negative impact on motivation for principal ship are uncertain recruitment procedures and the scarcity of career development prospects for principals. Acting on these levers can contribute to recruit competent people into the profession and provide incentives for high performance for current and future leadership (OECD, 2008).

Therefore, countries are seeking to develop new conditions for school leadership better suited to respond to current and future educational environments. To better respond to the needs of contemporary society, many countries have made schools more autonomous in their decision making with the aim to increase autonomy and accountability in the education sector, empowering schools to respond 'to local priorities and values, increasing client satisfaction and improving educational outcomes overall' (Hermosillo, Anderson and Mundy, 2014), and shifting professional responsibilities to school principals and boards (Lugaz et al., 2010). In line with these changes, the roles and responsibilities of school leaders have expanded and intensified. Given the increased autonomy and accountability of schools, leadership at the school level is more important than ever.

When we see the context of Africa, the issue of management development practice has a long history. Few countries of the continent particularly South Africa has significantly benefited from the experience of developing managers by using different methods. According to the explanation of scholars, the country has benefited from different sectors that encouraged its future plan (Itika and Tchombe, 2011).

In Ethiopia the issue of management development has a significant concern by the government and private organizations. Teferi(2013:3) stated in his thesis about the establishment and aims of the Ethiopian Management Institute. "Coming from its predecessors, EMI was created in 1984 as a management institution initially to enhance the management development capabilities of government institutions". Therefore, in Ethiopia initially the management institutes establishment at either federal or regional level has to develop and enhance the capacities of managers in the organization. Among the government institutions in Ethiopia, Ministry of Education is from the provenience ones.

It is interesting to note that principal leadership appears especially critical in schools which seek to empower stakeholders such as teachers, parents, community members and students. Learning about the structural and legal facets of administration sufficed during eras in which principals (and teachers) were primarily order-takers in a hierarchical system. Yet, as Leithwood noted, changes in the context in which school leaders operate today call for a different set of knowledge, skills and attitudes (NSCL, 106)

The cause for specific school leadership development is linked to the evidence the quality of leadership is vital for school improvement (Bush,Jakson,2002)School effectiveness (Huber, 2004) and student learning out comes (Hallinger,2003;Hargreaves ,Fink,2006).The starting point of the research is that there is a range of competences associated with effective school leadership that are developable. Consequentially primary consideration for systems of education is identify means by which the continuing professional development of school leaders can be supported. Hallinger (2003) stresses the importance of developing a carefully grounded relationship between the quality of leadership and leadership development .So quality leadership cannot be assumed or acquired without coherent, integrated, consequential and systematic approach to leadership development.

Regarding to Ethiopian context, one of the six components of the General Education Quality Improvement Package (GEQIP) Plan of GoE (2008) is Management and Administration Program (MAP) including the Education Management Information System (EMIS). It supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of MoE, REBs, and WEOs to implement system-wide primary and secondary education programs effectively and efficiently. The objectives to be addressed are: (i) improve the effectiveness and efficiency of education planning, management, resource allocation and utilization through human capacity development; and strengthen the linkages between the woreda, regional and federal levels; (ii) design and implement a transparent, low-cost and productive system of management and administration; and (iii) strengthen the EMIS including improved collection and use of system data for planning, management, evaluation and policy making.

However, according to the findings of Misganaw (2014:74-75) '... the attentions given by Ministry of Education were found very limited for MD practices. The Ministry had no systematic and pre- planned MD practices as compared to their significant role in sharing and transferring knowledge and MD competencies to its organizational development and the country education system as a whole. Regarding the major reasons for management development and leadership development and as formulators of strategy, decision-makers, role models, facilitators of innovation, as motivators of staff, managers represent a key constituency, and their sustained development constitutes an activity of supreme importance.

According to Leithwood et al. (2006) leadership is the most important factor influencing what students learn at school, after the quality of the curriculum and teachers" instruction and controlling for the socio-economic background of learners. There is virtually no documented instance of an underperforming school being turned around without the intervention of a talented leader/manager. Although many other factors may contribute to such turnarounds, leadership is the catalyst for unleashing the potential and capacity that already exists within the organization. Thus Effective leadership is critical to school improvement and change of organization.

When educational organizations prepare to meet the need of their stakeholders and if they are to secure protection against the work demolish or decline, effective management and organizations is important. Much enough might have been said to substantiate the view that effective management in organizations is central to the wellbeing of an organizations. Educators perceive organization management is not the responsibility of principals alone. Managers are those who are located at/or near the organizations hierarchy are becoming increasingly perceived as old-fashioned. Management developers and educators are highly concerned about the fact that people at all levels of the organizations are engaged in some management activities and can been titled as managers (Theodore, 2011).

OECD (2008) rapid changes in society and education require new forms of leadership. School leaders' responsibilities, preparation and training and working conditions all need to be revised aimed at recruiting competent people into the profession and providing incentives for high performance for current and future leaders. Many countries are expecting a generational change as the baby boom generation of school leaders retires. While this means a major loss of experience, it also provides an unprecedented opportunity to recruit a new generation of school leaders with the knowledge, skills and dispositions to meet the current and future needs of education systems. But some countries report that teachers and middle management show little interest in moving up to top leadership positions. To make school leadership a more attractive profession, countries should consider designing more effective succession planning and recruitment strategies, providing appropriate rewards, improving employment conditions and defining more career prospects for school leadership.

Yet studies has shown that the training principals typically receive in higher education programs doesn't do nearly enough to prepare them for their roles as leaders of learning since leadership

training in schools of education is out of touch with the realities of today's context. Scott and Rarieya (2011) suggest that, in East Africa, leadership programs are based on achieving certificate rather than acquiring new knowledge and skill as the content is mostly theoretical with very little analytical discussion or consideration of how to put what is taught in to how to put what is taught into practice.

Currently, when we consider the changes of our country there are economic growth and social progress which demand such leadership development activities. Without an informed appreciation of the logic on which such initiatives are founded, it is unlikely that the desired outcomes will be achieved. Hence, the need for training and development is of no question, schools, as any other organizations, have to conduct it effectively and efficiently.

Finally, this study assessed the school leadership development practices and challenges by assessing the previous and current trends of leadership development. Therefore, the aim of this study was to assess the school leadership development practices and challenges with particular reference to primary schools of .Oromia special Zone surrounding Finfine.

## 1.2. Statement of the Problem

The managing and leading tasks of school leadership are both complex and interrelated, so that there is no clearly defined, specific "role" of school leadership, but at best a colored patchwork of many different aspects. Some areas or role segments relate to working with and for people, others to managing resources like the budget. All are part of the complex range of tasks the school leader faces in the 21st century (Huber, 1999).

The knowledge base will never be complete, but the new demands made of schools – example technology implementation, multiculturalism, global competition, shared decision-making, centralized curriculum and curriculum standards -- make developing the leadership capacity of schools increasingly urgent. These observations provide a foundation for the following discussion of state of the art practices in school leadership development (NSCL, 107).

Experts in leadership development argue that school leader's professional development activities should be on going, career-staged and seamless (Peterson, 2002 cited in Davies et al., 2005). They should build on prior learning and continue throughout the stages of a principal's career. Professional development occurs in forms suitable for different stages in the school principals or

leaders career and is part of larger ongoing and coherent set of experiences for career-long personal growth and professional skill enhancement.

However, many leadership professional development programs offered for school leaders have been criticized as fragmented ,incoherent, not sustained, lacking in rigor, and not aligned with state standards for effective administrative practice (Peterson,2002; AACTE,2001; NCAELP,2002). Nevertheless, school leadership development is a new challenge for many countries particularly developing ones, where school principals, whose role has traditionally been administrative one, are required to become instructional leaders.

The profession must also take a hard look at its responsibilities. School leaders must take greater responsibility for their professional learning. Amazingly, this has not been a traditional norm among educators. The time has come for professional educators to engage with parties inside of the educational profession (e.g., universities, research institutions) as well as outside the profession (e.g., governments, corporations, community institutions) to define the agenda for professional learning and development in the coming years (Fullan& Hargreaves, 1998; Huber, 2002).

The most controversial area associated with principal development is that concerned with the setting of standards for school leadership, and the licensure/certification of leader (Bush,2008),The standards are being used are certification as a principal for principal evaluation and for professional development programmers. These principals underpin the knowledge requirements. personal qualities, and actions of leaders in certain  leadership areas .These standards offer a framework to guide professional learning  and a basis for the development of the leadership programs .Only a few countries have make significant advances in the identification of a set of community agreed national standards of for educational leadership. Even fewer countries have used national leadership standards a basis for the design and accreditation of leadership programs for school leaders and for the development and implementation of assessment tools for the licensure /certification of beginning principals and the re-licensure of practicing principals.

Globally, despite the widespread endorsement of the critical role of the school leaders, several scholars point out a lack of scholarly literature on school leadership in developing context (Bush,

2008; Lumby et al. 2008;): studies in most developing contexts are scant as well as underreported. Little is known about school leadership development in developing countries (Van der Westhuizen, 1997).

In Ethiopia there are still many challenges entitled with school leadership developments which need future cooperative and sustainable effort for its resolution .Supporting this, few existing research studies suggest that most developing countries still long far behind with regard to the development of effective school leadership. despite the intentions of policy documents and discourses (Ashu,2014)in line with this ,MoE (2010)identifies challenges such as low participation of local people, lack of facilities and few attempt to develop the potential of school leadership though varieties of formal and informal leadership development practices .supporting to this Fekadu(2013)suggest to that short term training and experience sharing are the only most frequently used leadership development practices among the others.

Locally, few studies have been conducted on some of the related topics. For instance, Teklesilassie (2002) conducted the study on the preparation, induction and challenges facing new principals in Africa. Alemu (2016) conducted a study on leadership capacity in secondary schools of North Shoa Zone. . The focus of the research was on the assessment of leadership capacity and the practices and challenges of the secondary school principals with little attention to the study of leadership development practices and challenges. According to MOE (2015) there is lack of adequate information regarding the leadership development activities conducted at all levels in recent years and an understanding of the gaps that remain after leadership development efforts in order to properly understand the scale of tasks that remains.

The PAP of ESDP-III recognized the efforts made to b1`uild the capacity of education personnel in educational planning and management, financial management, and other fields. And it showed clearly the continuity of lack of planning capacity in spite of all the efforts made. The PAP expressed the problem as follows. "At regional level and even more so at woreda level, capacity has been a serious problem, with shortage of qualified staff, high staff turnover and staff posts left unfilled, and with the situation being much more serious in the less developed regions" (FDRE MoE, 2005). ESDP-III recognized staff turnover as one reason for lack of capacity. However, according to the document, the trained staff was leaving their posts since "…the training enabled them to secure more attractive employment elsewhere" (FDRE MoE, 2005).

Based on this diagnosis of the problem, ESDP-III planned to continue the capacity building training. It also allocated about 0.3% of its resources for capacity building. In relative terms the resources allocated were smaller than what was planned in ESDP-II. The problem is still continued to date, three years after ESDP-III. Both donors and the government recognize the continuity of the problem. Lack of planning capacity in the Ethiopian education system is on top of the agenda of both the government and donors since 1997. To address this problem both the government and donors have made efforts which are very important.

According to MoE(2005)there is lack of adequate information regarding the leadership development activities conducted at all levels in recent years and understanding of the gaps that remain after leadership development efforts in the order to properly understand the scale of tasks the remains.

Major talent management functions all play a part in a comprehensive leadership development program and can be well supported by a unified talent management technology platform. These functions include recruitment, to source leadership talent, assessments, evaluate leadership capabilities both internally and externally, performance management, to monitor and make course corrections in developing leaders, succession planning, to avoid future leadership gaps, career planning, to enable employees to understand their leadership options and set development goals, development, to create a roadmap to fill skills gaps, A successful leadership development program begins with the alignment of leadership development with company strategy and an understanding of the type of leadership style(s) needed to execute that strategy. A continuum of steps positions an organization for current and future leadership needs.

Besides, as one of the workers in the primary schools found in the study area since the last three academic years, the researcher aware about the performance the primary schools leader did not meet the expectation of their customers for whom such training and development programmers aim at satisfying and just to improve their skills and performance to satisfy their cherished customers. The image of these organizations was badly affected as a result of the inefficiencies hof its staff, too. In every year on educational conferences in which many communities participate criticism heard on the management of school .The different report of both school and woreda also indicate the existence of those problems that need to be solved .In addition to this as to the knowledge of the researcher no one has conducted any study in the woreda to solve this

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issue. Therefore, the study attempted to investigate the actual leadership development practices and challenges in the primary schools of Oromia special Zone surrounding Finfine . Consequently, the researcher has set the following basic questions were addressed in the study:

- ✓ In what way does the Woreda education office address developmental needs of school leadership?
- ✓ What strategies are used to develop school leadership?
- ✓ What are the major problems the schools faced in relation to the Leadership Development practices?

## 1.3. Objectives of the study

### 1.3.1. General Objective

The general objective of the study was to investigate the leadership development practices and its challenges in the primary schools of Oromia special Zone surrounding Finfine.

### 1.3.2. Specific Objectives

- To identify the way in which the Woreda education offices address the developmental needs of school leadership.
- To list out the strategies used to develop school leadership
- To explore the major challenges of the Leadership Development Practices in the schools of the area under the study and to suggest some possible solutions.

## 1.4. Significances of the Study

Distinguishing between management and leadership is not the major concern of this study. The importance of this study is rather to identify the actual management and leadership development practices and to provide possible suggestions for the related weaknesses to improve the performance of these schools as an organization. It also has an importance for Educational Leadership and management students who might become future managers, leaders in the schools to become aware of the issues related to professional development and organizational performance. This study also enable the school leaders to identify the challenges in managing educational reform process, about problems, strengths and limitations of in the process of leading the school and indicating practical solutions in order to act against the problems to enhance the education quality. This study will also provide some learning lessons like benefits and challenges

in using different mechanisms in the development of management and leadership of school to educational leaders from the implementation of the system.

This study may serve as inputs and can attract the attention and effort of the policy makers, planners, governmental organizations and others who have stake in the education to design a refined system that enhances education quality. It may also initiate future researchers to study the issue more deeply on the development of management and leadership.

## 1.5. Scope of the Study

Although the assessment of such development programs was equally important in all other organizations in Oromia, and/or at a country level, owing to available time and resource constraints, this study focused only the leadership development practices and challenges of the elementary schools found in Oromia special Zone surrounding Finfine , currently. This study was delimited to government primary schools (first cycle grade 1-4) and (second cycle grade 5-8).

## 1.6. Limitations of the Study

One of the Limitation of this Study since this research has been done side by side with regular work. The other    limitation of this study was the reluctance of the respondent to provide   their responses on time. However the researcher had managed to collect the responses exhaustively so that on the respondents provided the responses step by step. Again, limitation aroused from time and resource constraints, from lack of related literatures in the study area, due to insufficient availability of the right primary and secondary data as intended.

## 1.7. Definitions of Key terms

*Management*: an act of controlling and directing people so as to coordinate and harmonize the
    group thereby accomplishing goal(s) within and beyond the capacity of people being
    directed (Dubrin, 2007).

*Leadership*: It is an act of having influence on the activities of an organized group in
    Its attempts to set and achieve its goals  (Stodgill, 1997).

*Development:* is the growth or realization of a person's ability and potential through the
    provision of learning and educational experiences in and out of the organization

concerned with longer-term personal growth and career movement Boxal*et.al*, (2007:331).

***Management Development:*** is an individual process involving the interaction of a man, his job, his manager, and the total work environment then results in the acquisition of new knowledge, skill, and attitudes in a planned, orderly manner to improve present job performance while accelerating preparation for advancement in to more responsible positions as mentioned by Desatnick*et.al*, (1980:11).

***Training***: is a learning experience enhancing specific skills and abilities related to current position Jobs (Mathis, 1997).

***Instructional leadership***: Refers to role behavior (or practices) of school leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting learning climate (krug, 1992, p.56).

**Leadership development:** refers to the process from which leaders learn and improve their skills not only to benefit themselves but also their organization and their employee (Merriyam Webster Dictionary, 2010-2015). It also refers to the training offered to school level managers (principals, deputy principals, lead teachers, coordinators, and department heads) by recognized schools.

## 1.8 Ethical Consideration

Ethical clearance was obtained from Research Review and Ethical Committee Board of College of Education and Behavioral Science Jimma University. In this study, different ethical issues were considered. First, during data collection the participants participated based on their informed consent. Secondly, the confidentiality of the participants was assured. To insure this, generally, the ethical considerations to be taken to protect participants' rights in detail include: asking permission officially, explaining the purpose of the study to the target respondents, collecting data for analysis only from the voluntary participants undertaking the data collection process without interrupting their work time and ensuring confidentiality of the information (the data to be gathered).

# CHAPTER- TWO

# 2. REVIEW OF THE LITERATURES

The literature review contains valuable information, theoretical aspects related to management and leadership, training and developments, and organizational performance that could enable the readers of this research paper and, the researcher by large, grasp related knowledge; to design the data collecting tools and for the analytic purpose of the data to be gathered as planned

## 2.1. The Concept of Leadership

There is a vast amount of literature exploring generic leadership issues. There are common elements and trends in leadership practice across sectors. A central element of most definitions of leadership is that it involves a process of influence (OECD, 2001a). Yukl (2002) phrased leadership as a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activitiesand relationships in a group or organization. It is also viewed as a strategic, forward-looking process that involves the development and communication of a strong vision and attendant goals or objectives, along with a relevant plan for implementation, monitoring and review (Smith and Riley, 2012).

Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, they are used with a difference in emphasis. An often-quoted phrase is "managers do things right, while leaders do the right thing" (Bennis and Nanus, 1997). While leadership involves steering organizations by shaping other people's attitudes, motivations and behaviors, management is more closely associated with maintenance of current operations (Bush and Glover, 2003). Dimmock (1999) provides a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all the three. According to Dimmock (1999) school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

The study focuses is on leadership, this term may encompass managerial and administrative tasks as well. The three elements are so closely intertwined that it is unlikely for one of them to succeed without the others. The emphasis of this study is on school leaders, including but not confined to school principals. The concept of principalshipis rooted in the industrial model of schooling, where one individual bears the prime responsibility for the entire organization. Leaderships a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school involved in leadership tasks.

## 2.2. The Concept of Leadership Development and Management Development

The terms 'management' and 'leadership' development largely used interchangeably as there is a significant degree of overlap. Day (2001) proposes that leadership development is distinct from management development to the extent to which it involves preparing people for roles and situations beyond their current experience. Management development, he argues, equips managers with the knowledge, skills and abilities to enhance performance on known tasks through the application of proven solutions whilst leadership development is defined as "orientated towards building capacity in anticipation of unforeseen challenges". Leadership development is concerned with the way in which attitudes are fostered, action empowered, and the learning organization stimulated" (Bush and Glover, 2004, citing the work of Frost and Durrant, 2002).

## 2.3. An Overview of Theories of Educational Leadership and Management

Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within the organization in order to attain organizational objectives (Sapre, 2002) and educational management may be regarded as a discipline with respect to the management of educational organizations (Bush, 2010). From another perspective, Bolam (1999) believed that educational management is a function of execution for fulfilling decided policies and made a distinction between educational management and educational leadership. However, there should be a main link between goals and aims of education and actions of educational management and thus, the process of determining goals of organizations is fundamental to educational management (Bush, 2010).

The tag used to describe this field of study has altered over time from educational administration to educational management and finally to educational leadership (Gunter, 2004). Theories and models of educational management have been categorized by different scholars. Cuthbert (1984) classified educational management theories to five groups including analytic-rational, pragmatic-rational, political,phenomenological and interactions models.

Additionally, Bush (2010) based on four elements including the level of agreement about objectives, the concept of structure, the level of environmental influences and the most appropriate leadership strategies within the educational organizations categorized the models of educational management into six clusters which are formal, collegial, political, subjective, ambiguity and cultural models and finally linked these six models with nine different leadership styles in the context of educational organizations. These nine leadership styles are managerial, participative, transformational, distributed, transactional, postmodern, emotional, contingency and moral. It is notable that since the concentration of instructional or learning-centered leadership is mostly on learning and teaching (direction of influence rather than the essence and origin of influence), it has not been linked with any of the six models of management.

In the following subsections, the models based on the taxonomy proposed by Bush (2010) would be reviewed and discussed.

### 2.3.1 Formal Model of Educational Management

Structural, systems, bureaucratic, rational and hierarchical models constitute the formal models of educational management. These models assume that the structure of the organizations is hierarchical and predefined objectives are pursued based on a rational method. The authority and power of heads is the product of their formal positions and also these managers are responsible and accountable to sponsoring bodies for the operation and execution of agreed policies in their institutions (Bush, 2010).

Formal models of educational management are linked with the managerial leadership style (Bush, 2010). This style of leadership has some assumptions such as concentration on execution of actions, tasks as well as activities proficiently as a means of facilitation of other organizational members activities, high degree of rationality in the behavior of organizational members and allocation of authority and influence to formal positions based on the status of the positions within the organizational chart (Leithwood, Jantzi, & Steinbach, 1999).

Moreover, managerial leadership, unlike most of the leadership styles, does not encompass vision as a core concept since it is concentrated on successfully management of existing activities rather than dreaming a better future for the educational organization (Bush, 2010).

### 2.3.2 Collegial Model of Educational Management

The second models of educational management are the collegial models. Major assumptions of these models are policy determination and formulation, decision making based on a process of discussions, agreements and consensus and sharing the power among some or all of the members of the organization who are considered to have a common perception of the organizational objectives. Collegial models are linked with three leadership styles which are transformational leadership, participative leadership and distributed leadership (Bush, 2010).

The core assumptions of transformational leadership are concentration on commitments and competences of organizational members and the fact that the higher level of personal commitments to organizational objectives as well as greater capacities for goal attainment would contribute to the productivity of the organization (Leithwood et al., 1999). Additionally, Leithwood (1994) has conceptualized the transformational leadership in education sector based on eight dimensions as building school vision, setting school objectives, intellectual stimulation provision, offering individualized patronage, best practices and core organizational values modeling, high performance anticipations display, productive culture creation within schools and finally encouraging participation in school decision making process by developing required structures.

Participative leadership which sometimes is described as shared, collaborative or collegial leadership is the second approach pertinent to collegial models of educational management. It has been defined as the opportunities for the organizational members to be engaged in the decision making process within the organization (Hoyle & Wallace, 2005) and this engagement is a vital action needs to be taken (Leithwood et al., 1999). As a normative theory, participative leadership is premised on three criteria which are an increase in school efficiency due to applying participative approach, justification of participation by democratic principles and availability of leadership to any lawful stakeholders in the framework or context of site-based management (Bush, 2010).

The third leadership style related to collegial models is distributed leadership which has been at the center of attention of scholars in the 21st century (Gronn, 2010). Harris (2010) also mentioned that this leadership style is one of the most significant approaches within the context of educational leadership in the past decade. This kind of leadership is detached from the positional authority and is based on the competencies and skills of members in the organizational chart. In this way, Harris (2003) stated that distributed leadership focuses on seeking and utilization of expertise wherever it exists in the organization regardless of the organizational positions of the skilled members. In summary and in the context of educational institutions, distributed leadership is a leadership approach in which collaborative working is undertaken between individuals who trust and respect each other's contribution and happens most effectively when people at all levels engage in action, accepting leadership in their particular areas of expertise and finally requires resources that support and enable collaborative environments.

**2.3.3 Political Model of Educational Management**
The third model of educational management is the political model which assumes that educational policies and decisions in the institutions stem from a complicated process of bargaining and negotiation over the goals of subunits and specific policy objectives are pursued by interest groups through formation of alliances. In addition, conflict is a natural phenomenon based on this model and power accrues to coalitions with higher level of dominance instead of being the preserve of the formal leader in the organization (Bush, 2010). The practice of this model in educational settings has been called micro-politics by Ball (1987) and Hoyle (1999) as well.

Baldridge (1971) has developed one of the classical political models. In his model, he suggested five stages in the policy process which are social structure, interest articulation, legislative transformation, formulation of policy and finally execution of policy. Power as one of the factors representing which sub group would have victory over other sub groups in any conflicts in educational settings encompasses positional power, personal power, authority of expertise,control of rewards, coercive power and control of resources (Bush, 2010). In addition, Bolman and Deal (1991), Handy (1993) and Morgan (1997) have addressed some other power sources such as physical power, power of developing alliances and networks, power with regard

to access to and control of agendas, power of controlling meaning and symbols, power of controlling boundaries and lastly power of gender relations management.

Moreover, transactional leadership is deemed as the most relevant leadership style to political model of educational management (Bush, 2010). According to Miller and Miller (2001), transactional leadership is a process of exchange and Judge and Piccolo (2004) suggested that transactional leaders concentrate on appropriate exchange process of resources. They identified three dimensions of transactional leadership as contingent reward, which is a degree to which constructive exchange process is built between the leader and the followers; active mode of management by exception, which implies monitoring members by the leader, problems prediction and taking corrective actions; and finally passive mode of management by exception which implies the behavior of passive leaders in facing problems. These passive leaders wait until some problems caused by the behavior of members happen and then take any required actions. It is notable that based on the concept of transactional leadership, exchange process is viewed by the members of the organization as a reputable political strategy.

### 2.3.4 Subjective Model of Educational Management

The fourth educational management model is the subjective model. This model mainly stresses the aims and perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective.

Hence, organizations are depicted as complicated entities reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values, and experiences and are formed based on the interaction of perceptions of these organizational members rather than something unchanging, stable or preset. In other words, organizations have different meanings for their members and finally, based on subjective model, relationships with external environments are considered subservient and therefore, little attention is paid to these interactions from a subjective perspective (Bush, 2010).

With respect to related leadership styles to subjective model of educational management, it may be noted that postmodern and emotional leadership are aligned with subjective model (Bush, 2010). Postmodern approach as a relatively recent model of leadership has been studied by some scholars.Keough and Tobin (2001) identified several characteristics of postmodernism including multiplicity of realities, language incapability to reflect reality, stress in multiple meanings and appreciation of situations at local level with specific attention to diversity. Additionally, Bush (2010) argued that few evidences are postulated by postmodern leadership in terms of how leaders are anticipated to take action.

Emotional leadership as the second leadership style associated with subjective model is concerned with emotions and feelings. Emotion implies individual motivation and meaning of events rather than a fixed and stable concept or fact and appreciation of emotions of leadership is central to high performance and long term sustainability in headship (Crawford, 2009).

## 2.3.5 Ambiguity Model of Educational Management

Bush (2010) presented ambiguity model as the fifth educational management model in his classification which stresses in turbulence, confusion, instability and complexity of organizational life, loose coupling within the groups, uncertainty and unpredictability, sensitivity to the signals emanated from the external environment, emphasis on decentralization, lack of clarity of organizational objectives and low level of appreciation of processes due to the problematic technology utilized within the organization and a fluid participation of members in decision making process.

Based on an empirical study by Cohen and March (1986) in the context of higher education institutions in the US, it was suggested that the ambiguity is the main feature of universities and the garbage can as the most popular perspective of ambiguity was developed which rejected the rational process of decision making introduced in formal models. Based on this concept, the decision making process and choice opportunities within it, were considered as a fundamental ambiguous activity similar to a garbage can into which different types of problems and solutions are dumped. These scholars argued that on the premise of the garbage can, the decisions would be made based on the four fairly independent streams and interaction between them which are problems, solutions, participants in the process of decision making and the choice opportunities.

While the participation of leaders in policy making process or forsaking direct involvement in that process are regarded as two leadership strategies to deal with ambiguous situations, the most appropriate leadership style aligned to ambiguity model of educational management would be the contingency model of leadership (Bush, 2010). This leadership style primarily stresses the advantages of adapting leadership styles to the specific situations by assessing the situations as well as reacting appropriately to them rather than applying one style to diverse situations. Yukl (2012b) in support of exerting contingent approach to setting and situations argued that the managerial jobs are so complicated, instable and unpredictable to be dependent on predefined standardized responses to events and effectual leaders are permanently analyzing situation for evaluating how to change their behaviors based on them.

### 2.3.6 Cultural Model of Educational Management

The sixth model of educational management is the cultural model. Based on this model, some concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions and ideologies are considered as central too rganizations and the members behave and assess the behavior of other members based on them. Moreover, it focuses on how understanding and Viewpoints of members are integrated into common organizational meanings (Bush, 2010).

The most relevant leadership style to be aligned with cultural models of educational management is moral leadership which stresses in the values, beliefs and ethics of leaders in the organization (Bush, 2010). As cited by Bush (2010), some other terms has also been used by scholars to define moral or values-based leadership including ethical leadership (Begley, 2007; Starratt, 2004), authentic leadership (Begley, 2007), spiritual leadership (Woods, 2007), and poetic leadership (Deal, 2005).

### 2.1.7. Synthesis and Conclusion

Enderud (1980) reflected on the inadequacies of each of the theories described, and developed an integrative model as an attempt at synthesis the models of educational management and incorporated ambiguity, political, formal and collegial perspectives as a sequence into his integrative model based on time management of a successful decision making process. Another synthesis has been done by theodossin (1983) linking subjective model with formal model.

Hybrid model of Gronn (2010) is also another synthesis linking singular and distributed leadership.

It is obvious that the environment of educational institutions is completely opaque and in turmoil and there has been always a need for adaptation to the environment as well as reorientation in policy making in this sector. In fact, charting change and transformation programs is a must for educational institutions to be successful and sustainable. Based on this, although the typology provided by Bush (2010) has been a great contribution to the field of educational management, however change-oriented leadership style, which is pertinent in turbulent environments (Arvonen, 2008; Ekvall & Arvonen, 1991; Yukl, 1999, 2012a), has not been linked with any educational models. This style of leadership concerns about identification of threats and opportunities through monitoring the environment, proposing new strategies as well as building new visions, innovative thinking encouragement and risk taking for advancement of change initiatives within the organization (Yukl, Gordon, & Taber, 2002).

It may be argued that transformational leadership implies charting transformations in organizations. However, based on the comparison made by Yukl (2004) between transformational, charismatic and change-oriented leadership, the latter leadership style has some specific features that do not exist in transformational and charismatic leadership and thus, change-oriented leadership is conceptualized as a more comprehensive leadership style in a turbulent environment. It must be noted that change-oriented leadership is based on the belief that human society keeps on evolving continuously, therefore learning lessons of the past and anticipating what is going to happen in future become the necessary beginning point. Trend analysis seems to be the first step. Change-oriented leadership seeks to improve the entire education system of a country or a school organization which has been afflicted with hindrances, conflicts, and turmoil that have prevented it from progressing forward and becoming better.

Any model or theory on leadership becomes irrelevant if it does not bring improvement. Change for the better is difficult to do. Resistance to change by individuals in an organization, or divisions in a bureaucratic system, is a common phenomenon, because change causes revamping of habits, values, and ways of doing things.

Individuals first want to know what they can get from a change. Other than that, change requires resources, retraining, management, and commitment.

## 2.4. Theories of Leadership

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. While many different leadership theories have emerged, most can be classified as one of six major types as listed below on which this paper had focused on(Arvonen,2008).

### 2.4.1. Trait leadership theories

The trait theory of leadership is an early assumption that leaders are born and due to this belief, those that possess the correct qualities and traits are better suited to leadership.  The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure. Similar in some ways to "Great Man" theories, trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. But if particular traits are key features of leadership, how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership (Arvonen,2008).

### 2.4.2. Contingency Theories

The Contingency Theory of Leadership states that a leader's effectiveness is contingent upon with how his or her leadership style matches to the situation. That is, the leader must find out what kind of leadership style and situation he or she thrives in. Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation (Begley, 2007).

### 2.4.3. Behavioral Theories

Behavioral Theory of Leadership is a leadership theory that considers the observable actions and reactions of leaders and followers in a given situation. Behavioral theories focus on how leaders behave and assume that leaders can be made, rather than born and successful leadership is based

on definable, learnable behavior. Behavioral theories of leadership are classified as such because they focus on the study of specific behaviors of a leader. For behavioral theorists, a leader behavior is the best predictor of his leadership influences and as a result, is the best determinant of his or her leadership success. Behavioral theories focus on how leaders behave and assume that leaders can be made, rather than born and successful leadership is based on definable, learnable behavior. Behavioral theories of leadership are classified as such because they focus on the study of specific behaviors of a leader. Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation (Begley, 2007).

### 2.4.4. Contemporary leadership theories

Contemporary leadership theories include transformational leadership, leader-member exchange, servant leadership, and authentic leadership. Its counterpart is the transactional leadership approach, in which the leader focuses on getting employees to achieve organizational goals.Contemporary approaches to leadership include transformational leadership, leader-member exchange, servant leadership, and authentic leadership (Harris, 2010).

### 2.4.5. Transformational Leadership theories

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance. Transformational leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group; it is an integral part of the Full Range Leadership Model(Harris, 2010).

### 2.4.6. Transactional Leadership theories

A transactional leader is someone who values order and structure. Transactional leadership depends on self-motivated people who work well in a structured, directed environment. By contrast, transformational leadership seeks to motivate and inspire workers, choosing to influence rather than direct others (Hoyle& Wallace,2005).

### 2.4.7. Similarities and differences between these theories

The main difference between trait and behavioral theories is traits are not something that can be taught to a person. While traits can develop over time, we typically cannot teach someone a specific trait; they have to learn it on their own and let it develop. In comparison, behaviors can be learned.

The main similarity is that both approaches emphasize that there are identifiable actions that any leader must be capable of doing in any given situation. Behaviorism is a "trait" theory in the sense that it, too, holds that leaders must show certain common personality markers or habits of mind, but it argues that these can be elicited from anyone at any time, and that no one person has more potential than another.

It is clearly that leadership theory has been boosted a lot from the trait theory to the latest transformational theory with the development in the past half century. From Trait theory which just focus on researching leaders' characteristics, turn to behavioral theory which tend to concern the influence of leaders' behavior to their subordinates, while the contingency theory take the factor of different situations into leadership research that fill the gap of trait theory and behavioral theory, However, transformational theory is more comprehensive and flexible than other three theories. However, refer to changeful situations, leaders should choose appropriate theory to manage their subordinates. Moreover, the research of leadership is not stop, to be more systematic is the research direction in the future.

Transformational leaders work to enhance the motivation and engagement of followers by directing their behavior toward a shared vision. While transactional leadership operates within existing boundaries of processes, structures, and goals, transformational leadership challenges the current state and is change-oriented.

## 2.5. Relevance and implication

To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008). According to Boulding (1956) in book "*The Image: Knowledge in Life and Society*", outlined the general trans-disciplinary theory of knowledge and human, social, and organizational behavior. He stated that the basis of a good leadership is strong character and selfless devotion to an organization (Jenkins, 2013). From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization (Abbasialiya, 2010). Trustworthiness is often key to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military, religion, government, or international organizations (Lamb & McKee, 2004; Ivancevich, Konopaske, & Matteson, 2007).

Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process (Ololube, 2013). Northouse (2007) and Rowe (2007) described leadership as a process whereby an individual influences a group of individuals to achieve a common goal. This article contends that effective leadership is crucial to the proper operation and very survival of a non-profit organization.

Leadership is arguably one of the most observed, yet least understood phenomena on earth (Burns, in Abbasialiya, 2010). Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. According to Naylor (1999), effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change.

The public believes that it *is* what *schools* need more of, a few of these qualify as *leadership theories* and several *are* actually tested and as basis of the theory and it *can* be *applied* by people at *all* levels in *all* types of organizations, adapted on how they *can* be effective in *contexts* that present a wide array of organizational tasks, in that these theories have important concepts that should be selectively used in the school context.

Transformational leadership theory links the role of leader and subordinates, it tries to improve both power and the moral level among leader and subordinates as well. Leaders who own transformational leadership though their behavior model like charisma, inspiration, intellectual stimulation and concern about subordinates to optimize members interaction of organization, then achieve their target and expectations. Therefore, transformational theory emphasize that leaders concern about individual demand levels and inspire work motivation of members to make maximum benefit. Since this theory attaches great importance to the "human" factor of management.

Transformational leadership is the set of abilities that allow the leader to recognize the need for change, to create a vision to guide that change and to execute that change effectively.

In order to establish the best fit possible between the micro and macro-environments of the educational system, the transformational leader must be prepared to evolve long-term strategic plans, to read the changing nature of external and internal situations and to manage institutional culture to align it with action plans.

Principals are the leadership heads responsible for transforming school culture to meet the increased demands of local, state, and federal stakeholders. Transformational leadership is a style of leadership centered on leaders establishing new norms, changing employee attitudes, creating a new vision of reality, and making fundamental changes to the culture of the organization

The teaching learning process requires the individual as well as the team work. Therefore, Transformational leadership theory links to the role of leader and teachers as individual as well as team effort.

## 2.6. Changing Concepts of Leadership and Leadership Development

According to Bolden ( 2004)  the past years have seen a considerable shift in the manner in which leadership is conceived and, as a consequence, so too have approaches to leadership development. In the early 20$^{th}$ Century it was assumed that people became leaders by virtue of their personal characteristics. This so called 'trait' approach saw numerous studies attempting to isolate the qualities displayed by good leaders. Factors including intelligence, dominance, and self-confidence, level of energy and activity, and 'masculinity' were all cited as key traits, yet none of these were sufficient in themselves to distinguish leaders from non-leaders or followers. Furthermore, with each new study, additional traits were identified leading to little consensus (Bird, 1940). Because of the emphasis on largely innate or relatively unchangeable personality characteristics, the trait approach has limited application to management and leadership development, placing the emphasis more on recruitment and selection processes.

As the usefulness of a trait approach was called into question, new models of leadership began to emerge in the mid 20$^{th}$ Century. The first of these were behavioral or 'style' theories of leadership. In this case, it was considered not so much the innate characteristics of the leader, but how he/she behaved, that is important. Behavioral models presented varying styles of leadership from directive to participative, person-centered to task centered, proposing that where the leader has both high concern for people and production they will be most effective (Blake and Mouton, 1964). From a behavioral perspective, the purpose of leadership and management development is to ensure the development of the most appropriate style of leadership and achieving a universal level of best practice.

A subsequent variation on behavioral models postulated that the most effective leadership style will, in fact, vary in relation to the situation. These models are either termed 'situational', where it is assumed that the leader can modify his/her style to match the situation (Hersey and Blanchard, 1969, 1977, 1988), or 'contingency', where it is not assumed that the leader is able to adapt and instead should be selected to fit the situation or the situation changed to fit him/her (Fiedler, 1964, 1967). In the case of situational and contingency theories, the leaders' first task is to recognize the salient features of the situation (e.g. nature of task, ability of followers, etc.) and then to adapt accordingly or in the case of contingency theories to change roles as required. This

would argue for the development of diagnostic abilities first, followed by adaptability in leadership style.

From the late 1970's interest arose in the abilities of leaders to bring about transformational change within organizations. Burns (1978) first spoke of 'transforming' leadership which involves an ability to inspire followers to work towards moral goals, an idea that was subsequently developed into 'transformational' leadership (Bass, 1985; Bass and Avolio, 1994) where the leader transforms ordinary people to achieve extraordinary results. Such an approach places an emphasis on the leaders' ability to develop and communicate an inspiring vision and motivate followers through a sense of shared purpose that transcends individual concerns such as pay and position. Transformational leadership reinforces the notion of the leader as change agent and would call primarily for the development of communication and inter-personal skills.

Whilst we may notice a shift in thinking over time many of the assumptions and implications of transformational leadership are not dissimilar to the earlier trait and behavioral models (Gronn, 1995). They reinforce the notion of the individual leader, influencing and motivating 'followers', and their ability to transcend organizational and situational constraints. Indeed, transformational or 'charismatic' leaders might even be accused of being narcissists who engender a culture of dependency amongst followers (Conger, 1990; Maccoby, 2000).

The concept of 'distributed' leadership, founded on a shared sense of purpose and direction at alllevels in the organization, turns the attention to the processes of leadership rather than the properties of individual 'leaders' and is becoming increasingly popular in sectors such as education. From a distributed perspective, leadership practice takes shape in the interactionsof people and their situation, rather than from the actionsof an individual leader (Spillane, 2004). Distributed leadership is not about making 'everyone a leader' instead it calls for recognition of the collective tasks of leadership (Drath, 2003). It suggests that leadership is an emergent property of a group or network of interacting individuals. Practical implications would include the involvement of a wider range of stakeholders in the leadership process; transfer of the role of 'leader' in relation to the situation, task and experience; and less exclusivity over participation in leadership and management development.

To conclude, many reports propose that enhancing leadership capability is central to improved investment, productivity, delivery and quality across both the public and private sectors (CEML, 2002)  and others question the value of leadership training (Personnel Today, 2004). Early theories of leadership proposed that great leaders emerged because of an innate combination of ability and personal characteristics. Subsequent models have questioned this assertion, arguing that leadership behaviors and competencies can be learnt and/or acquired over time. Bolden (2005) proposes that the current popular view probably lies somewhere in between, to the extent that whilst many leadership qualities such as: communication skills, strategic thinking and self-awareness can be developed, core personal characteristics such as: dominance and sociability are less amenable to change and will influence the type of leadership style adopted. In turn, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors.

## 2.7. Management versus Leadership

The idea of separating the qualities of leaders and managers can be traced back to an influential paper by Zaleznick (1997) in which he depicts 'the manager as a rational, bureaucratic, dutiful, practical and unimaginative dullard but the leader as a visionary, restless, experimental, even twice-born dynamo' (quoted in Raelin, 2004: 132). Kotter (1990) is one of many writers who have reinforced this distinction, exalting good management as necessary to bring order, consistency and quality to otherwise chaotic organizations, and contrasting this with leadership, which is about preparing the enterprise for change and helping employees to cope as they struggle through it. Such ideas were still felt to have currency a decade later, when the same paper was reprinted in the *Harvard Business Review* in 2001, but the basis of this dichotomy has to be questioned on several grounds.

Leadership is not tantamount to management although they both share some common characteristics. For instance, they are both concerned with influence, working with people and meeting goals (Northouse, 2010). However, the functions of management may be distinguished from those of leadership. In particular, management is concerned with planning and budgeting (e.g. setting timetables and allocating resources), organizing and staffing (e.g. establishing rules and procedures) and controlling and problem solving (e.g. developing initiatives and generating solutions) (Kotter, 1990; cited in Northouse, 2010). On the other hand, leadership involves

establishing a direction (e.g. creating a vision and establishing strategies), aligning people with organizational goals (e.g. communicating goals and seeking commitment) and motivating and inspiring people to achieve organizational goals (e.g. empowering subordinates) (Kotter, 1990; cited in Northouse, 2010). Despite these differing functions, leaders are also involved in planning and organizing tasks in order to get the job done (i.e. management function) and similarly managers are often involved in helping groups achieve their goals (i.e. leadership function) (Northouse, 2010).

Bennis and Nanus (1985), Kotter (1982) and Boyatzis (1993), among others, have recently defined managers as concerned largely with institutional and administrative functions, for example, with organizing, monitoring, controlling, planning, programming and problem-solving. Barker (1997) captures the spirit of this position. Management is about rationality, building order from chaos, turning complexity and unpredictability into routine, handling transactional relationships, stabilizing successful patterns of behavior and maintaining effective operating procedures. Management is concerned largely with 'doing'; it is relatively short term; it is task focused; it is external to teams and professional activities; it provides structure and a framework of support for the creative work of the organization which is done by others.

On the other side of the coin is 'leadership'. This involves thinking, visioning, inspiring, taking a longer-term view, energizing, building relationships, networking and giving a steer in times of uncertainty and change. Leadership is more internal to the team; it is about motivation, influence and persuasion. It is less of a one-way process than management, more a balanced psychological contract in which the needs of the leaders and followers are mutually satisfied. This relationship is fragile and constantly changing. It cannot rely solely on formal authority, on power conferred from above, only on the personal skills of the leaders and the power which followers will confer on them from below. It is about influence, being able to instill a sense of mission and persuades people to play their parts in creating a future order (Sadler-Smith 2006). Bennis and Nanus (1985) capture this distinction in their now well-known mantra that 'managers do things right; leaders do the right thing'.

Management is a broader field of activity than leadership. So, in Mintzberg's (1973) 11 classic management roles, roles which have a leadership element are in a definite minority. Leadership may be seen as subsumed in management, as only one part of it and relatively powerless without the exercise of other aspects of the management process.

## 2.8. Leadership Development

The essence of leadership development, according to Avolio and Gardner (2005), is how the individual in a learning organization enhances awareness of the self and personal development, embedded in experience. Building leadership capacity within a learning organization should include key activities, such as selecting individuals who have special competencies in leading the organization; aligning the vision with activities to achieve the goals, insuring that the leader inspires others to work towards the goals and objectives and striving to solve problems and overcome challenges that may be faced (problem-solver), Risher and Stopper (2002) explain. Today, management thinking continues to evolve to meet the challenges of rapid and dramatic societal changes. To be successful, organizations must embrace many types of change. Businesses must develop improved production technologies, create new products desired in the marketplace, implement new administrative systems, and upgrade employees' skills. Organizations that adapt successfully are both profitable and admired.

Scholars tend to hold two mutually exclusive views about leadership: one school of thought holds that leaders are born (Grint, 2000; Nietzsche, 1969) and that the qualities they embody are subconscious (Lowen, 1975) whilst the other hypothesizes that humans need to work hard to develop these qualities before they can emerge as leaders (Henrikson, 2006; Kakabadse and Kakabadse, 1999; Kakabadse and Myers, 1996).

The 'great man' theory (Carlyle, 1841/2007; James, 1880) exemplifies the former view and is interested in the personality traits which leaders inherently possess (Kakabadse and Kakabadse, 1999). This approach assumes that a 'great man' naturally holds the essential skills which allow him to perform as a leader. By identifying these essential traits, others can emulate them through simulated versions of leadership (Kenny and Zaccaro, 1983; Lawler, 2005; Stogdill, 1948; Stogdill, 1982). When applying this approach, scholars analyze specific tasks or problems and provide leadership typologies for addressing them (Mullins, 2003; Hersey and Blanchard, 1993; Bass and Avolo, 1990).

Many scholars have explored the behavior of leaders, the impact of context or 'situation' on leadership (Yukl, 2006), the function of leadership (Shamir, 1995), as well as 'contingency' and dynamic processes (Baker, 2007; Fiedler, 1967). Both the behavioral perspective as well as the economic model examines leadership as a role whose purpose is to assist an organization to adapt. That is how an individual practicing leadership can help an organization to affect adaptive change (Kotter, 1990; Heifetz, 1998; Nanus, 1995).

The developmental school of thought, on the other hand, seeks to understand the conscious steps taken to become a leader. Rooted in existentialist phenomenology, it holds that human development as well as human history is created (i.e. 'caused') by our awareness of our own mortality (i.e. existential 'time') which shapes everyday lives as a continuous interpretation of experience of the past and expectation (i.e. 'anticipation') of the future (Koselleck, 2002, 1985). In this case, personal life "is a constant becoming through a constant intentionality of development" (MacDonald, 2000, p.33), and human existence is centered on the idea of possibility where "he is always more than he is; his being is never complete at any given moment" (Sartre, 1973, p.32). This view suggests that articulations of one's experience and anticipation of the future are subject to interpretation and evolve over time (Nanus, 1995; MacDonald, 2000).

The developmental school holds that leadership is grounded in experience and reflected by the personal interpretation of specific meanings articulated by inconsistent uses of language (Kakabadse and Kakabadse, 1999). These, in turn, influence the development of future perspectives (Alvesson and Svenningson, 2003). Although scholars argue that leaders should exhibit some needed personal qualities (e.g., Goleman, 1998; Kotter, 1990; Zaleznik, 1977).

## 2.9. Objectives of Leadership Development

According to Villegas-Reimers, (2003) the aim of professional development is to improve the performance of school leaders and teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes centered on the local context and, particularly, classroom practice. According to MOE (2009) all teachers and leaders must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c)

identifying their own needs and (d) the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

## 2.10. Leadership Development Practices

Taleo's (2010) research finds that companies face two major challenges when it comes to leadership development. Firstly identifying qualified candidates to fill in current and future leadership roles and secondly, having the tools and techniques to develop a comprehensive leadership program to cultivate and develop the leaders of tomorrow. Findings of this research suggest that the most successful leadership development programs first recognize and understand the type of leadership style needed for their culture, then align leadership development with overall corporate strategy.

Afroditi Dalakoura (2010) identifies the constructs that affect leadership development in an organization and investigates the impact of leadership development on firm's performance. His study showed a positive relationship between differentiation strategies of the firm and leadership development. Environmental dynamism and leadership development or organizational size and leadership development had no relationship among them. Hence, the positive impact of leadership development on firm performance, as measured through financial and market outcomes, was validated in the study.

Kevin S.Groves (2007) presented a best practices model for optimal development of the leadership pipeline and a series of practical recommendations for organizations. The study indicated that best practice organizations effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture.

Hay group survey (2007) identifies following as the best practices that are most effective for leadership development. Managers are held accountable for their leadership behavior and the work climates they create, and finally, development of teams is just as critical as development of individuals. The results of leadership development programs are even more important in global

organizations than in traditional organizations because of dual reporting structures, proliferation of communication channels, overlapping responsibilities, and barriers of distance, language, time, and culture (Friedman, 2000). Ultimately the results and specifically organizational outputs should be the driving force and energy behind the proper designing and implementation of all leadership development programs.

The outcomes of leadership development programs are defined in terms of organizational overall performance. Holton (1999) defines outcome as a measurement of effectiveness or efficiency (of the organization) relative to core outputs of the system, subsystem, process, or individual. For this research, leadership development is defined as the every form of growth or stage of development I,, .n the life-cycle that promotes, encourages and assists the expansion of knowledge and expertise required to optimize one's leadership potential and performance (Brungardt, 1996). Leadership development studies not only include the formal training programs, but also the full range of leadership experiences as defined by McCauley, Moxley, & Van Velsor (1998). The full range of leadership experiences include mentoring, job assignments, feedback systems, on-the-job experiences, developmental relationships which include exposure to senior executives, and leader-follower relationships.

In the present business scenario, the focus of managerial leadership has shifted to strategic leadership because of increasing global competitiveness, continuous restructuring activities, demographic changes in the workforce, customer demands, and rapid technological changes (Hooijberg, Hunt, & Dodge, 1997; Gibler, Carter, & Goldsmith, 2000). In the globalized organizations, leadership requires that leaders delegate decision making, geographically disperse key functions across units of different countries, de-layer at the organizational level, de-bureaucratize formal procedures, and differentiate work responsibilities and authority across networked subsidiaries (Friedman, 2000).

## 2.11. Over view of Instructional Leadership in Ethiopia

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

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

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 back its origin to the introduction of Christianity about fourth century A.D. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik the second School. In 1943 the first high school which was dominated by expatriates was opened. According to Ahmed at its early stage the history of principal ship in Ethiopia was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France and Britain were assigned as school principals. (Ahimed,2006)

After the restoration of independence in 1942, education was given high priority which resulted in opening of schools in deferent parts of the country. However, there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in school were from foreign countries such as USA, Egypt and India (ICDR, 1999).According to MoE (2002) prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia.

Gradually, the history had developed in to a new phase where Ethiopians began to replace expatriates which started in 1964. According to Teshome (cited in Ahmed, 2006) this new phase of principal ship started with supervising principals such leaders were responsible for the school and the education system of the community where the schools located. From 1960"s the Ethiopian schools principals were directly assigned in elementary school without competition among candidates. Only educational level and teaching experience were given highest priority for principal ship. However, during the first few years of 1960's it was understood that those graduates of certificate in teaching were directly assigned in primary schools. On the other hand, the promotion that were issued from 1973-1976 show that primary school principals were those

who had at least worked for a limited time as a unit leader, department heads or teacher. It is also stated in the job description of the MoE issued in 1989 that primary school principals should have certificate in school administration and supervision including sufficient work experiences. But in Ethiopia most principals are appointed by the government without enough training, experience and development in leadership. Primary school principals had been political appointed by major problems of primary schools in instructional leadership are: lack of professional training for principal ship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership. This shows that instructional leadership as professions has been given little attention.

To sum up, considering education as key elements for economic, social and technological development, many countries invest substantial amount of their national resources for the improvement of their education. Similarly the government of Ethiopia recognizing the role of education in developing the country economy, the ministry of education has placed great emphasis on professional development for school principals, vice principals, department heads, teachers as well as officers in charge of education at different levels. In its education sector development program four(2010:12) the ministry of education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the woreda offices and school functioning also needs further improvement in particular concerning school leadership.

It was thus being fully aware of the importance of school in its blue print MoE,(2007) acknowledged that educational leadership are professional by their own with established theories and practices and indicated that those who assumed these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at school levels. Instructional leadership play roles to improve students' learning outcomes, teachers' profession and produce well educated citizens at all levels. Finally the approaches of instruction and create an environment and situation which can lead them to practices effective instructional leadership role in their respective schools.

## 2.12. Leadership Development Practice in Ethiopia

According to Misganaw (2014) leadership development leadership development) practice has long time history in Ethiopia even if there is no apparent proof to show when the leadership development started and how it was implemented. Most of the time many people's agree that scientific leadership development was emerged in Ethiopia with the progress of modernization in the country and when organizational development have been functioning.

Similarly, one likely thought about the scientific leadership development practices here in Ethiopia, there had been a practice of management education on church in religious scholars and also in around the ruling class families however, the leadership development was not systematic and had not a formal way of structure. On top of this, as noted by Hassen and Teferie (2013) the formal and modern management concept in the educational centers in Ethiopia started during the regime of emperor time, at that time the first public administration department was opened at Addis Ababa University with the responsibility to consult and develop the government organization's management practice. The other two well-known public management training and consultancy institutes were opened those are: National Productivity Center and Ethiopian Management Institute which had the focus for private and public sector organizations respectively.

According to Fasika (2013), there are a number of government universities, private colleges, management consultancy organizations involved in developing the management or leadership knowledge and understanding of the nation and by this every one can generalize the modern management or leadership practice develop from time to time. However, the quality of their service regarding to leadership development were under questioned in addition to that, the service not contextualized and limited to a small area to the reality of the ground rather than flow on the conceptual level. This idea was stated by the practitioner and scholars in the panel discussion of the 50th year anniversary of Ethiopian Management Institutes as mentioned by Fasika (2013).

Generally, the practice of leadership development in Ethiopia has long history that was back to both in the traditional school system that was learning through experience to the current time.

Following this, the modern leadership development has been introduced and registered several decades in the country.

Finally, on the current conditions most organizations seems like they understand the management or leadership development practice benefits and so that they are motivated to invest their resources for the development of managers/leaders competencies by this keep their competitiveness in the business market at the same time ensure the sustainable growth of their organization.

## 2.13. Methods of Leadership Development Programs

The realization of organizational objectives depends to a greater extent on the quality of leadership provided by administrators/managers. To this effect, organizations need to improve supervisory, managerial, and executive skills so that they may lead and motivate employees for the betterment of their organizations. There are many types of development programs for managers/administrators. The most common types are briefly discussed below.

### Formal Training

Formal training courses of managers can be conducted in classroom using instructors from within the organization or by experts from other institutions. The classroom instruction may be coupled with field assignments. Subjects that are going to be covered may include decision-making, financial management, setting objectives and priorities, motivation techniques, performance appraisal, communication, holding meetings and other managerial topics. Field assignments may consist of controlled exercises in simulated situations or actual work with colleagues who act as coaches, often called monitoring (Holt, 1993).

### Off-the-job Formal Training

In this program, managers/administrators are removed from their work situation for concentrated programs. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. The Ethiopian Management Institute is a professional organization serving many organizations with development courses and seminars.

**Job Rotation**

This involves rotating trainees for one job to other related jobs to broaden their managerial experience. Besides, giving an opportunity to acquire new managerial skills, rotation enables the organization when resignation, retirement, death, transfer or vacations occur. Advocates of job rotation assets that this approach: broadens the manager's back ground, accelerates the promotion of highly competent individuals, introduces more new ideas into the organization, and increases the effectiveness of the organization (Glueck, 1978).

**Development Position**

In this management development program, organization assigns less experienced administrator to work temporarily as an assistant to more experienced administrator. This learning program involves the implication that experienced administrator will create a condition whereby the assistant acquire knowledge and skill needed for effective performance of the world of managing. It is also a means through which organizations develop employees' managerial skills to provide a pool of competent administrators to meet future needs.

In addition to these, the formal approaches, according to Pedler, (1981:32), to be used after the identification of development needs through performance management or other development need analysis methods include:

**Coaching**

A. Higgins (1993:85) describes coaching is "any process by which a trainer deliberately assists a trainees or followers to tackling problems or able to perform either day to day base (sometimes called informal coaching) or annual base (sometimes called formal coaching" when the organization or the trainer their ultimate goal is develop the managers for the current and the future effectiveness, coaching is one of the most effective tool and most of the time useful form of MD practice.

**Mentoring**

Mentoring normally involves a senior managers acting as mentor to more junior managers. There are various roles that a mentor can adopt. Hunt and Michel identify those of godfather, sponsor, guide, peer pal, and role model (Hunt, 1983, p. 195). In putting the difference between mentoring

and coaching Similarly, Hussain states (2009:8-9) that "a mentor is a critical friend, or guide who is responsible for overseeing the development and a coach is someone who plans an intervention designed to improve the performance of an individual in a specific task".

**Performance evaluation management**

As Weiss and Hartley (1997:159) commented, performance management in the organization creates a shared understanding in the achievements of limitation of the organizational goal performance management is: 'a process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success.' therefore, by implementing correctly, performance management can result in numerous important outcomes for an organization, its managers and employees development (Pulakos, 2004, p. 2).

**Job enlargement**

Job enlargement or increasing the number of tasks performed i.e. increasing the scope of the job is another means of increasing manager's satisfaction and work motivation with routine jobs. Sayles (2006:42) also states that "it implies that instead of assigning one man to each job, a group of men can be assigned to a group of jobs and then allowed to decide for themselves how to organize the work. Such changes permit more social contacts and control over the work process."

**2.12. The Challenges of School Leadership Development**

Based on the realization that leadership is a specialist position and requires specific professional preparation for sound leadership practices (Bush 2008; Bush et al. 2011), some countries, such as South Africa and other developing contexts, are slowly embracing the idea. In South Africa, a course badged as the Advanced Certificate in Education (ACE) was introduced in 2007 for aspiring principals (Bush et al. 2011) in their contexts.

The author described that the materials used in the ACE programme showed that in addition to being too detailed and over-theoretical, they lacked constructive alignment to the work situation of many principals leading schools in South Africa. Apart from this, one other frequent response of the principals was that the materials were too long or bulky. McLennan (2000) reported of an

earlier training programme in the Gauteng province in South Africa, which used the workshop model of development, that it was poorly organized and irrelevant to their work realities as principals. On a positive note, mentoring, networking and site-based assessment were part of the ACE programme.

TheRobins (1999) study suggested continuing professional development at every career phase of school leaders. The USA, for example, has a long history in the preparation and development of school leaders (Huber & West 2002) and its first college-level leadership course can be dated back to 1987 (Murphy 1992). Leadership development in the USA includes pre-service preparation through both the university graduate field and in service programmes that offer leadership preparation via master's, specialist or doctoral degrees. Levine's (2005) identified characteristic problems in most of the leadership development programmes, such as irrelevant curricula and weak research, leading to the award of degrees that are inappropriate to the needs of today's schools and school leaders.

In support of this idea, an earlier study of the Dan forth programme(Milstein 1993) concluded that changes made to leadership preparation – including programme content with emphasis on skills and knowledge, experiential learning, networking and cohort support systems and continuous evaluation of programmes – proved to be worthwhile. Some writers, such as Daresh, Gantner, Dunlap &Hvizdak (2000), state that some school leadership preparation programmes that have used case studies, simulations and learning based on problems that reflect the issues principals face in the 'real workplace' have achieved better results in the professional formation of school leaders.

In the case of Ethiopia, Tekleselassie (2002) identified the following features as marring the training programme: irrelevant and repetitive curriculum; unresponsive and ill-prepared trainees; incompetence of trainers; lack of nexus between the training and the kind of profile the Ministry of Education seeks; and short duration of training and thus undue strain on trainees' time. Most of the training programmes are funded by overseas agencies and once the funds are completed the training ceases (Oduro 2003). This is common in most developing countries where funds for educational developments are sought from overseas aid agencies.

The foregoing review of literature illustrates the importance of school leaders and the need for them to have a better know-how of their leadership and management roles and practices to taket heir schools to greater heights. In this regard, leadership and management training programmes are vital for school leaders' professional preparation in ensuring they cope effectively with work in the prevailing changing circumstances of the school and education systems. Review of some of the training programmes has shown that consideration of some context-specific factors, such as the real work contexts of school leaders, and then planning the programme accordingly would help achieve better learning outcomes. Otherwise they will not benefit much from the programme and thus continue to face daunting challenges in the performance of their day-to-day work.

## 2.14. Conceptual Framework

The study will be aimed to start from organizational view of management or leadership development practices and challenges, and then it takes necessary leadership development need assessment in the organization by applying the intervention through evaluation using leadership development trainings to change the organization. Generally the study has the following conceptual frame work.
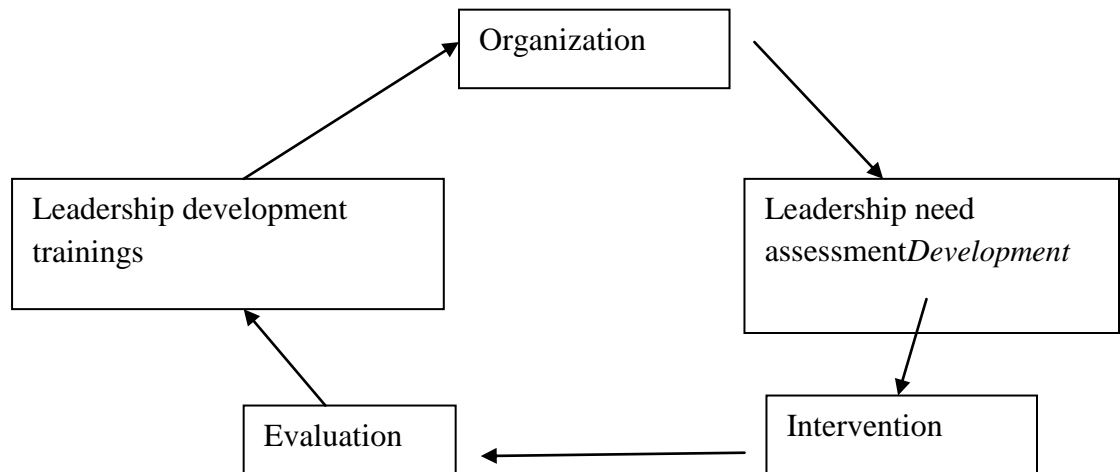


**Figure 1: Conceptual framework of leadership development and its application Passenheim (2010).**
The **Conceptual framework mainly consists** organization that should better to use all the cycles of leadership development that is leadership development need assessment, designing the

development programs to implement the leadership development activities accordingly, and evaluate the efficiency and effectiveness of the leadership development programs in different aspects in order to overcome the problems that hinder the leadership development practices.

**Summary**

There is a great deal of literature on the management theories, management and leadership. But there is no as such enough empirical on the development of management and leadership. Leadership development is a critical aspect of attaining optimum output from organizational talent management and requires the effective execution of many talent management practices. Technology application can provide the enabling platforms including recruitment, assessments, performance management, successions and career planning and development programs.

There is great interest in educational leadership in the early part of the twenty-first century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student out comes. In many parts of the world, including both developed and developing countries, there is increasing recognition that schools require effective leaders and managers if they are provide the best possible education for their students and learners. In Ethiopia principal leadership in school is one of the influential administrative positions, but mostly appointed by government without enough training. Studies indicate that there is little knowledge about school leadership development, lack of adequate information regarding the leadership development activities are some of the challenges in leadership development. Thus the researcher conducted the study to improve the problem in leadership development in Oromia special Zone surrounding Finfine.

# CHAPTER THREE

# 3. THE RESEARCH DESIGN AND METHODOLOGY

## 3.1. Research Design

In this study a descriptive survey research design was employed with the intention of getting the general picture of the current status of the management and leadership development practice and challenges in primary schools of Finfine special zone. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey was used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. In other words, the descriptive survey is more effective in assessing the current practices in its natural setting.

## 3.2. Methodology of the Study

The purpose of this study was to assess the leadership practice and challenges in primary schools of Oromia special Zone surrounding Finfine. Both quantitative and qualitative research methods were employed in order to achieve this purpose. Using multiple approaches can capitalize on the strengths of each approach and offset the weaknesses and it provides a better understanding of research problems than either approach alone. It also provides more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, et al., 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, it is also important to confirm and cross-validate and collaborative findings of the study.

### 3.3. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about the leadership practice and challenges in primary schools of Finfine special zone under the study area.

**Primary Sources of Data: -** These are the key informants for information such as principals, CRC supervisors, Process owner of TDP and Woreda Head office who have direct and indirect involvement in leadership development. Teachers were not taken as the sample respondents of this study since the leadership development program had been done by the CRC, woreda, zone and regional educational offices as well as ministry of education. The leadership development program has been planned in different levels of leadership stating from school principals ascending to different levels of educational offices.

**Secondary Data Source: -** Data were gathered from documents analysis, records and minutes concerning issues discussed and decided by leadership in the school in relation to leadership development

### 3.4. The study site and population

Finfine Special Zone was one of the Special zones of Oromia that was Surrounding Addis Ababa created at 2008, and it contains 6 woredas and one town namely: Walmara, Sabata Hawas, Barak woredas, Mullo, Akaki, Sululta and Sandafa town. In this zone up to 2010 there are 294 primary schools which contained 53 CRC.With this regard to the quantitative data tools like questionnaire Dawson,( 2002) suggested that a large sample size in a quantitative research was typically large; the intended schools for this study three woreda's were selected using Purposive sampling techniques from Finfine special zone of Oromia. And Walmara, Sabata Hawas, Barak woredas and Sandafa town were selected and from these 3 woreda's and 1 town 100 primary schools will be selected using Purposive sampling. In addition 100 principals, 20 CRC supervisors, 4 Process owner of TDP and 4 Wereda Head office were included in the study.

### 3.5. Sample and Sampling Techniques

A study population was the entire group of people to which a researcher intends the results of a study to apply. There are 6 woredas' and 1 Town, 61 CRC and 304 schools who are Present in Finfine Specal Zone in the 2010 E.C. From these Zone three wored as of them were selected as a sample for the study using the Purposive sampling technique method and 1 town was taken by

Census sampling method. This was because in Purposive sampling technique all member of a population has an equal and independent chance of being selected as sample and it was also appropriate to quantitative research design. Hence, the selection of one woreda would not affect the selection of the other during application of Cluster sampling technique in order to give equal chance to be represented. In the sampled woreda and town there are 153 primary schools , out of this 100 (65%)principals in the schools were taken by Purposive and School supervisors 20(64.5) were also selected using Purposive sampling. In addition to this process owner of TDP 4(100%) and Wereda Head office 4(100%) were selected for the study by using Census sampling technique from each selected schools.

**Table 1. Summary of Sample Respondents**

| No | Areas from which Sample Taken | Total Population | Sample Size | % | Sample Technique |
|---|---|---|---|---|---|
| 1 | Woreda | 6 | 3 | 50 | Purposive sampling |
| 2 | Town | 1 | 1 | 100 | Cense sampling |
| | | | | | |
| 4 | CRC of woreda | 31 | 20 | 64.5 | Purposive sampling |
| | | | | | |
| 5 | Primary Schools | 153 | 100 | 65.3 | Purposive sampling |
| | | | | | |

| No | Types of respondents | Total Population | Sample Size | % | Sample Technique |
|---|---|---|---|---|---|
| 1 | Woreda Head office | 4 | 4 | 100 | Cense sampling |
| 2 | Process owner of TDP | 4 | 4 | 100 | Cense sampling |
| 3 | CRC Supervisor | 31 | 20 | 64.5 | Purposive sampling |
| 4 | School Principal | 153 | 100 | 65.3 | Purposive sampling |
| | Total | 192 | 128 | 66.6 | |

### 3.6. Data Gathering Instruments

For the purposes of this study, data collection instruments are questionnaires, interviews and document analysis in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed Siedman,( 1991), questionnaires and interviews proved to be appropriate instruments for data collection.

### A. Questionnaires

In an attempt to collect data, questionnaires was taken from reviewed literature and modified as a main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Three sets of questionnaire (close and open-ended) are prepared to collect information from two groups of respondents namely principals and supervisors. The questionnaires were prepared in English and translated into Afan Oromo by the researcher.

The items are prepared in accordance with the designed objectives and basic questions to be answered in the study concerning leadership development.

### B. Interviews

The aim of the interviews was to investigate and acquire a clear understanding of the leadership and management development .For the purposes of this investigation, all sample process owner of TDP and woreda head offices were interviewed.  Interview guidelines were prepared by the student researcher and it was conducted with the WEO heads ad experts of TDP.  The advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation.

### C. Document Analyses

The available and relevant documents related to the practices and challenges of leadership development such manuals prepared for training, reports of woreda as were  analyzed to supplement the data gathered through the questionnaires and interviews.

### 3.7. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of

instruments, the instruments are developed under close guidance of the advisors and also a pilot study was carried on Burayu town which was not included in the sample of the study.

The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007).

The pilot-test was conducted to test the validity and reliability of the content. It was done with objectives of checking whether or not the items included in the instruments can enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items.

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

**Table 2: Cronbach's Alpha for Each Filed of the Questionnaire**

| Field | Number of Items | Cronbach's Alpha |
|---|---|---|
| Needs Assessment | 15 | 0.862 |
| Approaches of the LD Programs | 10 | 0.903 |
| Major problems faced the  LD practices | 10 | 0.775 |
| Effectiveness of the LD  Programs | 10 | 0.955 |
| (The entire questionnaire) | 45 | 0.954 |

*Source: Own computation (2019)*

To check the internal reliability of the scale, Cronbach's Alpha Coefficient was calculated for each field of the questionnaire. 'Table 2' above, depicts that the values of Cronach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's Alpha is in the range between 0.775-0.955. This range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.954 for the entire questionnaire which indicates very high reliability. So, based on the test the results are reliable.

## 3.8. Data Collection Procedures

After the necessary corrections were made from the pilot test, the final questionnaires were duplicated and distributed with necessary orientation by the researcher to be filled out by respondents. Respondents were given ample time (one week at least) to complete the questionnaires and returned them to the researcher himself. Data from completed surveys were entered in to SPSS version 20. Then interviews with process owner of TDP and woreda head office were conducted in such a manner that the interviewees were visited and briefed on the objectives of the study. At the same time as document analyses were carried out, the data collections through all the instruments was done by the researcher.

## 3.9. Methods of Data Analysis

The information collected from the three data gathering tools were analyzed quantitatively in frequencies and percentages, mean and weighted mean in order to check the Leadership Development Practice and Challenges of Oromia special Zone surrounding Finfine.. Both the data gained from the questionnaire and from semi structured interviews are compared with the data obtained from document analyses. In other words, the data was analyzed in an intermingled manner. First, to determine the Leadership Development Practice and Challenges information were collected through close ended questionnaires, and was analyzed by using percentage, mean and standard deviation . Variables were coded with appropriate measurements that include continuous and categorical variables. All the data were computed using SPSS version 20 and percentages are used to determine the personal characteristics while mean weighted means are used to measure the Leadership Development Practice and Challenges and independent sample t-test is used to check whether there was a significant difference in the distribution of preferences between groups of respondents in terms of a given items on Leadership Development Practice and Challenges.

# CHAPTER FOUR

## 4. DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

Under this chapter the collected data had been analyzed in numbers, presented in tables, and followed with text explanations.

In the first part of the analysis the demographic information had been analyzed and followed in text explanations. In the second part of the analysis the responses that had been collected through close-ended questions were analyzed and followed with text explanations. In the last part of the analysis the qualitative data had been collected through the document review had been discussed in words.so that the respondents complete either of them. Out of the questionnaires distributed to the respondents (128) of them (100%) was returned.

### 4.1. Background information of respondents

**Table.3. Background information of respondents**

| NO | Variables | | Frequency | Percent |
|---|---|---|---|---|
| 1 | SEX | Male | 98 | 76.56 |
| | | Female | 30 | 23.43 |
| 2 | Age | 18-24 | 6 | 4.68 |
| | | 25-31 | 18 | 14.06 |
| | | 32-38 | 45 | 35.15 |
| | | 39-45 | 40 | 31.25 |
| | | 46-52 | 19 | 14.84 |
| 3 | Educational qualification | Certificate | - | - |
| | | Diploma | 45 | 35.15 |
| | | BA/BSc/Bed | 68 | 53.12 |
| | | MA/MSC | 15 | 11.71 |
| 4 | Have been in current school | 1-5 | 50 | 39.06 |
| | | 6-10 | 33 | 25.78 |
| | | 11-15 | 39 | 30.46 |
| | | 16 and above | 6 | 4.68 |
| 5 | Working experiences | 1- 5 years | 15 | 11.71 |
| | | 6-10 years | 35 | 27.34 |
| | | 11-15 years | 48 | 37.50 |
| | | 16 and above years | 30 | 23.43 |

As it was indicated in the abave  table 4.1.1  98(76.56%)of the respondents of this study were male  respondents and  30(23.43%) 0f the respondents were female  respondents.This Indicated that most of the respondents of this study were male  respondents.

As it was shown in the below  table 4.1.1 the ages of the respondets of this study were ranged between below 18 and 52 and above years.The highest percent of ages of the respondents was ranged between 32and 38years and the second percent of ages of the respondents was ranged between 39 and 45 years.The last percentages of the ages of the respondents was ranged between below 24 years. 45(35%) of the educational qualifications of the respondents was diploma, 68(53.12%)of the of the educational qualifications of the respondents wasfirst  degree and 15(11.71%)  of educational qualifications of the respondents was seconddegree.

 As  it was indicated in the below  table 4.1.1the working experinces of the teachers were ranged between 1-5years and below and above 15 years.48(37.50%) of the working experinces of the respondents was above 15 years that encompased the highes percent of the respondents1-5,15(11.71%) of working experinces of the respondents wasthat encompased the least  percent of the respondents.

**4.2. Analysis on the Quantitative Data that Collected through Questionnaire**

47 closed-ended questions were designed to collect the quantitative data from 120 sample respondents of this study. On the basis of these designed questions data were collected and analyzed in the following tables.

**Table 4. Needs Assessment for Leadership development Programs'**

| A | Needs Assessment for Leadership development Programs' | N | Mean | Std. Deviation |
|---|---|---|---|---|
| | | Statistic | Statistic | Statistic |
| 1 | The school asks individual managers about their training needs | 120 | 3.24 | 1.177 |
| 2 | The school collects your training needs through performance evaluation | 120 | 2.82 | 1.289 |
| 3 | The school gives opportunities to you to assess your self | 120 | 3.02 | 1.155 |
| 4 | The school identifies your training need based on your skill, attitude and knowledge gaps. | 120 | 3.32 | 1.157 |
| 5 | The school identifies your training need based on your individual learning style | 120 | 3.55 | 1.232 |
| 6 | The school identifies your training needs based on your professional development | 120 | 3.36 | 1.151 |
| 7 | The school identifies the training needs based on the job description you are entitled to work | 120 | 3.55 | 1.165 |
| 8 | The school identifies the training needs based on team work practices | 120 | 3.55 | 1.151 |
| 9 | The school identifies the training needs based on the performance comparison of different departments in your school | 120 | 3.20 | 1.765 |
| 10 | The school identifies your training needs on fixed period of time | 120 | 2.92 | 1.297 |
| 11 | The school identifies the training needs based on the mission & the vision of the school | 120 | 3.27 | 1.876 |
| 12 | The school identifies the training needs based on the changes that your school has gone through | 120 | 2.72 | 1.198 |
| 13 | The school identifies the training needs based on the needs & the values of the school, as an organization. | 120 | 3.02 | 1.155 |
| 14 | The school identifies the training needs based on the plan and the major task of the organization/the school | 120 | 3.34 | 1.987 |
| 15 | The school identifies the training needs based on the working culture of the organization | 120 | 3.55 | 1.151 |

The fifteen items in the table above 4.2.1, were designed to identify the way developmental needs of school leadership addressed to Individuals, group and Organizational Needs Assessment for Management & Leadership development Programs'. Fifteen items were designed and delivered to the sample respondents and the data were collected and analyzed in the above table. The results of the analysis had been presented with the items by mean and standard deviation.

The responses of (M=3.24, SD= 1.177) indicated as the school asks individual managers about their training needs.Furthermore, the responses (M= 2.82, 1.289) indicated as the school collects their training needs through performance evaluation.

The results responses (M=3.02, SD=1.155)showed as the school gives opportunities to assess themselves. In the similar way, the results of the responses (M=3.32,SD=1.232)revealed as the school identifies your training need based on your skill, attitude and knowledge gaps..

The results of the responses (M=3.5,SD=1.151) indicated as the school identifies their training need based on your individual learning style. Similarly,the results of the responses (M=3.36,SD=1.151) indicated as the school identifies the training needs based on their professional development.

The results of the responses (M=3.55, SD=1.151) indicated as the school identifies the training needs based on the job description in which they entitled to work. Furthermore, the results of responses (M=3.55, SD= 1.151) indicated as the school identifies the training needs based on the performance comparison of different departments in their school.

The results of the responses (M=3.20,SD= 1.765) indicated as the school identifies the training needs on fixed period of time.In the same way, the results of responses (M=,SD=2.92 1.297) indicated as the school identifies the training needs based on the mission & the vision of the school.

The results of the responses (M= 3.27, SD= 1.876) indicated as the school identifies the training needs based on the changes that your school has gone through. Similarly, the results of the responses (M=2.72, SD= 1.198) indicated as the school identifies the training needs based on the needs & the values of the school, as an organization.

The results of the responses (M= of 3.02,SD= 1.155) indicated as the school identifies the training needs based on the plan and the major task of the organization/the school . Finally, the results of the responses (M= 3.34,SD= 1.987) indicated as the school identifies the training needs based on the working culture of the organization.

**Table 5. Approaches and strategies to the implementation Leadership Development Programs**

| B | **Approaches to the implementation Development Programs** | N | Mean | Std. Deviation |
|---|---|---|---|---|
| | | Statistic | Statistic | Statistic |
| 1 | The School assigns you in different position (job rotation) to get experience from different jobs | 120 | 3.57 | .704 |
| 2 | The School helps you to improve yourself development | 120 | 3.61 | .620 |
| 3 | The School uses coaching to enhance your managerial skills | 120 | 3.67 | .572 |
| 4 | The School uses off job training as an important method to training | 120 | 3.62 | .667 |
| 5 | The School uses on the job training programs to fill your performance gaps | 120 | 3.55 | 1.151 |
| 6 | The School evaluates the program based on the job related needs analysis | 120 | 3.02 | 1.179 |
| 7 | The School evaluates the program based on trainer's potential analysis | 120 | 3.02 | 1.204 |
| 8 | The school practices cost minimization system in terms of training | 120 | 3.32 | 1.157 |
| 9 | The training programs are fairly distributed to all level managers. | 120 | 3.55 | 1.232 |
| 10 | The program is evaluated according to the training policy & the national development plan | 120 | 3.36 | 1.151 |

Ten items were designed and presented in the above table 4.2.2,on approaches and strategies used to the implementation management Development Programs. The collected and analyzed data were discussed as follows.

The result responses (M= 3.57, SD= .704) indicated as the School assigns in different position (job rotation) to get experience from different jobs. In addition, the result of the responses(M= 3.61,SD= .620 ) indicated as helps to improve yourself development.

The result of the responses (M=3.67, SD=.572)revealed as the School uses coaching to enhance your managerial skills. Similarly, the result of responses (M= 3.62, SD= .667)showed as the School uses off job training as an important method to training.

The results of the responses (M=3.55, SD= 1.151) indicated as the School uses on the job training programs to fill the performance gaps. In the same way, the result of the responses of (M=3.02, SD= 1.179) indicated as the School evaluates the program based on the job related needs analysis.

The result of responses (M=3.02,SD= 1.204) indicated as the School evaluates the program based on trainer's potential analysis. Similarly, the result of the responses (M= 3.32,SD= 1.232) indicated as the school practices cost minimization system in terms of training. Furthermore, theresult of the responses (M=3.55,SD=1.15)revealed as the training programs are fairly distributed to all level managers.Finally, the result of responses (M= 3.36,SD= 1.151)showed as the program is evaluated according to  the training policy & the national development plan .

**Table.6 .Major problems faced the LD practices of the school**

| C | Major problems faced the  LD practices of the school | N | Mean | Std. Deviation |
|---|---|---|---|---|
| | | Statistic | Statistic | Statistic |
| 1 | The school doesn't try to control the high rate of turnover of trained managers | 120 | 2.95 | .970 |
| 2 | The school doesn't develop an impact assessment programs for trainings | 120 | 2.72 | .916 |
| 3 | The school doesn't gather feedback about the training programs from the trainees as required. | 120 | 2.60 | 1.011 |
| 4 | The school doesn't motivate employees to work in interest & as of the trainings they attended. | 120 | 2.69 | 1.034 |
| 5 | The school doesn't select appropriate trainers, qualified trainers | 120 | 2.65 | 1.058 |
| 6 | The program is not applied in line with the Education & Training policy of the country. | 120 | 2.89 | 1.066 |
| 7 | Routine works make  you busy not to go with the recent phenomenon | 120 | 2.75 | .947 |
| 8 | Specific objectives to the management development programs are not set. | 120 | 2.87 | .883 |
| 9 | Due attentions are not given to enhance MD & LD Programs from the Education office of Finfine Special Zone | 120 | 2.78 | 1.031 |
| 10 | The district Education office doesn't experience evaluating training efforts of your school | 120 | 2.64 | 1.056 |

Ten items were designed to collect responses on major problems faced the LD practices of the school from the sample respondents. The collected data were presented in the above  table 4.2.3. Table and discussed as follows.

The first item was asked to identify the absence of the school try to control the high rate of turnover of trained managers. The result of the  responses of the respondents (M=2.95,SD= 0.970)  showed  the absence of the school try to control the high rate of turnover of trained managers.

In the same way, the second item was asked to assess absence school develop an impact assessment programs for trainings. The results of the responses of the respondents (M=2.72,SD= 0.997) showed that school develop an impact assessment programs for trainings.

The third item was asked to identify the absence of school gathering of feedback about the training programs from the trainees as required. The result of the responses of the respondents (M=2.60, SD= 1.011) indicated that school gathering of feedback about the training programs from the trainees as required. Similarly, the fourth item was asked to identify absence of school motivate employees to work in interest & as of the trainings they attended. . The result of the responses of the respondents (M=2.69,SD= 1.034) showed that school motivate employees to work in interest & as of the trainings they attended.

The fifth item was asked to assess the absence of school selecting appropriate trainers, qualified trainers. The result of the responses of the respondents (M=2.65,SD= 1.058) revealed as school selecting appropriate trainers, qualified trainers.In addition, the sixth item was asked to identify the absence ofprogram application in line with the Education & Training policy of the country. The result of the responses of the respondents (M=2.89,SD= 1.066) showed that program application in line with the Education & Training policy of the country. Moreover,the seventh item was asked to assess absence of Routine works make them busy to go with the recent phenomenon. The result of the responses of the respondents (M=2.75,SD=0.947)indicated that Routine works make youbusy to go with the recent phenomenon.

The eighth item was asked to identify the absence of Setting Specific objectives to the management development programs. The result of the responses of the respondents (M=2.87,SD=0.883) showed the Setting of Specific objectives to the management development programs. .similarly, the ninth item was asked to assess the absence of attentions that given to enhance MD & LD Programs from the Education office of Finfine Special Zone .The result of the responses of the respondents (M=2.78,SD=1.03) indicated that the absence of attentions that given to enhance MD & LD Programs from the Education office of Finfine Special Zone.Finally, the last item was asked to assess the absence ofoffice experience evaluating training efforts of their school.. The result of the responses of the respondents (M= 2.264,SD= 1.056) showed the absence office experience evaluating training efforts of their school.

**Table 7. The training has been given and the responsibility in offering training.**

| | | Items of choices | Frequency | Percentages |
|---|---|---|---|---|
| 1 | . Who decides the training period for the MD & LD programs in your school? | The General Manager | 45 | 35.15 |
| | | HR Personnel | 46 | 35.93 |
| | | Immediate boss Principal/Vice | 27 | 21.09 |
| | | the staff | 10 | 7.81 |
| | | **Total** | **128** | **100** |
| 2 | Typically the Training programs dealt with? | Planning | 20 | 15.62 |
| | | Management & Leadership Development | 22 | 17.18 |
| | | Management & Leadership Development | 23 | 17.96 |
| | | Demands & Conditions of Costumers | 20 | 15.62 |
| | | Communication & Co-operation | 10 | 7.83 |
| | | Organizational Management f) Quality of education & Productivity | 13 | 10.15 |
| | | Organizational Culture &WorkingEnvironment) any others | 20 | 15.62 |
| | | **Total** | **128** | **100** |
| 3 | Who appraises your performance and of your organization's? | The managerial board/committee | **44** | **34.37** |
| | | the deputy | 20 | 15.62 |
| | | a special team organized for this purpose in the school d | 40 | 31.25 |
| | | external supervisor/inspection team | 20 | 15.62 |
| | | Any other (please specify if any) | **-** | **-** |
| | | **Total** | **128** | **100** |
| 4 | How supportive were the trainings you received to your work? | Not a tall | 12 | 9.37 |
| | | some of them are not relevant | 70 | 54.68 |
| | | most of of them are not relevant | 26 | 20.31 |
| | | All are Relevant | 20 | 15.62 |
| | | **Total** | 128 | 100 |
| 5 | When it is found that particular employee is not performing well even after the required trainings, what steps does your school take in this regard? | Counseling    warning | 8 | 6.25 |
| | | Training & development programmers' | 120 | 93.75 |
| | | Layoff/dismissing | - | **-** |
| | | state any other measures | - | **-** |
| | | **Total** | 128 | **100** |
| 6 | To enhance employees' performance, what approaches are taken by your respective school? | Salary Increment | 20 | 15.62 |
| | | Training & Development Programs | 20 | 15.62 |
| | | awards& prizes | 38 | 29.68 |
| | | Promotion | 30 | 23.43 |
| | | other incentives | 20 | 15.62 |
| | | **Total** | **128** | **100** |

Six close ended items were designed to collect responses on.The training has been given and the responsibility in offering training. The collected data were presented in the below table 4.2.5, and discussed as follows.

45(35.15%),46(35.93%),27(21.09%) and 10(7.81%) responses of the sample respondents had indicated as the decisions was made by the general manager, human resource personnel, immediate boss principal or vice principal and by staff respectively.

20(15.62%),22(17.18%),27(21.09%) and 10(7.81%) responses of the sample respondents had indicated as the training program deals with planning, management and leadership development, management and leadership development, demand and condition of customers, commendation and cooperation, quality of education and productivity and organizational culture and working environment respectively.

44(34.37%),20(15.62%),40(31.25%) and 20(15.62%) responses of the sample respondents had indicated as the performance was appraised by the managerial board/committee, the deputy ,a special team organized for this purpose in the school d and external supervisor/inspection team respectively. 12(9.37%),70(54.68%),26(20.31%)  and 20(15.62%)  responses of the sample respondents had indicated as the training was not at all in supporting, as some of the are not relevant, most of them are not relevant and all are Relevant respectively.

8(6.25%) and 120(93.75%) responses of the sample respondents had indicated as after training if the employee has not performing effectively ,Counseling warning and Training & development programs 'have been given.

20(15.62%),20(15.62%),38(29.68%) ,30(23.43%)and 20(15.62%) responses of the sample respondents had indicated as Salary Increment, Training & Development Programs, awards& prizes, Promotion and other incentives have been given to enhance the employees performance.

**Table .8. Independent sample t-test is used to check whether there is a significant difference in the distribution of preferences between groups.**

|  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 14.482 | 9.09 | 3.620 | 4.070 | .330 |
| Within Groups | 101.057 | 113.636 | 2.020 |  |  |
| Total | 115.536 | 122.727 |  |  |  |

There is a significant difference in the distribution of preferences between groups of respondents

in terms of a given items on Leadership Development Practice and Challenges.

## 4.3. Analysis and Discussions on responses obtained through interview questions

The structured interview questions were designed for the four woreda head office and four
Process owner of TDP.

**Table.9. Analysis and discussion on the qualitative data that had collected**

| No | Respondents | Responsibilities | Qualifications | Services and experiences |
|---|---|---|---|---|
| 1 | Respondent 1 | Managing the school teaching and learning process | B.E degree | Eleven years |
| 2 | Respondent 2 | Managing the school teaching and learning process | B.A degree | Fifteen years |
| 3 | Respondent 3 | Managing the school teaching and learning process | B.A degree | Nine years |
| 4 | Respondent 4 | Managing the school teaching and learning process | M.A degree | Five years |
| 5 | Respondent 5 | Managing the school teaching and learning process | M.A degree | Six years |
| 6 | Respondent 6 | Managing the school teaching and learning process | B.A degree | Eleven years |
| 7 | Respondent 7 | Managing the school teaching and learning process | M.A degree | Fifteen years |
| 18 | Respondent 8 | Managing the school teaching and learning process | M.A degree | Nine years |
|  | Total |  | 8 respondents |  |

**Important themes (main points) raised in the interview questions**

| No | Points raised in the interview questions | Responses of the interviewees | Numbers of interviewees |
|----|------------------------------------------|-------------------------------|-------------------------|
| 1 | Frequency of training given for teachers. | Very scarcely | Ten |
| 2 | Teachers that are licensed in teaching in secondary school. | Not licensed except having the required career. | Ten |
| 3 | The extent at which the professional upgrade of teachers is valid and implemented in terms of improving quality of educational processes. | Very low | Ten |
| 4 | Motivations of teachers and students in providing quality education in the secondary schools. | Low | Ten |
| 5 | Teachers' commitment to provide quality education. | Low | Ten |
| 6 | The extent at which students feel safe in their schools. | Low | Ten |
| 7 | Presence of rules and regulations that help the school to handle the behavior of students. | There are rules and regulations however; rules and regulations were not well exercised. | Ten |
| 8 | Factors that affect quality education in the secondary schools.<br>8.1. Factors that affect quality education in the secondary schools. | .lack of facility and equipment.<br>.lack of standard library with adequate references.<br>.lack of laboratory.<br>.class rooms were not well organized at standard | Ten |
|  | 8.2. Factors that affect quality education in the secondary schools that related to teachers. | .lack of motivation towards teaching.<br>.work load<br>.lack of strong commitments | Ten |
|  | 8.3. Factors that affect quality education in the secondary schools that related to students. | .lack of motivation towards leaning.<br>.lack of commitments.<br>.socio-economic problems.<br>.showing unnecessary behavior in the school.<br>.absence and irregularity<br>.lack of readiness to learning. | Ten |
| 9 | The most affect factor that affecting the quality education. | Student related factors. | Ten |
| 10 | The possible measures to be taken to implement quality education. | .supplying necessary materials and equipment at standard.<br>.establish library at standard with adequate reference books<br>Establish well organized libratory<br>.provide incentives for teachers.<br>.train teachers on the gap of subject to update the subject knowledge of teachers. | Ten |

The first interview question asked was to identify working experiences in teaching and principal. The responses that had been given for this interview question had indicated that working experiences three of woreda head office have 15- 20years and working experience of one woreda head office 10 years. Working experiences two of Process owner of TDP have 15- 20 years and two Process owner of TDP 10-15 years.

The second interview question asked was to identify the presence of qualification in Educational Leadership /Scl. most of the responses had indicated as they were qualified in Educational Leadership /Scl and few of them were not qualified in Educational Leadership /Scl.

The third interview question was to identify the courses taken that related to educational Leadership most of the responses had indicated as the courses taken that related to educational Leadership.

The fourth interview question was asked to identify the procedure used and to involve people indentifying leadership development. The responses had indicated that training needs had been identified and planed and the leadership development has been practiced.

Fifth interview question was asked to identify the strengths and weakness of that is obtained from the identifying leadership development. The training needs had been identified and planed and the weakness was the leadership development has not been practiced as required.

Sixth interview question was asked to identify the way the school principals Selected for training. The responses of the respondents had shown that the school principals Selected for training on the basis of experience and required level of qualification.

Seventh interview question was asked to identify the mechanism used to enhance education quality leadership service. The mechanism used was on job observation, supervision and performance evaluations used to enhance education quality leadership service.

Eight interview questions was asked to identify the major leadership strategies used to develop school leadership. Identify the kind and the content that had been used for the leadership development practice and training and evaluating the output of training.

Ninth interview question was asked to identify availability of the district's managerial Staff training and development policy and the district's ed. office annual report for the previous. Almost all the responses had indicated the presence of these documents.

The last interview question asked was to assess the major challenges and limitations in the practices of leadership development in your town/woreda. Lack of motivation, lack of planning as required, lack of providing appropriate feedback and lack of assessing training needs properly.

# CHAPTER FIVE

## 5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter summary of the research findings that have been analyzed and discussed in the previous chapter are briefly presented. Furthermore, based on the findings of the study conclusions and possible recommendations implications are made.

Developing a research outline on the basis of the main objective of this study, analyzing the leadership development practice and challenges of the primary schools in Oromia special Zone surrounding Finfine., a review of related literatures was made to lay the ground for it. Questionnaire, interviews, and document analysis were employed in gathering data from the education office, the selected CRCs and the primary schools of the study area. In addition to the related document and the information gathered through the two types of questionnaires prepared for the employees at the managerial positions and for the non managerial positions, the opinions gathered through interviews that were conducted with three educational office experts or core process owners and three other CRC supervisors through the designed interview guides were included as major sources of information in this study.

### 5.1. Major Findings of the Study

### 5.1.1. Ways leadership development programs' needs assessment

In order to investigate whether the needs assessments were done for the management and leadership development programs of the study area, various reference points were included in the question beside the interview and analysis of the related documents. Thus it was indicated that the schools didn't identify the training needs of the school based managers on the basis of their individual learning style, team work practices and through their performance evaluation in a fixed period of time.

Relatively, , these schools sometimes identified the training needs based on the skill, attitude knowledge gaps and the professional development of the managers, the mission, the vision & the working culture of the organization of the organization, the performance comparison of the different departments in them in spite of their inadequate practice or implementation. Thus, what was revealed through the questionnaires and the interviews is the assessment of training needs was not given sufficient attention at CRCs at the education office level and at the schools.

**5.1.2. Approaches to the Leadership Development Programs Observed in the Schools**

Regarding the methods in which these programs were implemented, evaluating the T & D programs of the schools according to the training policy & the national development plan, based on trainer's potential analysis and fairly distribution of the T & D programs to all level managers were neglected. In comparison, coaching the managers to enhance their managerial skills, providing off job and on the job trainings using the limited budget allocation economically were among the important methods in the training and development programs.

From what was indicated in the interviews, the managers' years of experience and the type of the training topics are the basis used to select the managerial staff/school principals for training. Using mostly lecture methods trainings were given though feed backs were not gathered soon after the trainings or later.

**5.1.3. Major Problems/Challenges of the Leadership Development Practices**

The major problems the schools faced in putting in to practice the training and development programs include: unable to select appropriate trainers, qualified trainers, not to control the high rate of turnover of trained managers, not to motivate employees to work in interest &according to the trainings they attended. In addition to these, not providing the available facilities for the school level LD Programs and evaluating the impact and pitfalls of the programs by the schools and WEO were among the major challenges.

The interviews and the document analysis questions also indicated that budget constraints, insufficient attention & preparation done by both parties, i.e., the trainers and the trainees from plan through the implementation of the training programs, especially by giving equal attention to the private schools' division are the other major challenges of the program.

**5.1.4. Effectiveness of Leadership Development Practices**

Regarding the extent to which the programs were effective or not, acquiring the required professional skill/knowledge of the management staff, addressing job or task related planning needs, at organizational level and the existing training gaps of the individual of the programs were among the very inadequate impacts realized. Yet focusing on the objectives & the future plan of the organizations or their respective schools, developing good culture of openness & good team spirit were among the positive effects of the programs.

However, the responses discussed above and those found from the interviews and the documents

revealed that there was no particularly organized evidence to confirm their impact on the performance of the managers and the schools.

## 5.2. Conclusions

Based on the data presented and analyzed in chapter four of the study and the findings summarized at the first part of this chapter, the following conclusions are drawn by the researcher focusing on the leadership development programs of the primary schools in oromia special zone surrounding fnifnine.

Leadership Development programs were practiced in the government primary schools in the study area. However, the level of the practices were far below the needed level as the practices faced challenges of using appropriate need assessments, effective strategies  which are briefed as follows.

As the responses from the majority of the respondents of the questionnaires and the interviews indicated the need assessment for the Leadership Development Programs of the primary schools were done inadequately.

Leadership Development programs at the primary schools and at the education office level were ineffective in assessing training needs, in setting training objectives, procedures and programs/schedules and the training and development impacts on the trained managers' ability and organizational performance. They neither enabled the attainment of the intended professional skill/ knowledge to the management staffs nor did they address the existing training gaps of the individuals and couldn't contribute much in creating learning organization. However, they had their own contribution in enabling the schools to develop problem solving culture, openness & good team spirit in the primary schools of the study area.

In general, the absence of an impact assessment practice about the programs at all levels and using almost the same method to offer trainings hindered the intended effects. And the performance of the school based mangers and the schools couldn't show improvement through days as a result..

Regarding the strategies used to implement the elementary schools' Leadership Development programs, lecturing was the main instructional method and media used by the education office and the schools to execute local training and development program done on conferences or

meetings ignoring or giving lesser attention to designing an appropriate mechanisms and contents, trainer's capabilities and trainer's preferences in addition to its cost-effectiveness and learning principles. On the other hand, the schools neglect applying the job rotation methods, fair distribution of training opportunities to all level managers and evaluating the programs on the basis of the organizational objectives & according to the training policy & the national development plan.

Concerning the major challenges the Programs encountered, it was recognized that WEO has tried to include the T & D program in its annual action plan through the concerned divisions but the lack of budget to undertake the plan. Employees were not clear with the policy and procedures through the needs assessment to the selection of trainees are followed. Despite its benefits, evaluations of the Leadership Development programs including the quick feedbacks and after a particular program were given lesser considerations in the primary schools and at the education office. These entire problems challenge the effective implementation of the management and leadership programs from the planning to their implementation through the evaluation process. As a result, the intended improvement could not be seen in the primary schools mainly of the progress in the school based managers and the organization as a whole being assisted with such training and development programs.

## 5.3. Recommendations

Organizations are set up for specific purpose and objectives. People join the organizations because they believe that their personal goals could be met while they strive to achieve the organization's objectives. It is the duty of every responsible leader to build an organization that will function effectively. It was found in this study that the Leadership Development practices of the primary schools faced many challenges and were almost in effective. Thus, believing that the concerned bodies need to work in collaboration to improve the limitations observed in implementing the programs, the researcher recommends the following points:

- ✓ The study indicates that there is a training policy found at the MoE level on which the Education Bureaus and Offices sometimes try to implement their training programs. It is therefore recommended that the training policy should be circulated in all the Education Bureau and I the all Oromia special Zoe surrounding Finfine, Education Offices to enable employees know the contents. This will help employees take advantage of the contents of the policy and also guide managers in the regions and districts in the implementation of the policy.

- ✓ The Oromia special zoe surrounding Finfine Woreda Education office needs to work on bringing up-to-date the skills and knowledge of the employees through training and education to cope with the current technological advancement and competitive environment and to achieve its pre stated short and long term educational goals. Hence, the office would plan on it involving the divisions implementing the required training needs assessments to identify the performance gaps of the managers and the schools, at large .Likewise, the schools and individual managers need to give attention to individual's, groups' and organizational level training needs assessments as a very important tool for integrating the respective needs into the Management and Leadership Development practices.

- ✓ The selection criteria of the training and development program topics, the trainers and the trainees as well as the implementation and evaluation methods need the most serious attention, since training and development is a need oriented effort. Therefore both the Education office and the primary schools are recommended to consider all these while they plan for the training and development programs in a short term or in longer periods.

✓ The evaluations of the programs while they are implemented and after the time of implementation to assess the process and their impacts ought to be exercised in order to increase the effectiveness of the Leadership Development programs to be held in the future, to help participants get feedback for their improvement and to find out to what extent the Leadership Development programs' objectives, and of the T & D at large, are achieved. Thus, self evaluation of the trainee to the organization level is suggested to be practiced to learn from the past and to plan for a better effect in the future.

✓ To overcome the challenges of the Leadership Development programs of the primary schools in Oromia special zone surrounding finfine there is a need to get for an appropriately skilled man power; financial resources and a well organized plan and training procedures. Therefore, it is recommended that individual managers, each primary school, the CRCs and WEO could plan for this considering challenges are inevitable and need to plan for the strategies to overcome such obstacles.

✓ Each primary school, the CRCs and the education office should practice appropriate strategies from planning to the implementation of the training programs. Most importantly the Leadership Development programs should be based on career development which helps the organizations achieve their objectives and the managers achieve maximum self development.

✓ Finally, this study addressed the leadership development program practices and the challenges in the government schools of the study area; conducting further research would serve the validity of findings and could make it possible to enliven the problems observed.

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## APPENDIX -I

## Jimma University,

## College of Education and Behavioral Studies,

## Department of Educational Planning and Management

## Graduate Program in Educational Leadership & Management

**QUESTIONNAIRE TO BE FILLED BY THE SCHOOL LEADERS AND SUPERVIZERS**

**Dear / Sir**

I would like to express my deepest appreciation for your generous time, honest and quick responses in providing information about the area under the study in advance.

**Objective:** this questionnaire is designed to gather data about the current management and leadership development practices and challenges of the elementary schools found in Finfine Special Zonne. As a primary source, the information that you provide will be used in the study I conduct as a partial fulfillment of Master's Degree in Educational Leadership & Management at Jimma University only for an academic purpose and analyzed in secret through the authorization of the university. I assure full confidentiality of all information given. Finally, this research is to be evaluated in terms of its contribution to management and leadership development practices and challenges of the elementary schools in the study area in particular, and even the region and the country as well as in any educational institutions of the world as a whole.

Supervisors and Unit leaders as the school managers and you are requested to fill this questionnaire as you are among those who are serving mainly the schools.

To give you a clue, the study is focusing on the key terms such as:

1. ***Off-job training:*** a form of training that takes place away from the employment site/ actual place of work.

2. ***On-job training:*** a form of training that is given to people at their place of work, and usually during working hours.

3. ***Management Development (MD):*** refers to the process of identifying, training and generally equipping managers at different level with the necessary experience or skill going from initial recruitment to ultimate retirement.

4. ***Leadership Development (LD):*** refers to improving the existing capabilities to the human resources in the organization and helping them to acquire the ability to direct, influence and motivate others towards a better outcome.

**The enclosed Questionnaire is organized into three sections:**

1. General Information Questions (Demographic Data)

2. Likert scale Questionnaire on leadership development practices and challenges of the elementary schools in Finfine special zone.

 3. Questions to be answered choosing from the given alternatives.

*General Instructions*

1. writing your name is not required

2. For those questions their responses are found among the given alternatives, indicate with the 'X' mark in the box in front of your reply

3. For the questions that enquire the scale of your agreement please put the '˅' mark under your preferred level.

*Thank you very much in advance for your honest cooperation once again!!*


## PART I: <u>GENERAL INFORMATION</u>
**Indicate the appropriate/very closer response using a 'X' mark in the boxes with alternatives of the first four Questions and your brief response for Questions with blank spaces**

1**.** Sex:             1. Male ☐             2. Female ☐

2. Age (in years): 1) 18-24 ☐ 2) 25-31 ☐ ) 32-38 4) 39-4☐    5) 46☐                    ☐

3. Education level: 1) Certificate    2)☐ploma    3) B☐B Sc/Bed.          ☐          ☐
 4) MA/SC and  5) If other, Please specify_____
4. How long have you been with the current school?
        1) 1- 5 years ☐      2) 6-10 years ☐    3) 11-15 years ☐    4) ≥16 years ☐


5. Area of specialization/Qualification _____
6. Your current Position in the school:
1) General Manager ☐ Principal/Director ☐ 3) Vice-Principal4)☐ead of a department          ☐

    5) Teacher ☐ 6) In-school supervisor7)☐it leader        8) other……………………..)

7. Work experiences:
        7.1 Just in managerial positions _____
        7.2 In any other job titles (in years) _____ 7.3 Total experiences (in years) _____

Part II (a): Please put the ' ✓ ' mark under the number that represents your response to each of the

5= always          4= usually    3= sometimes   2=rarely          1= never

| 1 | Individuals, group and Organizational Needs Assessment for Leadership development Programs' | SCALES | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1.1 | The school asks individual managers about their training needs | | | | | |
| 1.2 | The school collects your training needs through performance evaluation | | | | | |
| 1.3 | The school gives opportunities to you to assess your self | | | | | |
| 1.4 | The school identifies your training need based on your skill, attitude and knowledge gaps. | | | | | |
| 1.5 | The school identifies your training need based on your individual learning style | | | | | |
| 1.6 | The school identifies your training needs based on your professional development | | | | | |
| 1.7 | The school identifies the training needs based on the job description you are entitled to work | | | | | |
| 1.8 | The school identifies the training needs based on team work practices | | | | | |
| 1.9 | The school identifies the training needs based on the performance comparison of different departments in your school | | | | | |
| 1.10 | The school identifies your training needs on fixed period of time | | | | | |
| 1.11 | The school identifies the training needs based on the mission & the vision of the school | | | | | |
| 1.12 | The school identifies the training needs based on the changes that your school has gone through | | | | | |
| 1.13 | The school identifies the training needs based on the needs & the values of the school, as an organization. | | | | | |
| 1.14 | The school identifies the training needs based on the plan and the major task of the organization/the school | | | | | |
| 1.15 | The school identifies the training needs based on the working culture of the organization | | | | | |
| 2 | Individuals, group and Organizational Needs Assessment Leadership development Programs' | SCALES | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 2.1 | The School assigns you in different position (job rotation) to get experience from different jobs | | | | | |
| 2.2 | The School helps you to improve yourself development | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.3 | The School uses coaching to enhance your managerial skills | | | | | |
| 2.4 | The School uses off job training as an important method to training | | | | | |
| 2.5 | The School uses on the job training programs to fill your performance gaps | | | | | |
| 2.6 | The School evaluates the program based on the job related needs analysis | | | | | |
| 2.7 | The School evaluates the program based on trainer's potential analysis | | | | | |
| 2.8 | The school practices cost minimization system in terms of training | | | | | |
| 2.9 | The training programs are fairly distributed to all level managers. | | | | | |
| 2.10 | The program is evaluated according to the training policy & the national development plan | | | | | |
| **3** | **Major problems faced the LD practices of the school** | **1** | **2** | **3** | **4** | **5** |
| 3.1 | The school doesn't try to control the high rate of turnover of trained managers | | | | | |
| 3.2 | The school doesn't develop an impact assessment programs for trainings | | | | | |
| 3.3 | The school doesn't gather feedback about the training programs from the trainees as required. | | | | | |
| 3.4 | The school doesn't motivate employees to work in interest & as of the trainings they attended. | | | | | |
| 3.5 | The school doesn't select appropriate trainers, qualified trainers | | | | | |
| 3.6 | The program is not applied in line with the Education & Training policy of the country. | | | | | |
| 3.7 | Routine works make you busy not to go with the recent phenomenon | | | | | |
| 3.8 | Specific objectives to the management development programs are not set. | | | | | |
| 3.9 | Due attentions are not given to enhance MD & LD Programs from the Education office of Finfine Special Zone | | | | | |
| 3.10 | The district Education office doesn't experience evaluating training efforts of your school | | | | | |

**Part II (b) : Please put the '✓' mark under the number that represents your response to each of the given statements regarding your respective school MD & LD Programs and their effectiveness using the given scale:**

**5=very high          4=high          3= medium          2=low          1= very low**

| 4 | The extent to which LD Programs are effective in your Schools | SCALES | | | | |
|---|---|---|---|---|---|---|
| | | Very low | Low | Medium | High | V/High |
| 4.1 | The Programs address job or task related planning needs, at organizational level | | | | | |
| 4.2 | The Programs contribute to creating learning organization | | | | | |
| 4.3 | The Programs focus on the objectives & the future plan of the organization | | | | | |
| 4.4 | problem solving culture is highly encouraged in the school | | | | | |
| 4.5 | The Programs enable the school to put in place the managers' performance evaluation systems | | | | | |
| 4.6 | The school has developed good culture of openness & good team spirit | | | | | |
| **4.7** | They enable the school to acquire good personnel data, recruitment compensation and job security system | | | | | |
| 4.8 | The management staff gets the required professional skill/knowledge from them. | | | | | |
| 4.9 | The programs address the existing training gaps of the individual | | | | | |
| 4.10 | The programs are able to change your personal relationships with other employees | | | | | |

**Part-III- Circle on the alternative(s) to answer for the following questions.**
**Note that you may choose more than one alternatives as long as they are your responses.**

1. Who decides the training period for the LD programs in your school?

      a) The General Manager           b) HR Personnel

      c) Immediate boss (Principal/Vice)      d) the staff

2. Typically the Training programs dealt with?

      a) Planning b) Management & Leadership Development

      c) Demands & Conditions of Costumers      d) Communication & Co-operation

      e) Organizational Management f) Quality of education & Productivity

      g) Organizational Culture & Working Environment h) any others

3. Who appraises your performance and of your organization's?

a) The managerial board/committee b, the deputy    C) a special team organized for this purpose in the school d, external supervisor/inspection team

e) Any other (please specify if any) _____

4. How supportive were the trainings you received to your work?

    a) Not atall b) some of them are not relevant      c) most of of them are not relevant

    d) All are Relevant

5. When it is found that particular employee is not performing well even after the required trainings, what steps does your school take in this regard?

a) Counseling  warning        c) Training & development programmers'    d)   Layoff/dismissing

      E, state any other measures _____

6. To enhance employees' performance, what approaches are taken by your respective school?

    a) Salary Increment                          c) awards& prizes

    b) Training & Development Programs        d) Promotion   e) other incentives

7.  Would you please describe the procedure and people involved in identifying leadership and management development need?

_____

_____

8. What are the major leadership and management strategies used to develop school leadership and management?_____

_____

9. How do you evaluate the effectiveness of these strategies? Which one is more effective in yourarea?_____

_____

10. What are the major challenges and limitations in the practices of leadership and management development in your town? _____

_____

**Jimma University,**

**College of Education and Behavioral Studies,**

**Department of Educational Planning and Management**

**Graduate Program in Educational Leadership & Management**

**Individual Interview Protocol for woreda education officials and process owner of TDP**

Time of Interview:_____          Date:_____

       Place:_____

Interviewee:_____

Position of Interviewee:_____

## INTRODUCTION

My name is ................., a student attending a graduate Program in Educational Leadership & Management from Jimma University. Thank you for agreeing to take part in my interview.

In this study I want to address the current management and leadership development practices and challenges of the elementary schools found in Finfine Special Zone. The results of this study will be important in understanding the situation mentioned in the research topic. Any information you provide is *completely confidential* and your responses will remain *anonymous*. In the accomplishment of this study I may select quotes from this interview to illustrate important Points but, once again, they will remain anonymous I want to remind you that you still preserve certain rights as a participant.

This interview is about your experiences in school and as such if you feel uncomfortable about answering any of the questions then you are free to decline to comment. Importantly, there are no 'right' or 'wrong' answers to the questions within the interview. I want to learn from your experiences in managerial and therefore, I hope you will be able to respond in a clear and straightforward way. If there are any questions you do not feel comfortable answering I would rather you declined to comment rather than answer in a manner that you think I or someone else would want to hear. If you have questions yourself, please feel free to ask them at any point, especially if I ask something that is not clear.

Thanks once again for your participation.

Do you have any suggestions before we start the interview? Let's begin in discussing your view of the program before you actually participated in it.

**INTERVIEW GUIDE FOR ED. BUREAU OFFICE HEAD / CORE PROCESS OWNER 0F TDP**

1. How long have you been in teaching/being principal/vice-principal so far?

2.  Are you qualified in Educational Leadership /Scl ?

3. Have you taken any course(s) related to educational Leadership ?

4. Describe the procedure and people involved in identifying leadership development?

5. What are the strengths and weakness of that are obtained from the identifying leadership development ?

6. Haw are the school principals Selected for training?

7. How long do the school leadership would do in the educational leadership of the schools in order to enhance education quality coverage?

8. What are the major leadership strategies used to develop school leadership in your woreda /towon ?

9. How do you evaluate the effectiveness these strategies Which one is more effective in your woreda/towon? Why?

10.    Could you please make available the following corporate documents?
    • The district's managerial Staff training and development policy
      • The district's ed. office annual report for the previous AY.

11.    What are the major challenges and limitations in the practices of leadership development in your towon/woreda?

*Closing*: Those are all the questions I have for you. Do you have anything you would like to me know? Thank you for participating in this interview. The information you've given me has been very helpful and provides me with a better understanding of the impact of the Management & Leadership Development Programs on organizational performance. Again, I appreciate you taking the time to meet with me.

# Jimmaa University,
## College of Education and Behavioural Sciences
## Department of Educational Planning and Management
## Graduate Program in School Leadership (SCL}

**GAAFFILEE QORANNOO HOGGANTOOTAA FI SUPPERVIZEROOTAA TIIF QOPHAA'AN**

**Kabajamoo Ob./Ad.**

Dursa yeroo keessan arsaa gochuun gaaffilee kanaaf haqa jiruu qofa irratti hundaa'un deebii laachuf eeyyamu keessaniif galatni koo guddaa dha. Waraqaa kanas yeroo gabaabdu keessatti akka naaf deebistan nan abdadhaa.

**Kaayyoo:** Gaaffileen qorannoo kun kan qophaa'an odeeffannoo waa'ee leenjiwwanDagaagina Ogummaa Hoggantoota Manneen Barnoota sadarkaa 1<sup>ffaa</sup>Naannoo Addaa Finfinnee keessatti argaman fi rakkoolee isaanitin wal qabatee funaanuf yoo ta'u, ragaa haqa qabeessa ta'e isiin irraa argannun qorannoo mata dure: ' *Leadership development practices and challenges of the elementary schools found in Finfine Special Zone'* gaggeessuf yaadameeti. Odeeffannoo isiin laattan kan tajaajilu mana barumsaa keessanis ta'e dhunfaa keessan addatti akka qoratamuuf otuu hin ta'in akka waligalaatti haalli qabatamaa jiru maal akka fakkaatu baruun fulduratti akka Naannoo Addaa Finfinnees ta'e akka naannootti ykn biyyaatti maal gochuu akka barbaachisu eeruf qofa ta'u isaa beekuun dhugaa jiru ifatti akka calaqqistan irra deebiin kabajaan gaafatamtu.

**To give you a clue for the key terms the study is focusing on in brief, you may refer:**

- *Off-job training:* a form of training that takes place away from the employment site/ actual place of work.
- *On-job training:* a form of training that is given to people at their place of work, and usually during working hours.
- *Organizational performance*: refers to the product of all interactions taking place in the organization.
- *Management Development (MD):* refers to the process of identifying, training and generally equipping managers at different level with the necessary experience or skill going from initial recruitment to ultimate retirement.
- *Leadership Development (LD):* refers to the means to improving the existing capabilities to the human resources in the organization and helping them to acquire the ability to direct, influence and motivate others towards a better outcome.

*QAJEELFAMA WALIIGALAA/GENERAL INSTRUCTIONS/*

➢ Maqaa keessan ibsuun barbaachisaa miti

➢ Gaaffilee Filannowwan deebi/yaada keessan ibsan akka keessaa filattan keennamaniif saanduqa isa filannoo keessan ibsu fuldura argamu keessatti mallattoo 'X' kaa'un agarsiftu

➢ Hamma/sadarkaa ittiin yaaddan ibsaman ittin fudhatan/waligaltan agarsiisuuf ammo mallattoo '☐' kaa'un ibsaa

➢ Kanneen filannoon kennaman ammo qubee (lee) deebii ni ta'u jettanii yaaddan irra maruun ibsitu.

*Odeeffannoo kana laachuuf Gargaarsa naaf gootanif hedduun isiin galateeffadha!*

**Kutaa I: ODEEFFANNOO DHUNFAA**

**Odeeffannoo dhunfaa keessanii filannoowan isiin ibsan fuldura saanduqqan argaman keessatti mallattoo 'X'tti gargaaramuun fi iddoo duwwaa barreeffamaan ibsuun deebistu**

1**.** Saala:    1) *Dhiira* ☐    *2) Dubra* ☐

2. Umurii (Waggaan): 1) 18-24 ☐   2) 25-31 ☐   3) 32-38 ☐   4) 39-45 ☐   5) 46-52 ☐

3. Sadarkaa Barnootaa:   1) *sartifikeeti* ☐    2) *Dippiloomaa* ☐   3) *BA/BSc/BEd* ☐

     *4) MA/SC fi isaa ol* ☐   5) *Kan biro yoo ta'e yaa ibsamu*_____

4. Mana Barumsa/Waajjira amma ittiin hojjettan keessatti turtii ykn muxannoo hojii keessani (waggaan):  *waggaa 1 -5* ☐   *2) waggaa 6-10* ☐ *waggaa 11-15*   4 ☐ *aggaa ≥ 16*       ☐

5. Gosa Barnoota/ogummaa ittiin eebbifame/te/Area of specialization/_____

6. Gitni hojii keessan ammaa:1) Maanaajera ☐  2)I/G/M/Barumsaa ☐  3)I/A/I/G/M/Barumsaa ☐

     4) Hogganaa Dippartimentii ☐   5) Barsiisaa/stuu ☐      6) Supparvaayzara CRC ☐

   7) kan biraa (__)

7. Muxannoo hojii (waggaan): *Hoggansa irratti qofa _____Hojii biro irratti _____ Walitti* _____

**Kutaa II (a):** Yaaddan armaan gadii waa'ee Fedhii Leenjii sagantaa Leenjii Dagaaginna Ogummaa Hoggantoota fi Dursitoota ilaalchisee hamma mana barumsaa keessan ibsu filannoo keessan jalatti mallattoo '✓' fayyadamuun agarsiisaa.

**5**= yeroo mara  **4**= yeroo baay'ee   **3**= al tokko tokko **2**= baay'ee darbe darbe **1**= Gonkuma hinjiru

| 1 | Haala Qorannoo Fedhii Leenjii kan dhunfaa, garee fi dhaabbataa sagantaa Leenjii Dagaaginna Ogummaa Hoggantoota /Dursitoota ilaachise | Hinjiru | Muraasa | Al-tokko tokko | yeroo baay'ee | yeroo mara |
|---|---|---|---|---|---|---|
| 1 | M/Barumsaan qorannoo fedhii leenjii dursaa Hoggantoota isaa gaafachuun ni gaggeessa | | | | | |
| 2 | Bu'ura madaallii raaw'iitiin fedhii leenjii dursaa Hoggantoota ni funaannamaa. | | | | | |
| 3 | M/barumsichaa Hoggantoota ofiin akka of madaalan carraa ni laataa | | | | | |
| 4 | Beekumsa, Ogummaa fi ilaalcha Hoggantoota irratti hundaa'un qorannoon fedhii leenjii dursaa ni gaggeeffamaa. | | | | | |
| 5 | Haala barachuu Hoggantoota irratti hundaa'un qorannoon fedhii leenjii dursaa ni gaggeeffamaa. | | | | | |
| 6 | Dandeettii ogummaa Hoggantoota qaban irratti hundaa'uun m/barumsichaa fedhii leenjii dursaa hojjeettoota bulchinsaa ni qoorataa. | | | | | |
| 7 | Gahee hojii itti ramadaman bu'ura gochuun m/Barumsaan qorannoo fedhii leenjii dursaa Hoggantoota ni gaggeessa | | | | | |
| 8 | Bu'ura muxannoo hojii gamtaan hojjechuu Hoggantoota irratti hundaa'un qorannoon fedhii leenjii dursaa ni gaggeeffamaa. | | | | | |
| 9 | M/Barumsaan Hoggantoota iddoowwan hojii adda addaa irratti argaman gidduu raaw'ii hojii isaanii madaaluun qorannoo fedhii leenjii dursaa ni gaggeessa | | | | | |
| 10 | M/Barumsaan qorannoo fedhii leenjii dursaa Hoggantoota yeroo murtaa'ee keessatti ni gaggeessa. | | | | | |
| 11 | M/Barumsaan qorannoo fedhii leenjii dursaa Hoggantoota eergama fi mul'ata dhaabbatichaa irratti hundaa'un gaggeessa. | | | | | |

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| 12 | jijjiirrama ykn dagaagina m/barumsichaa keessatti mul'atu irratti hundaa'uun  qorannoon fedhii leenjii dursaa  Hoggantoota ni gaggeeffama | | | | | |
|----|----|----|----|----|----|----|
| 13 | Fedhii fi sonaawwan dhaabbattichaa irratti hundaa'un  fedhii leenjii dursaa  Hoggantoota ni qooratamaa | | | | | |
| 14 | Karoora hojii fi fi hojiilee gurguddoo mana barumsichaa bu'ura gochuun fedhiin leenjii dursaa  Hoggantoota ni qooratamaa | | | | | |
| 15 | Aadaa hojii dhaabbatichaatirratti hundaa'uun m/barumsichaa fedhii leenjii dursaa  Hoggantoota ni qoorataa. | | | | | |

| 2 | Toftaalee sagantaa Leenjii Dagaaginna Ogummaa Hoggantoota / Dursitoota ilaachise | Hinjiru | Muraasa | Al-tokko tokko | yeroo baay'ee | yeroo mara |
|----|----|----|----|----|----|----|
| 1 | M/barumsichaa hoggantoota fi dursitoota isaa gita hojiwwaan adda addaa irratti hojjechuun muxannoo akka horatan ni taasisaa. | | | | | |
| 2 | Dandeetti qaban ofiin akka gabbifatan m/barumsaan hoggantoota fi dursitoota isaa ni deeggaraa. | | | | | |
| 3 | M/barumsaan hoggantoota fi dursitoota isaa leenjii fi hordoffiin ogummaa hoggansaa isaanii akka cimsan ni taasisaa. | | | | | |
| 4 | M/barumsaan hoggantootni fi dursitootni isaa leenjiiwwan iddoo fi yeroo hojiin alaatirratti akka hirmaatan ni godhaa. | | | | | |
| 5 | M/barumsaan hoggantootni fi dursitootni isaa leenjiiwwan iddoo fi yeroo hojiin irratti akka hirmaatan ni godhaa. | | | | | |
| 6 | M/barumsaan sagantaalee leenjii fi dagaagina ogummaa hoggansaa xiinxala fedhii hojiin wal qabatan irratti hundaa'un madaalaa. | | | | | |
| 7 | Dandeettii leenj'aa bu'ura gochuun m/barumsaan sagantaalee leenjii fi dagaagina ogummaa hoggansaa ni madaalaa. | | | | | |
| 8 | Sagantaalee leenjii fi dagaagina ogummaa hoggansaa gaggeessuuf itti fayyadamni baajetaa qusannoo hojii irra ni oola. | | | | | |

| 9 | Hoggantoota sadarkaa adda addaa irratti argaman sagantaalee leenjii fi dagaagina ogummaa hoggansaa carraa wal gitun argatu | | | | | |
|---|---|---|---|---|---|---|
| 10 | Imaammata leenjii fi misooma biyyaatti bu'ura gochuun sagantaaleen leenjii fi dagaagina ogummaa hoggansaa ni madaalamu. | | | | | |
| **3** | **Rakkoolee gurguddoo sagantaa Leenjii Dagaaginna Ogummaa Hoggantoota fi Dursitoota muddatan ilaachise** | **1** | **2** | **3** | **4** | **5** |
| 1 | M/Barumsaan hoggantootni leenji'an akka jalaa hin lakkifne too'achuf ni carraaqu | | | | | |
| 2 | kunniin bu'aa isaan fidan gama m/barumsaatin ni madaalamu | | | | | |
| 3 | Leenj'iaa irraa muxannoo dub-deebii sagantaalee leenjii fi dagaaginaa jiraachuu | | | | | |
| 4 | M/barumsaan hoggantootni isaa haala ittiin leenji'aniin fi fedhii isaanitin akka hojjetan ni jajjabeessu. | | | | | |
| 5 | Gama m/barumsichaatin leenjisaa ga'umsa barbaachisuu qabu filachuu irratti hanqiina qaba. | | | | | |
| 6 | Sagantaalee leenjii fi dagaagina ogummaa hoggansaa haala imaammata leenjii fi misooma biyyaatti bu'ura gochuun hin raawwatamanii | | | | | |
| 7 | Hojiileen irra deeddebiin hojjetaman hoggantoota fi dursiitoota M/barumsaa nuffisaniiru | | | | | |
| 8 | Sagantaalee leenjii fi dagaagina ogummaa hoggansaa kaayyoo ifaan kaa'ameef hin qabanu | | | | | |
| 9 | W/Barnoota Aanaa / Magaalaa wantoota sagantaalee leenjii fi dagaagina ogummaa hoggansaa kanniinif barbaachisuu guutuu/dhiyeessuuf haala ni mijeessuu. | | | | | |
| 10 | Sagantaalee leenjii fi dagaagina ogummaa hoggansaa kennamaniin wal qabatee bu'aa isaanii madaaluun gama W/Barnoota Aanaa/ Magaalaa hin baramnee. | | | | | |

**Kutaa II (b)**: **Yaaddan armaan gadii waa'ee Bu'aa sagantaalee Leenjii Dagaaginna Ogummaa Hoggantoota fi Dursitoota ilaalchisee hamma mana barumsaa keessan ibsu filannoo keessan jalatti mallattoo ' ✓ ' fayyadamuun agarsiisaa.**

| 5= baay'ee ol'aanaa | 4=ol'aanaa | 3= g/galeessa | 2=gad'aanaa | 1= baay'ee gad'aanaa |
|---|---|---|---|---|

| 3 | Bu'aa sagantaalee Leenjii Dagaaginna Ogummaa Hoggantoota fi Dursitoota ilaachise | baay'ee gad'aanaa | gad'aanaa | g/galeessa | ol'aanaa | baay'ee ol'aanaa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Sagantaaleen kun qabiyyee fedhii hojii dhaabbatichaa bu'ura gochuun akka hojiileen karoorfaman dandeessisan of keessatti hammataniiru. | | | | | |
| 2 | Sagantaaleen kun dhaabbata baratu fi guddatu taasisuuf gumaachaniiru. | | | | | |
| 3 | Sagantaaleen kun kaayyoo isa fulduraa kan dhaabbatichaa irratti xiyyeeffatanii turani. | | | | | |
| 4 | M/barumsaa keessattii aadaan rakkoo hiikuu dagaageera. | | | | | |
| 5 | sagantaaleen leenjii fi dagaagina ogummaa hoggansaa dandeettii raaw'ii hojii hogganaa guddisaniiru | | | | | |
| 6 | Aadaa iftoomaa fi gamtaan hojjechuu /barumsaa keessattii dagaageera | | | | | |
| 7 | sagantaaleen leenjii fi dagaagina ogummaa hoggansaa kun m/barumsaa keessatti haala qabannaa ragaalee gaarii, sirna simannaa hojjetaa gaariin akka jiraatuu taasisaniiru | | | | | |
| 8 | Hoggantootni fi dursitootni m/barumsaa dandeettii fi ogummaa hoggansaa barbaachisaa ta'e akka argatan ni dandeessisu. | | | | | |
| 9 | Sagantaaleen kun hanqiina ykn fedhii leenjii hogganaa/dursaa kan bu'ura gochuun kan qophaa'ani dha. | | | | | |
| 10 | Hoggantootni fi dursitootni m/barumsaa walittii dhufeenya hojjeettota kan biro waliin qaban akka foyyeessan sagantaaleen leenjii fi dagaagina ogummaa hoggansaa kun taasiisaniiru. | | | | | |

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**Kutaa III- Gaaffilee armaan gadiitif filannowwan deebif dhiyaatan keessaa filachuun deebistu (Hub. Deebii tokkoo caalaa yoo deebisuun isiin barbaachisee qubee tokko ol irra maruu ni dandeessu)**

1. Akkaa m/barumsaa keessanitti sagantaalee leenjii fi dagaagina ogummaa hoggansaatif yeroo itti gaggeeffaman kan murteessu eenyu?

   A)  I/G/M/B ykn Itti aanaa I/G/M/B          B)Hogganaa Misooma human namaa

   C)Misooma barsiisotaa aanaa/Magaalaa D) Gareen ykn sadarkaa istaafiitin murtaa'aa.

2. Sagantaalee leenjii fi dagaagina ogummaa hoggansaatif hanga ammaatti gaggeeffaman irra caalaatti maal irratti xiyyeeffatuu?

   A)  Qophii Karoora irratti                          E) Hoggansa dhaabbataa irratti

   B)  Dagaagina Ogummaa dandeettii hoggansaa irratti      F)  qulqullina barnootatii  fi bu'aa argame irratti

   C)  Fedhii fi haala maamiltootaa irratti    G) Aadaa fi haala hojii dhaabbata tokkoo irratti

   D)  qunnamtii fi walitti dhufeenya irratti                          H) kan biro

3. Raaw'ii hojii hoggansaa fi kan m/barumsichaa eenyuutu madaalaa?

   A)  Boordii Maanaajmentii M/barumsichaa  C)  Garee  addaatti  M/barumsaa  keessatti dhaabbate

   B)  Hogganaa dhihoo (I/G/M/B)          D) Garee Supparvijinii/Inspeekshinii alaa

4. Sagantaalee leenjii fi dagaagina ogummaa hoggansaatif hanga ammaatti gaggeeffaman hammam barbaachisoo dha?

   A)  Gonkuma kan barbaachisan hin turre   C) muraasnii kan barbaachisan hin turre

   B)  Baay'een isaanii kan barbaachisan hin turre      D) Hundi barbaachisoo turani.

5. Leenji'aan tokkoo Sagantaalee leenjii fi dagaagina ogummaa hoggansaatirratti hirmaate hojii isaatirratti foyya'iinsi yoo hin jiraatin gama m/barumsaatin tarkaanfiin fudhatamu mali?

   A)  Gorsa laachuu      C) hojii irraa hari'uu

   B)  carraa Sagantaalee leenjii fi dagaagina ogummaa hoggansaa kan biraa laachuu

       D) kan biroo yoo jirate haa ibsamu_____

6. Raawwii hojii hojjettootaa cimsuuf gama m/barumsa keessaniitin maaltu raawwatama?

A) Daballii miindaa    B) Gorsa, leenjii fi hordoffii   C) sagantaa leenjii qopheessuu

D) sadarkaa hojii foyya'atti guddisu/ceesisuu E) wantoota birootin si'eessuu F/Waan ta'u hinjiru

7.Adeemsa fedhii leenjii dagaagina  hoggansa barnootaa adda baasuu keessatti dhimmamtoonni akkamiin akka keessatti hirmaatan ibsi?_____

_____

_____

8.Tarsiimoon leenjii dagaagina hogummaa  hoggansa barnootaa ittiin dhimma baatan maal?____

_____

_____,

9.Bu'a qabeessummaa tarsiimoo leenjii dagaagina hogummaa  hoggansa barnootaa akkamiin madaaltan?_____

_____

_____,

 -Tarsiimoo kamtu caalaa bu'a qabeessa?_____

 -Maaliif_____

_____

10.Akka Aanaa /Magaalaa keessanitti rakkoowwan/Haqioonnni  gurguddoo leenjiin dagaagina hooggansa barnootaa  akka hojiirraa hinoolle taasisan maalfaadha?_____

_____

_____

_____,

*Hirmaannaa keessan hundaaf hedduun isiin galateeffadha!*

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**Jimma University,**

**College of Education and Behavioral Sciences,**

**Department of Educational Planning and Management**

**Graduate Program in School Leadership (SCL)**

**Gaafannoo Dhuunfaa Hoggantoota Waajjira Barnnootaa fi Abbaa adeemsa Misooma Barsiisotaaf qophaa'e**

Sa'aatii itti gaafannoon gaggeeffame :_____        Guyyaa:_____

          Bakka:_____

Gaafatamaa :_____

Ga'ee hojii gaafatamaa :_____

1,Hagam hojii barsiisummaa  ykn hoggansa barnootaa irra turtan?

2,Hogummaa  Hoggansa barnootaa qabdu?

3.Gosa  barnootaa hoggansa barnootaa waliin walitti dhufeenya qaban fudhataniitu?

4,Fedhii  leenjii  Dagaagina hoggansa barnootaa Manneen barnootaa magaalaa /Aanaa akkamii adda baastu.

5,Cimnni fi hanqinni leenjiin dagaagina hogummaa hoggansa barnootaa adda baasuu keessatti mul'ata maali?

6,Hoggatoota leejiirratti hirmaachisuuf akkamiin filattu?

7,Hagam hooggansi barnootaa Uuwwisaa fi qulqullina barnootaa mirkaneessuuf manneen barnootaa keessa  turu?

8.Waajjirri keessan tarsiimoo leenjii dagaagia  hooggansa barnootaa  akkamii  hojiirra oolcha?

9.Bu'aawwan tarsiimoo leenjii  dagaagina  hoggansa barnootaan argaman akkamiin madaaltu?

  -Akka magaalaa/aanaa keessanitti kamtu irra bu'a qabeessa?Maaliif?

10,Ragaawwan tarsiimoo kana ittiin hojiirra oolchitan argachuu nidandeenya?

  -Tarsiimoo guddina  hoggansa barnootaa  aanaa/magaalaa

 -Gabaasa waggaa bara barnootaa darbee magaalaa/aanaa

11.Akka  aanaa/magaalaa keessanitti  rakkoowwan/hanqinoonni leenjii dagaagina hoggansa barnootaa hojiirra oolchuuf danqaa ta'an malfaadha?