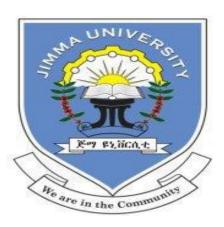# INSTRUCTIONAL LEADERSHIP EFFECTIVENESS OF SECONDARY SCHOOL PRINCIPALS AND ITS CHALLENGES IN MEKKELE TOWN OF TIGRAY REGION

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AUGUST, 2014
JIMMA UNIVERSITY

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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

AUGUST, 2014

JIMMA UNIVERSITY

DECLARATION

I, the under signed, declared that this thesis is my original work and that all source of materials used for the thesis have been duly acknowledged.

Name _____

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Date_____

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

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This thesis on the title instructional leadership effectiveness of secondary school principals in Mekelle town of Tigray Regional state is approved as the original work of MhreteabJovanni.

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Abbreviations/Acronyms

BLS   Bureau of Labor Statistics

EdPM   Educational Planning and Management

EFA   Education for All

ESDP   Education Sector Development Program

FGD   Focus Group Discussion

MoE   Ministry of Education

PTA   Parent Teacher Association

SPSS   Statistical Package for Social Scientists

SS   Secondary School

TRS   Tigray Regional State

UNESCO   The United Nations Educational, Scientific, and Cultural Organization

WEO   Woreda Education Office

Abstract

The purpose of this study was to assess the current status of instructional leadership effectiveness and to investigate some major factors that affect its effectiveness in secondary schools of Mekelle town, Tigray Region.It examined the view of teachers, department heads, PTA members, principals and assistant principals on the role of secondary school principals as instructional leaders in the areas of creating conducive climate, motivation of teachers, supervision, implementation and improvement of curriculum and delegation of principal responsibilities in the study area. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out in proportional allocation to give equal chance for all Schools of the town and followed by lottery method to select five (55%) secondary schools ofMekelle town. Then, 174 teachers were selected using simple random sampling techniques. 5 principals, 10 vice principals, 45 department and 25 PTA members were included in the study by using censusto collect large data. Questionnaire was the main instrument of data collection. Interview and group discussion were also utilized to triangulate the data collected through the questionnaire. Percentage and ANOVA was employed to analyze the quantitative data, while qualitative data which was obtained through open ended questions, interview and group discussion were analyzed using narration. The results of the study revealed that, the effectiveness of principals in the areas of motivating teachers, creating conducive climate, implementing and improving curriculum were below average. On the other hand, the role of the school principals in the areas of school based supervision and delegation was moderately effective. For instance, in motivating teachers, principals were weak in recommending teachers, recognizing their contribution, encouraging them to use innovative teaching methods and in recognizing the good teaching performance of teachers. In creating conducive climate, principals were also not effective in creating good climate for collaboration, for problem solving, in listening teachers' idea, in assisting teachers and giving them advices. Regarding curriculum, principals were also weak in checking and evaluating the school curriculum regularly, in coordinating teachers, students and parents to comment on the existing curriculum, in checking supply of adequate materials for curriculum implementation and in encouraging teachers to comment and improve curriculum. Regarding personal qualities and skills, principals do not have much qualities and skills. Availability of qualified teachers, work load to principals, population size of students, imposing of too much guidance and order from higher authorities, overlapping of authority, confusion of tasks, political interference in the schools by the government and conflict with some teachers are some of the challenges that face the school principals. Finally, recommendations were drawn based on the findings. Continuous training for principals, knowledgeable teachers should be assigned and no political interference in the schools were some of the recommendations forwarded Moreover, suggestions were forwarded to alleviate/solve the factors that hinder the practices of school principals in the schools.

CHAPTER- ONE

1. INTRODUCTION

1.1 Background of the Study

Education is the center of development for all societies particularly in the current globally competitive economies. It is the basis for reducing poverty and inequality, improving health, enabling the use of new technologies, and creating and spreading knowledge (World Bank 2009). The World Book Encyclopedia (1992) defines Education as the process by which people acquire knowledge, skills, habits, values and attitudes and stresses that education should help people become useful members of society; it should also help them to develop an appreciation of their cultural heritage and to live more satisfying lives.

Education is a fundamental human right, a means for realizing others' rights and part of development. In order to translate the principles enshrined in the UN declaration of human rights and thereby realize the dual gains of education as an intrinsic basic right and as a means for development, governments of developing countries declared their commitments to providing secondary education to all their citizens within a reasonable period of time (Taddele,2008).

In line with this basic conception various international conventions have been agreed upon. The founding one in this regard was the universal Declaration of Human Rights (UN 1948) that recognized education as fundamental human right. Following this there have been various efforts to universalize education including the world Declaration on Education for All (EFA) 1996. Ethiopia is signatory to all these international commitments to universalize education.

To achieve the above mentioned goal of education, schools need effective and efficient principals who work day and night to improve the quality of education in general and to improve students' results in particular. School leadership place on quality leadership within a school and also demonstrates an underlying belief that principals have an effect on education within their schools. As the main administrator in a school, the principal is responsible, among other things,

for maintaining and improving teacher quality, monitoring and enforcing student conduct, and ensuring the curriculum is properly implemented.As managers, principals are responsible for the overall functioning of their school. Most principals share a set of responsibilities.

Among the many responsibilities of school principals, being an instructional leader is the one who helps the teachers improve their teaching. Improved teaching will lead to higher student result. The principal, as instructional leader, is a key in creating a school climate in which instructional leadership can thrive (Poirier, 2009). Different responsibilities of school principals as an instructional leaders are out lined by Brewer (2001) focusing on instruction; building a community of learners; sharing decision making; sustaining the basics to the school and staff; supporting ongoing professional development for all staff members; redirecting resources to support a multifaceted school plan; and creating and maintaining a climate of collaboration and continuous improvement, focus on helping teachers improve their classroom performance and make academic instruction their schools top priority.

Principal leadership has become internationally themain concern in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the effectiveness and equity of schooling (Pont, Nusche& Moorman, 2008).

Principals are required to direct and supervise the development, delivery, assessment and improvement of the education of all students in their school. In particular in relation to teachers, principals perform a number of tasks, such as: evaluating their performance, assigning them to classrooms, making teaching schedules, and making recommendations to the district about hiring or dismissal (or performing that action themselves). Principals also interact directly with students by monitoring their conduct on school premises and during school sanctioned events, and disciplining problematic students who, for example, are frequently truant or disruptive. Principals also act as a liaison between school districts and the school itself, and are responsible for implementing policies passed down by provincial, state or district authorities, then communicating information back up regarding the success of those initiatives.

Hallinger and Heck (1998) suggest pathways through which principals can affect student

performance. Principals can have either a direct or indirect effect on student performance. The direct impact of the principal, as the name suggests, refers to actions that pass directly from principal to student. Examples include a principal's leadership ability, attitude, or even direct discipline of particular students. Indirect effects are actions by the principal that operate mainly through other intervening variables. For example, the allocation of teachers to classrooms, the hiring practices of teachers, or changes to the curriculum would operate through other individuals before affecting student achievement.

In higher achieving schools, teachers report their school leaders (usually the principal) to be more active participant in teaching-learning and development than in lower achieving schools (Andrews &Soder, 1987; Bamburg& Andrews, 1991). Similarly, leaders (principals) are more likely to promote and participate in staff discussion of teaching and teaching problems (Heck et al., 1990; Heck et al., 1991). The degree of leader involvement in classroom observation and subsequent feedback is also associated with higher performing schools. Teachers in such schools reported that their leaders set and adhere clear performance standards for teaching (Andrews &Soder, 1987; Bamburg& Andrews, 1991) and made regular classroom observations that helped them improve their teaching (Bamburg& Andrews, 1991; Heck, 1992; Heck et al., 1990).

Principal is also more likely to be seen by staff as a source of instructional advice, which suggests that they are both more accessible and more knowledgeable about instructional matters. Principals were significantly more likely to be nominated as sources of advice in higher achieving schools. Some authors suggest that leaders who are perceived as sources of instructional advice and expertise gain greater respect from their staff and hence have greater influence over how they teach. In addition, the principals' central position in school communication networks means that their advice is more likely to have a coordinating influence across the school (Friedkin& Slater, 1994).

Some of the schools can be characterized as effective or excellent. Others, however, can be described as ineffective or poor schools (Belay, 2009). According to McEwen (2003) school effectiveness is because of the leadership abilities of the principals, particularly in the area of instructional leadership. Similarly, Hopkins (2003) noted that the most important single factor in

the success of a school is the quality of the leadership of the principal. The fate of effective schooling has come to focus heavily on the roles and activities of the principal. Excellent schools are those led by excellent instructional leaders, the principals (Elliot and Capp, 2001).

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1.2 Statement of the Problem

Leadership, and especially principal leadership, has been an object of study since the late 1960s. Good leadership can certainly contribute to students' outcome improvement by abetting the motivation, participation, and coordination of the teachers. Recent studies have widened the range of action of school leadership to the various organizational levels: school managers, department heads, coordinators, teachers (Goldhaber, 2002; Harris, 2004).

Principals play an indispensible role in the effectiveness of school right from the setting of the goals to accomplishment of the goals. A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools effective.

Although it is teacher performance that directly affects student performance, quality of principal leadership matters in determining the motivation of teachers and the quality of their teaching (Evans, 1999; Sergiovanni, 2001; Cheng, 2002). Indeed, a number of researchers point to the role of head-teacher capacity to build a "shared vision". Involving the teachers in a process of "shaping" their schools will cause them to be more motivated and to teach differently; thus, this process will make a difference to the learning and motivation of students (Elmore, Peterson and McCarthey, 1996).

Moreover, the school principal, as instructional leader, is expected to play many roles. For instance, Philip (2001) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers.

In more than five years of practice as a secondary school teacher and one year as a principal, the researcher has become increasingly aware and interested in the manner a principal works as an effective instructional leader to achieve better instruction in the school. Also due to the extensiveness, depth and complexity of roles and responsibilities of the school leadership, there are a lot of key challenges in school leadership. Some of them are: ensuring consistently good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum; managing behavior and attendance; strategically managing resources and the environment; building the school professional learning community; and developing partnership beyond the school to encourage parental support for learning and new learning opportunities (Price water house Coopers, (2007).

However, to the knowledge of the researcher there is a scarcity of studies that focus on principal leadership practice in secondary schools of Mekele town. Due to this reason the researcher understood that, there is a gap that needs to be assessed about the practices of principal leadership in secondary schools of Mekele administrative town. Thus from the researcher's work experience and the prevailing or existing challenges in secondary schools, the researcher is interested to assess school leadership practices and also challenges. Moreover the researcher is interested to investigate the challenges that may hinder the school leaders in performing their activities.

So, the purpose of this study was, to assess principal leadership practices in governmental secondary schools of Mekele town of Tigray Regional State of Ethiopia. The study also identified the key challenges that face principals while practicing their leadership role. Therefore the study attempted to answer the following basic questions:

  1. To what extent do secondary school principals of Mekele town motivate teachers?

2. How far successful are the secondary school principals of Mekelle town in creating conducive climate for teaching-learning process?

3. To what extent do secondary school principals of Mekele town exercise delegation to teachers?

4. To what extent do secondary school principals of Mekeletown supervise instructions?

5. To what extent do secondary school principals of Mekele town implement and improve school curriculum?

6. To what extent do secondary school principals of Mekelle have personal quality and leadership skills?

7. What are the major challenging factors that influence secondary school principals of Mekele town in performing their activities?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess the principals' leadership practices as instructional leadersand identify the challenges that face them in secondary schools ofMekele town of Tigray National Regional State.

1.3.2 Specific Objectives

1. To identify the extent to which Mekele secondary school principals motivate teachers.
2. To examine the extent to which secondary school principals create conducive climate for teaching and learning process.
3. To examine the extent to which Mekele secondary school principals exercise delegation.
4. To assess how far the secondary school principals engage in instructional supervision.
5. To examine how far secondary school principals implement and improve school curriculum.
6. To identify the major personal qualities and skills that the principals have as an instructional leaders.
7. To identify the major challenging factors that face secondary school principals in Mekele town secondary schools.

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1.4   Significance of the Study

This study may have the following significances:

1. It may identify major factors that contribute to poor school leadership which indirectly leads to low students' results and suggesting possible solutions may help the schools and education officials to take appropriate measures.

2. The research may provide valuable information for the school leaders about how they should coordinate the concerned bodies in improving students' success.

3. The research may help the school teachers by enabling them to understand the challenges of school leaders and develop sense of common shared vision and belongingness.

4. It may also help to raise the awareness and motivation level of other researchers for further studies in the area of improvements of school leadership.

5. The study may also help secondary schools during the review of strategic planning, and self-assessment of school improvement practices.

6. The study may also help the Woreda or town education offices how to deal in leading.

1.5   Delimitation of the Study

Though Tigray National Regional state is administratively divided in to seven zones, to make it manageable, the study was geographically delimited to Mekele town. There are five private and nine public secondary schools in the town. To make the study more feasible, it was delimited to public secondary schools.

All educators can be leaders in the different levels of the educational management hierarchy. Various researchers agreed that instructional leadership is played by many individuals. Concerning this, Lunenberg and Ornstein (2004) agreed that instructional leadership role doesn't necessarily rest only with the principal. The Assistant principals, unit leaders, and department heads might also serve as instructional leaders. However, to make the research more manageable the study focused specifically on the principals' leadership as instructional leaders in the schools.

The role of principals is multi-dimensional. Therefore, to make the research more feasible and manageable , the study focused on the instructional leadership role of principals specifically in

the area of motivation, delegation, creating conducive atmosphere for the teaching and learning process, curriculum implementation as well as improvement and supervision at the schools. Moreover, weak school leadership is a problem observed throughout the education system as indicated above, but the focus of this study was on secondary schools (9- 12).

1.6 Limitation of the study

It is understood that research work could not be free from limitation. So this research study also had some limitations. One of the limitations was that most of the teachers were not cooperating as needed, they were boring to fill the questionnaires and I struggled more and begged them to help me to fill the questionnaire. As a result I have spent too much time in collecting the data in Mekelle town and the instruments I have spent also too much time, so it was difficult to organize and manage.

1.8 Organization of the study

The study got organized in to five chapters. The first chapter contains the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation and limitation of the study. The second and third chapters present the review of related Literature and the research design and methodology respectively. The fourth chapter dealt with the presentation and analysis of data collected from the responses .The last part, which is Chapter five, provided the summary, conclusion and recommendations.

1.7 Operational Definitions

Instructional leader:-a person who attempts to improve instructional progress, teaching and learning to improve students' performance.

Practice: activities which are carried out in the school by the school leaders to improve school success.

School leaders: leaders in the school (school principal, vice-principal, department heads and PTA members) who coordinate various activities in the school and also work with outsiders to achieve school goals.

Secondary schools: schools which provide two years of general education (9 -10) and in addition two years of preparatory classes (11-12) when students pass grade 10 national

examination.

Motivation:the willingness or the desire of the teacher to achieve the goals of the school or the teachers' initiation and willingness to achieve the goal of quality education in their school.

School Climate: the value of a school that brings about a wholesome learning place, where pupils' and parents' dreams and ambitions are tended, and teachers motivated to function at their best, where everybody is respected and feel attached to the school.

Head teacher: one who supervises school activities and occupies the position of school leader.

CHAPTER-TWO

2 REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter includes introduction, the concept of school leadership, the leadership functions (planning, Organizing, Leading and Monitoring), concept of instructional leadership, historical overview of the roles of principals, the role of school principals as a leaders in general and as an instructional leaders in particular, about creating conducive climate for teaching and learning process in the schools, motivation of teachers, delegation, supervision and curriculumEducation is described by Kirk and Gallagher (1983:34) as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture. Thus, education has a definite role to play in the development of people and countries.

Education plays a significant role in the development of people because people are the wealth of any nation; therefore, people are viewed as a focus for development. It plays a vital role in the development of the country because education is the source of growth of any country. This may be one of the reasons why United Nations Educational Scientific and Cultural Organization (UNESCO) (2001:9) declare education a vehicle for and indicator of development.

Education and training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth. Modern education, schooling in particular, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies. Schools are therefore intended to serve as agents for developing individual citizens within a country (Pandey 1996:77). In essence, schools are institutions where children are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute to the advancement of their society.

Educational institutions are valuable organizations for each community and they are well structured where people come together and developed through the process of teaching and learning. Schools are one of these institutions where they prepare students for the future; teach them the skills they need to be successful in life; and motivate them to read, write and think creatively. Moreover, schools are concerned with the development of students who are not only employable, but also autonomous and responsible individuals who are effective members of the society (Harris, 2003). To achieve this, there must be a commitment among the various stakeholders. In supporting of this, Aggrawal (as cited in Million, 2001) explained that in maintaining the above objectives (i.e. for the developments of citizens as well as students), the school requires the effectiveness and commitment of stakeholders particularly teachers, school principals and management.

Freiberg and Stein (1999:3-4) observe that schools are similar with a moderate difference in the organizational structures. According to these scholars, schools have a category group of students with a teacher, scheduled times for teaching and all other activities, specific times for starting and closing the school day, and management structures which are mainly hierarchical. The highest official position in the school is that of head teacher. Thus, the responsibility of running the school is that of the head teacher.

In spite of the similarities in the organizational and administrative structures of schools, studies have shown that schools are different, one from the other in the way they function as well as the effects they have on the lives of children. For example, Head's (1999: 84- 85) report of Rutter, Maughan, Mortimore and Oustonresearch findings indicate that some schools are superior to others. They observe that schools which perform above average with regard to pupils' behavior have the tendency to perform above average in academic achievement. In other words, it appears that there is a correlation between students' conduct and their academic attainment. Head (1999:93) is of the opinion that, in terms of academic achievement or of behavior, some schools are better than others, even when they all have similar intakes. It could therefore be inferred that some schools are better than others in academic achievement as well as behavior regardless of having comparable intakes.

According to Dunklee (2000:11and 66) the differences in students' behavior and academic outcomes are influenced inter alia by the head teacher. The head teacher leads from his/her values. The activities of the school are determined by what the head teacher does. He/she influences everyone else's behavior: his/her values are contagious, his/her good sense of ethics instills respect and trust in the system; he/she communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. Buttressing the above claim, Ramsey (1999:190) contends that, in an organization like the school, students and staff tend to live up to the image of the head teacher; because no school is high performing without an effective and efficient head teacher; he is the gospel that his/her staff and pupils read, a model of behavior and work attitude to be copied by all. It implies that the head teacher is therefore expected to accept responsibility for whatever pupils and staffs do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning.

Wilmore (2002:4) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2003:693-700), the head teachers' tasks are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars opine that the leadership role complements the functional role.

Against this background, head teachers in Ethiopia are responsible for checking the schemes and records of work, measuring the efficiency of instruction, conducting staff meetings, visiting classrooms and teachers' work rooms, adjusting pupils' activities, appraising teachers and giving teachers instruction on appropriate teaching methods, etc.

Head teachers differ in the styles they use to carry out all these tasks. Mazzarella and Smith (1989:58) state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire* leadership style. Ramsey (1999:39-40) believes that leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use a style that is manipulative; others use more participatory styles. Some styles are driven by product whereas others are driven by process.

Considering the importance of the head teacher's tasks, his/her leadership style is one of the major factors determining the school climate in his/her school. Parsons (1985:84) contends that the creation of any school climate starts with the head teacher, and it is reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, ethos of the school, etc. In other words, the head teacher is in the position to initiate and maintain the kind of atmosphere he/she wants through his/her behavior. Taylor (2002:42-43) affirms this claim by saying that the head teacher deliberately models a positive climate in school. She explains further that the existence of quality relationships between the head teacher and teachers, among the teachers, and between the teachers and students and among students reflects a positive school climate.

Ribbins and Marland (1994:1-4) hold that the head teacher is significant in determining the quality of a school and the achievement of its pupils. Hoy and Sabo (1998:13) highlight various types of school climate: a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate. In the light of the above, it can be assumed that the head teacher's leadership style principally determines the kind of climate that prevails in the school. Ordinarily, the main task of the head teacher is to help create a healthy working environment in which pupils are happy and prepared to learn and teachers identify with the school's mission and goals.

2.2. What is leadership

For more than half a century the term *leadership* has been a topic of discussion and research work especially in the field of management and organizationaldevelopment.More often than not, such discussions and research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles(Adlam 2003: 205-206). According to Adlam (2003:204), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different and some of the definitions are discussed below.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their

cooperation (Anderson, Ford & Hamilton 1998:269). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment.

Also, Schermerhorn, Hunt and Osborn (2000: 287) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999:108) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organization.

As the focus shifts from bureaucracy (in which the leader tends to directs others and make decision for others to implement) to non-bureaucracy, the perception of leadership appears to emphasize motivation, inclusion and empowerment of followers. For example, Jaques and Clement (1991:4-5) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure.

There are other views which differ from the more traditional perspectives, Sergiovanni (1999:22), for example perceive leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization.

In the contemporary context, Dubrin (1998:2) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it.

Sashkin and Sashkin's (2003:39) and Hoy and Miskel's (2001:393) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organization with the aim of improving the organization.

Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis is on transformation that brings positive change in the organization, groups, interpersonal relationships and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization.

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In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. She/he is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and outside school

2.2.1 Leadership Functions

The relationships among these functions are shown in the Principals combine and coordinate various kinds of resources by carrying out four basic leadership functions: planning, organizing, leading, and monitoring.

Planning

Generally, *planning* defines where the school wants to be in the future and how to get there (Parker, 2011). Plans and the goals on which they are based give purpose and direction to the school, its subunits, and contributing staff. For example, suppose the principal in a large, urban school district decides that the school should attempt to increase the number of students reading at grade level by 20 percent by the year 2012. This goal and the methods needed to attain it would then serve as the planning framework for the school (Gardiner, 2011). School counselors, social workers, school psychologists, library media specialists, department heads, and teachers would set and synchronize individual objectives with those of the building principal.

Planning is important because it provides staff with a sense of purpose and direction, outlines the kinds of tasks they will be performed, and explains how their activities are related to the overall goals of the school (Oosterlynck, 2011). Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources.
Planning is also a prerequisite to other leadership functions (Goodstein, 2011). In particular, it

becomes the basis for monitoring and evaluating actual performance (McDonnell, 2011). That is, plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. Unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes (Lunenburg & Irby, 2006; Lunenburg & Ornstein, 2008). In addition, comparing planned and actual results provides the principal with a sound basis on which to make necessary adjustments in the school's plan of action.

Strategic planning, a subset of the public policy process, could be an ideal technology for shaping the future of education (Boschee, 2009). Given the contextual constraints on educational policy (social, economic, and political), the challenge for educational strategic planners is to understand the internal and external boundaries and to use this understanding to design policies that could facilitate change in student achievement and the very structure of schools (Marzano& Waters, 2010).

Organizing

Once principals have developed workable plans and the methods for attaining them, they must design an organization that will successfully implement the plans. *Organizing* involves three essential elements (Argyris, 2011): developing the structure of the organization, acquiring and developing human resources, and establishing common patterns and networks.

In a very basic sense, designing the structure of the organization involves creating the organizational chart for a school (Jones, 2010). The principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. Then the principal takes steps to hire competent personnel. When necessary, the principal establishes programs for training new personnel in the skills necessary to carry out their task assignments. Finally, the principal builds formal communication and information networks, including the types of information to be communicated, direction of communication flows, and reductions in barriers to effective communication.

Organizing at the upper levels of an organization usually includes designing the overall framework for the school district (Grant, 2011). At the building level, however, organizing is usually more specific and may involve the following specific activities (Burton, 2007): developing methods to help people understand what portion of the job is their responsibility; coordinating individual efforts through work schedules to avoid unnecessary delay in task accomplishment; designing an efficient system for making day-to-day work assignments should these be necessary; and cross-training personnel or providing for substitute personnel to avoid disruptions in the flow of work caused by absenteeism.

Leading

Once plans are formulated and activities are organized, the next step is leading staff members to achieve the school's goals. Although planning tells principals *what* to do and organizing tells principals *how* to do it, *leading* tells principals *why* the staff member should want to do it. Recently, the leading function is also called *facilitating*, *collaborating, or actuating.* No matter what it is called, leading entails guiding and influencing people (Northouse, 2010).

The principal's role can be defined as getting things done by working with all school stakeholders in a professional learning community (Hord&Sommers, 2008). Principals cannot do all of the work in schools alone. They must, therefore, influence the behavior of other people in a certain direction. To influence others, the principal needs to understand something about leadership, motivation, communication, and group dynamics. Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level. Because schools are composed largely of groups, leading involves motivating entire departments or teams as well as individuals toward the attainment of goals.

Monitoring

When principals compare expected results with actual results, and take the necessary corrective action, they are performing the *monitoring* function. Deviations from past plans should be considered when formulating new plans. As shown in Figure 1, monitoring completes the cycle of leadership functions.

Monitoring is the responsibility of every principal. It may simply consist of walking around the building to see how things are going, talking to students, visiting classrooms, talking to faculty,

or it may involve designing sophisticated information systems to check on the quality of performance, but it must be done if the principal is to be successful (Blankstein, Houston, & Cole, 2010).

2.2.2 The difference between leadership and management

Ubben, Hughes and Norris (2001:13) assert that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organization. Consequently, the organization almost always has a predictable atmosphere. According to Ubben et al. (2001:13) the manager's belief is that the existing standard is good enough and there are sees no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a manager is the maintenance of the current model.

Leadership on the other hand, according to Ubben et al. (2001:14) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organization is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985:21) argue that' managers are people who do things right and leaders are people who do the right thing'. Ubben et al.(2001:14) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders do manage but use their management skill from a leadership viewpoint.

Davidoff and Lazarus (in Donald, Lazarus and Lolwana 2004:152) assert that leadership is 'providing vision and direction in a school whereas management is 'ensuring that the organizational goals are achieved'. Donald, Lazarus and Lolwana (2004:152) alludetoFullan's opinion on the difference between leadership and management and state that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations. Similarly, Dunklee (2000:90) holds that leaders influence while managers implement and administer; leaders motivate while managers facilitate.

Leadership and management according to Lussier and Achua (2001:18) and Bell (1999:57) are interwoven. Lussier and Achua (2001:18) believe that successful managers employ democratic form of leadership as they work with people in the organization. In addition to that, Bell (1999:57) states that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way. Anderson, Ford and Hamilton (1998:42) propose that the combination of management and leadership is required to successfully transform an organization and the people in it.

Anderson et al. (1998:45) believe that management cannot function effectively if it does not have leadership as its cornerstone because management is 'undermined by a lack of humanity, clarity, focus, adaptability and creativity'. Anderson et al. (1998:45) emphasized that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavors and assert that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change.

In view of the above, it could be inferred that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organizational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they Endeavour to accomplish the shared vision in order to sustain continuous improvement of the organizational performance. However, both management and leadership skills are important for organization's effectiveness.

2.2.3 Importance of leadership

There is consensus among scholars that the importance of effective leadership cannot be overemphasized. Sashkin and Sashkin (2003:8) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more

meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

Schermerhorn et al. (2000:287) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. Thus the study of leadership in organizations is closely tied to the analysis of organization's efficiency and effectiveness. In an organization such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings (as reported by Soukamneuth 2004:15-17) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance. The head teachers in the schools studied were able to prevent disruptive behavior by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the principal as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behavior and attitude.

The findings of Quinn's (2002:460-461) study on the relationship between head teachers' leadership behavior and instructional practices supports the notion that leadership impacts instruction. His findings indicate that head teachers' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils. Similarly, Waters, Marzona and McNulty's (2004:50) research findings indicate that head teachers' effective leadership can significantly boost pupil's achievement.

Apart from the fact that the head teacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on pupils' achievement and the implication for staff and pupils. In effect, the head teacher is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head teacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals.

It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001:70-72), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school. Thus, it may be argued that an effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school.

Likewise, Finn (2002:1) maintains that the most important thing to an organization is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:2) upholds that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning. Accordingly, it implies that the main job of the head teacher is to create an atmosphere that fosters productivity, effective teaching and learning. Therefore, the type of climate that exists in a school could be used as a yardstick to measure the head teacher's effectiveness.

Cunningham and Cordeiro (2000:137) and Tirozzi (2001: 438) assert that the head teacher is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize the resources for continuous improvement in organizational performance. By implication, if the head teacher is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the principals in Mekelle Secondary Schools carry out their duties such that a positive climate is promoted to improve productivity.

2.2.4 Leadership style

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. The manner the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style.

Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002:11). However, Nathan (1996:7-8) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella& Smith 1989:28).

Mazzarella and Smith (1989:58) describe leadership style as the manner a leader leads, which is reflected in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals. Mazzarella and Smith (1989:58) assert that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationships with staff members.

Owens (1991:143) opines that leadership style is determined by what the head teacher does to motivate his/her subordinates to put in their best to accomplish the set school goals. He observes that some leaders set a higher value on task accomplishment while some, on maintaining good interpersonal relationship. Litwin and Stringer's (1968:104- 105) research indicates that a leader is spurred to embrace certain styles based on his/her underlying attributes and workplace goals. These styles, according to them, affect workplace environment and employees performance on the job. That is, the head teachers' motives and the school's aims influence the manner the head teachers run the school.

2.3 Historical Overview of the Roles of Principals

Educational administrators who manage elementary, middle, and secondary schools are called principals. They are primary leaders in a school (Meador, 2011). The role of principal has evolved and changed over the last 150 years (Sergiovani et al, 2003). The role of the school principal in the traditional school was viewed as that of a manager or administrator. Traditionally, school principals had more managerial and administrative tasks, and less teaching duties. The description of the principal's role includes that of head educator (as used in England) and instructional leader (as widely used in North America). Both descriptions suggest a person that is knowledgeable in learning and teaching, and therefore position principals as teaching experts (Terry cited in Botha, 2004).

During the last half of the 19thc, as public schools grow in size and as state governments and national commissions and associations developed school standards, principal began to provide the managerial functions in schools that regulations required while still serving as teachers. By the 1920s, those duties managerial functions had expanded to include the management of curriculum and the supervision of instruction. As a result, principals increasingly became professional administrators who taught no classes (Cuban, 1988).In this period, the principal was highly a professional in supervising the instructional process of the school.

By the1980 principals become instructional leaders. During this period, they had the role in defining the school's mission and set clear goals, coordinated and supervised curriculum and instruction, established any academic climate that set high academic expectations and standards and fostered a healthy, safe school culture for both students and teachers (Donaldson, 2001). During the 1990s the role of the principal changed rapidly and dramatically as result of organizational consequence stimulation accountability was the movement to more decentralized decision making so that individual school faculties and principals were more directly responsible for instructional decisions that affect their school (Dou &Keller, 1998).

In general, traditionally, principals were expected to set clear goals, allocate resources to instruction, manage the curriculum, monitor the lesson plans and evaluate teachers (Dipada&Hoy, 2008).On the other hand, today, the principals' roles includes a deeper and

broader involvement in the mechanics of teaching and learning, the use of data to make decision, and prescribe and participate in meaningful and innovative professional development (King, 2002).

2.4 The Concept of School Leadership

Leadership is 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. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

According the Bureau of Labor Statistics (BLS) (2010), the major duties of school leaders and administrators are explained as follows:

Educational administrators provide instructional leadership and manage the day-to-day activities in schools, colleges and universities. They set educational Standards and goals and establish the policies and strategies required to achieve them. They also supervise all activities, support staff and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers, manage career counseling and other student services.

2.5 The concept of instructional leadership

The term "Instructional leadership" has been vague for decades as the desired model for educational leaders, especially for principals. Yet the term is often more a slogan than a well defined set of leadership practices. It certainly conveys the importance of keeping teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Leithwood,k. 2005)   .

The concept of 'instructional leadership' has had a long history. According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness. During this period the concept has continued to evolve, although its definition remains somewhat confusing and the key responsibility of the principal was instructional leadership and curriculum improvement.

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The concept that emerged in the early 1980s had changed the way how a school principal managed his or her school. In the 1980s, instruction leadership focused on the abilities of the principal to manage the school's operation i.e. principal centered. However, due to globalization in the 1990s, the focus of instructional leadership had shifted to a decentralized approach where school-based management or distributed leadership, creative leadership or facilitative leadership became topical (Lashway, 2002).

Different authors defined the concept of instructional leadership in different ways. For instance, Liu (1984) defined the concept of instructional leadership as consisting of direct and indirect behaviors that significantly affect teacher instructions and as a result, student learning. Hopkins (2001) pointed that the prime function of leadership for authentic or real school improvement is to enhance the quality of teaching and learning. Research by Murphy (1995) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Girvin (2005) viewed the instructional leadership role as one that promotes the school's goals and objectives with a view to enhancing student achievement.

This view of instructional leadership, the 'strong, directive leadership focused on curriculum and instruction from the principal' (Hallinger, 2003), was criticized because it tended to focus on the principal as the centre of power and authority. In recent times the conceptualization of instructional leadership has spread beyond North America and broadened to include all activities that affect learning. Whilst educational leadership is perhaps a better term, as it provides a clear distinction from earlier conceptions of instructional leadership, the current views of instructional leadership are rich and comprehensive and, in many cases, can be seen as part of the educational leadership discussion.

Hallinger (1998) states that instructional leadership comprises three broad categories: Defining the school's mission, managing the instructional program, and promoting the school climate conducive. It is also used to refer creating learning opportunities for students and teachers (Hopkins, 2003).

Blase and Blase's (1998) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects:

talking with teachers, promoting teachers' professional growth, and fostering teacher reflection.

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning (Flath, 1989)**.** The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

2.6 Responsibilities of principals as instructional leaders

The principal's primary responsibility is to promote the learning and success of all students. Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. Are the students learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on student achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008).

How can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that "I taught it; they just didn't learn it." The role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn (Blase, Blase, & Phillips, 2010; Smylie, 2010).

Shifting the focus of instruction from teaching to learning; creating conducive climate for learning, forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require district wide leadership focused directly on learning. School principals can accomplish this by:

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Focusing on learning, encouraging collaboration, using data to improve learning, focuses on professional staff development and support, and aligning curriculum, instruction, and assessment. Taken together, these dimensions provide a compelling framework for accomplishing sustained wide success for all students.

2.6.1 Principal as Creator of Conducive School climate

For many years, the establishment and maintenance of a positive climate in schools have been the focus of educational reformers and researchers. Therefore, there is a growing interest in investigating factors, which account for the differences in climate that prevails in schools. Halpin (1966:131) observes that schools differ in many ways, in both tangible and intangible ways. Schools have distinctive identities, which distinguish them from one another; standard of pupil's behavior and academic attainment differ between schools regardless of comparable intakes and areas in which the schools are situated. The previous paragraphs revealed that to some extent, the principal's leadership style determines the climate of a school, but teachers', pupils' and parents' behavior are also contributing factors to the existing climate in a school.

2.6.1.1   What is school climate?

The organizational climate as a concept originated in the late 1950s as social scientists studied variations in work environments. Andrew Halpin and Don Croft were the pioneering researchers of school climate. They published the results of their research on school climate in 1963. Thus, the concept came to limelight and their work forms the basis upon which other scholars and researchers on school climate build (Freiberg 1999:3).

Various researchers and educational reformers have defined school climate in different ways, but there seems to be consensus on what constitutes school climate. Freiberg and Stein (1999:11) assert that school climate is the 'heart and soul' of a school; the feature of a school that motivates pupils, teachers and the head teacher to love the school and desire to be there each school day. The heart and soul are used metaphorically to underscore the importance of school climate; it motivates and gratifies school members that they feel comfortable while in school making them to be attracted to the school. In view of this, climate is the aspect of the school that gives it life and reveals values that the school cherishes.

Hoy and Miskel 1996 (as reported by Sweetland and Hoy (2000:705) define school climate is as a relatively enduring quality of the whole school which is experienced by the group, depicts their shared perceptions of behavior, and influences their attitudes and behavior in school. Moreover, Gilmer (1971:28-29) perceives organizational climate as those characteristics that distinguish an organization from its kind and influence the behavior of people in the organization. In other words, just as certain behaviors are peculiar to an individual and are used to distinguish the individual from other people each school has its own peculiar characteristics in terms of the way people interact, treat and respect one another, which in turn bears on their perception of their school and accounts for their attitude and behavior toward school and the quality of school work. Thus, the general perception of the climate as the personality of the organization; and the notion: climate is to organization as personality is to individual (Halpin 1966:131). Therefore, the climate in school A will be different from the climate in school B.

Litwin and Stringer (1968:1) maintain that organizational climate is a set of 'measurable properties of the work environment', based on the collective perceptions of the people who live and work in the environment, and whose behavior is influenced by their perceptions. Similarly, Cooper (2003:35-36) describes organizational climate as people's perception of their working environment with regard to caring and friendliness. In other words, organizational climate is more or less the people's understanding of the amount of kindness and hospitality they receive as they interact with the management In effect, school climate is subject to the perceptions of staff and pupils, which again influence their behavior, and it is measurable.

From the above definitions, it can be inferred that school climate has everything to do with the atmosphere, tone or feeling that prevail in a particular school. It is brought about by the interaction between the head teacher and teachers, among teachers and pupils and between the head teacher and pupils. The school as a system of social interaction compels the head teacher, teachers and pupils to interrelate at administrative level in area of planning, decision-making, problem solving and control. They also interact through personal matters, which are part of normal school routine. For the purpose of this study, school climate is used to refer to the way the head teacher; teachers, pupils and parents experience and perceive the quality of the working situation emanating from their interaction.

2.6.2. Importance of school climate

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) and Pasi (2001:18) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception; as well as their responses to learning objectives in school environment. Pupils who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nurtures, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally.

According to Brooks (1999:65-66), pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of alienation and disconnectedness.

Pasi (2001:18) observes that schools have become important in the lives of pupils especially those who face negative circumstances at home. Thus, more than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationships and helps pupils to prepare for future challenges. He adds that the school climate significantly influences the way pupils feel about education. A school's climate can have a positive effect on pupils or it can be a barrier to learning, that is, it can either hinder or facilitate the realization of pupils' potentials.

2.6.1.3.Creating a positive school climate

Freiberg and Stein (1999:23) posit that school climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during

break and lunch times, in the teachers' lounge, from pupils' mobility rates in hallways, and the like. Interestingly, school climate does not exist by accident. For instance, Harris and Lowery (2002:64-65) assert that school climate is created and can be maintained unless an alteration occurs in the life of the school. While it is true that behaviors of the head teacher, teachers, pupils and parents affect a school climate, to some extent, the head teacher is central to creating the climate: what he/she does establishes the climate of the school whether positive or negative (Hall & George 1999:165).

Scholars like Moorhead and Griffin (2001:488) observe that school climate can be manipulated to directly affect the behavior of people connected with the school. Fundamental to creating a positive school climate are: job satisfaction, recognition of human dignity and teamwork.

(a) *Job satisfaction*

Harris and Brannick (1999:156) describe job satisfaction as the extent to which workers like their jobs. These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality schooling is the goal of the school then, the focus should be on creating and maintaining the school climate that will encourage teachers to be committed to their school responsibilities. Based on the above, O'Malley (2000:157) asserts that the level of staff's happiness on the job affects the quality of their lives and level of their commitment to work. He goes on to say that teachers who enjoy their job work harder and stay longer on their job compared to those who do not enjoy their job. O'Malley (2000:157) however, believes that it is possible to enjoy emotionally rewarding experiences at work if there is a good job and a favorable context in which it can be enjoyed. Therefore, it is the head teacher's responsibility to lead in a way that the staff and pupils will be motivated; by not stressing job demands over emotional needs. He/she needs to be aware if teachers' as well as pupils' personal problems are left unattended. Otherwise, all efforts to create a happy environment characterized by staff, pupils and parents' involvement may not yield good fruits. He/she needs to use various motivating techniques, for example, praises, recognition, flexibility, and the like, in directing the affairs of the school so that the staff will enjoy their work, pupils will be interested in school and parents will be happy with the school and they will be willing to participate more in the school activities.

(b) Human dignity

People are the heart of the teaching profession. The head teacher relates and works with people every school day, that is, teachers, pupils and parents. Therefore, as suggested by Azzara (2001:62), the head teacher needs to be people-oriented. He/she needs to remember that teachers, pupils and parents are human and as such they have strengths and weaknesses. It is therefore, the head teacher's responsibility to create situations where the strengths of people will be tapped for facilitating the achievement of school goals. Benton (1995:19) believes that the head teacher needs to recognize human dignity. This implies that teachers especially should not be perceived as slaves, but as colleagues; it is only then that great work harmony would be created. He explains further that the head teacher as well as teachers need to balance individual concerns in their private lives with demands of their jobs as the nature of their work require both personal and professional management. The head teacher in particular needs to model and facilitate good relations among the school community by recognizing the inherent worth of human beings who depend on him/her irrespective of status or position in the school hierarchy.

The findings of Harris and Lowery (2002:65) indicate that the head teacher who respects and treats every member of the school community fairly and equally encourages and emphasizes behavior that create a positive school climate. In addition to that, relating his experiences as a former head teacher, Heller (2002:78-79) affirms that showing compassion to staff makes them more willing to put in extra hours when need be. He believes in Maslow's hierarchy of needs: people function at high levels when their basic needs are met. He goes on to emphasize that human beings as opposed to machines, then potentials are discovered and utilized to the advantage of the school.

2.6.1.4 Sustaining a positive school climate

Freiberg and Stein (1999:25-26) compare sustaining school climate to tending a garden that requires continuous effort to retain its beauty. Continuous effort by implication involves motivation, evaluation and feedback and staff development.

2.6.1.4.1 Motivation

Benton (1995:131) states that the need for security, sense of belonging and recognition goes a long way in determining a worker's attitudes and level of performance. This scholar points out that leaders also recognize that individual needs are most of the time satisfied better with recognition and support than with money. This underscores the need for the head teacher to make use of praise to motivate the staff. Fulton and Maddock (1998:12) and Asworth (1995:97) opine that head teachers have great opportunity to use the emotion (which already exists in the school) in a constructive way to energize teachers, pupils and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals. Therefore, as a motivator, the head teacher needs to consistently acknowledge and praise the performance of teachers, pupils and parents. This, to some extent, would motivate them and therefore enhance their participation and performance in school. A school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate (Steffy 1989:1).

2.6.1.4.2   Evaluation and feedback

Steffy (1989:74-90) points out that the purpose of evaluating teachers should be to provide them with feedback on their performance. Thus, evaluation should not be seen as an end but rather as a means to an end. In order to maintain a positive climate, the head teacher needs to evaluate teachers' performance from time to time to enhance effective teaching. Evaluation is as important as giving feedback. Steffy argues that no feedback means no recognition and no recognition means no reward and this according to her could lead to discouragement and frustration. On the same note, feedback according to Hill (1997:29-31) emphasizes not only the act of, but also how it is given. He explains further that it builds confidence and competence in teachers when it is given in an appropriate way, workers will value it, and thus, their strength and contributions are enhanced. Otherwise it disappoints and de-motivates them. Therefore, the head teacher needs to provide teachers with feedback in an appropriate manner to either encourage them to keep up the good work they are doing or to advise them to improve in one area or the other, this helps the head teacher to effectively manage teachers' performance. As Hill (1997:122-123) points out, people like being recognized for outstanding performance and teachers are no different form other professionals, they appreciate being guided or praised as the situation demands. Regular

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evaluation of teachers' work as a means of improving teaching fosters positive climate in schools.

2.6.2   Role of Principal in supervision

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

Principals are the key players in school supervision. In this view, Zulu (2004) declared that the key person in the supervision exercise is the principal. According to him supervision is an act by the principal of managing, overseeing and giving direction to education. It is, therefore, important for the principal, to have a shared of what is supposed to be happening in the classroom with the teacher. Bondi and Wiles (1986) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction for the teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

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

 A) Pre-Conference: Principal and educator aims to reach a common understanding of the objectives, approaches to learning and teaching and intended outcomes in a lesson.

B) Classroom observation: Principal gathers information through observation while the educator conducts the lesson planned.

C) Analysis and reflection: Principal and educator reflect in and draw inferences from what is known and observed.

D) Post-Conference: Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgments are provided. It is worth noting that class visits and lesson observation form the basis of the principal's supervision practices. This clearly indicates that supervision is focused on improving professional performance so as to deliver the valued outcomes of the school which includes increased student achievement.

Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school.

As Ogunsanya (n.d) describes supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Supervision does not mean as inquisition or fault finding, rather supervision means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. It is also means the facilitation or creation and continuous improvement of conducive learning and teaching environment. As Ogunsanya in National Open University of Nigeria also describes the function of supervision spell out the various activities, the major and common functions are goal development, program development, control and coordination, motivation, problem solving, professional development and evaluation of educational outcomes.

2.6.3   Role of Principal in Curriculum and Instruction

Curriculum and instruction are important components ofschooling to which educational leaders should pay substantial attention (Guthrie and Reed, 1991: 209). In managingcurriculumand instruction, school leaders need not be specialists in all areas of subjects. Their great responsibility lies on the provision of necessary conditions that make teaching possible (Knezevich, 1969: 378).

Leaders of effective schools use to influence the coordination of instruction in their schools such as teacher task assignment and class-scheduling (Dwyer, 1984: 36). Literature suggests that, assigning tasks to teachers by considering the factors affecting teaching such as nature of the task, types of teachers and teachers' personal factors make the instructional process more conducive to the needs of students and attainment of school goals (Ayalew, 1991: 110).

Another characteristic which stands out in instructionally effective schools is the high degree of curricular coordination. School curricular objectives are closely aligned with both the content taught in classes and the achievement tests used by the school (Guthrie and Reed, 1991: 219). The need for school level curriculum improvement and modification are also regarded as one of the school concerns about curriculum. Some of the school's concerns about curriculum concentrate on the sequence of content within and between subjects and grades, evaluation of a given curriculum for its relevance to bring the desired behavioral change, and adjustment of the curriculum to the needs of exceptional students as well as to the changing environment of the school (MOE, 1995: 15).

Leaders, therefore, need to ensure that curriculum coordination is practiced, new educational research findings and Information are provided; or that promising practices are readily introduced in the school. They also encourage and support individual teachers as well as curriculum committee to revise and improve the curriculum at the school level (Guthrie and Reed, 1991: 220; Knezevich, 1969: 378; and Dwyer, 1984:36).

The principal does not necessarily have to teach and have an in-depth knowledge of various subjects offered in his/her school. However, as the chief administrator of the individual school, the principal has the authority and responsibility of decisions within the autonomous sphere of the school. In his focus on the principal's leadership, Kaiser (1995) contends that the leadership exercised by the principal can make a difference between a school that operates effectively and one that is ineffective. Kaiser further points out that through his leadership behavior, the principal can improve the instructional climate of the school for both teachers and learners.

The responsibility for creating the climate in a school that is conducive to effective teaching and learning rests with the principal. An improvement in the quality of life in the school leads to improved relationships among staff members and thereby improves their productivity. According

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

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

2.6.4   Delegation

Delegation refers to the process of entrusting authority and responsibility to other people.
In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. More generally delegated authority gives the recipients fairly wide powers to act as they consider it appropriate (Farrant 1980). The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one puts into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Musaazi1982).

Educational managers should strive to strike a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Jones et al. 1989). Dessler (2001) states that while authority can be delegated, responsibility cannot. Though educational managers can assign

certain responsibilities to their subordinates, they are expected to ensure that these responsibilities are carried out properly. This is because they are ultimately accountable. Delegation of authority always entails the creation of accountability. Subordinates become accountable to the supervisor for the tasks assigned to them particularly if things go wrong.

According to Stoner and Wankel (1986) and Chapman (2012), delegation is a two-way process by which a manager gives some of his or her workload of teaching and learning to others. In this process, the principal gives teachers the authority to carry out the task of teaching and learning. Accountability is thus created, whereby staff members assume responsibility for completing the teaching and learning tasks effectively. Delegation saves time, develops people, grooms successors and motivates subordinates. In this manner, they answer to the person who delegates the task. In education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do (Allen 1997). Johhnson and Packer (2000) see delegation as the "accomplishment of work through others." Therefore delegation differentiates managers from those who are not considered managers(2000).

Van der Westhuizen (2004) believes that delegation is so important in management that he refers to it as "*the cement of the organizations*". Since when a single person is in charge, organizational goals and objectives may hardly be achieved, therefore, delegation is a necessity. To reduce the heavy workload managers have to transfer or delegate certain duties and responsibilities to their subordinates.This will ensure that they have more time to concentrate on other critical issues. As the saying goes, "*many hands make a load lighter*".

According to Musaazi (1982), there are three methods, which are followed when delegating work. These methods are formal, informal and implied. The methods are not mutually exclusive, but are used concurrently in most organizations. The formal method of delegation is the common method followed in most institutions.

Here detailed written instructions are issued, outlining the scope of the delegated work. This method is particularly useful as misunderstandings are avoided and subordinates know exactly what is expected of them. Moreover, it facilitates matters when someone else takes charge of the

particular job. Informal delegation is more complicated as it requires a greater degree of understanding between superior and the subordinates. Informal delegation is carried out orally and is therefore swift. It is however, not always safe, as the subordinates may most likely not clearly understand all that their managers tries to convey. In a school this kind of delegation takes place when the principal orally delegates certain duties to a teacher (Musaazi 1982). The primary purpose of delegation is to make the organization more effective. Determination of delegation is part of the art of management.AsPeter et al. (1999) narrate, most managers and supervisors have heard about delegation. They know it is important for supervisors to practice it. But, like many of the skills, very few managers or supervisors take time to study and practice how to be effective delegators. To be successful in their job, the concept 'delegation' must be understood by them.

2.6.4.1 Effective Delegation

This is the process of delegation that is perceived by stakeholders as constructive and can produce positive results when applied. According to Good worth (1986), effective delegation does not exist merely for the purpose of getting things done. It is a prime process by which a manager exercises and develops staff to the sensible limits of individual capacity and potential. Effective delegation is about encouraging creativity. This involves welcoming new ideas, not telling the delegate how to do the tasks; discouraging ill-considered imitation of the previous post-holder or of you; supporting new ideas with resources and training; and creating a match between responsibility and scope in line with the demand for teachers' professional development and growth.

In effective delegation, the delegator quite often surrenders things that she or he enjoys the most and accepts that the job will be done differently from how she/he would do it her/himself. S/he should be willing to accept failure as well as success. According to Nathan (2000), careful planning is the source of effective delegation. Nathan further suggests that defining clearly and precisely areas of responsibility to be delegated are the first task. The second one is the authority to do the job; that is signing letters, using office, taking decisions without referring back to the principal. Thirdly, the delegated staff members need to be clear on how the performance will be

judged. Finally, effective communication is a critical aspect of effective delegation that helps the principal. It is vital for the success of effective delegation.

2.6.4.2 Principles of Effective Delegation

The following are some of the principles of delegation that may be taken into account when delegating:

2.6.4.2.1 Set Standards and Outcomes

This is part of a planning process where staff members participate in the process of formulating outcomes and agreed criteria for measuring performance. If teachers are part of the planning team for setting higher standards with regard to academic achievements they will comply with the criteria (Deventer and Kruger 2003).

2.6.4.2.2   Ensure Clarity of Authority and Responsibility

Ensure that educators are clear about the task of teaching and learning and their authority to carry out the tasks assigned to them as well as organizing their responsibilities for achieving better academic results and their accountability for the results that they achieve (Deventer and Kruger 2003).

2.6.4.2.3 Involve Staff Members

Managers should motivate staff members by including them in the decision-making process, informing them whenever the need arises, and improving their skills.

2.6.4.2.4 Ensure the Completion of Tasks

By providing the necessary direction and assistance, the managers can see to it that teachers complete the tasks assigned to them.

2.6.4.2.5   The Principle of Willingness and Proficiency

According to Van der Westhuizen (2004), a task should not be delegated to a person who is unwilling or not qualified to complete it successfully. If there is no alternative, the necessary training and motivation should be provided together with the necessary guidelines.

2.6.4.2.6   Apply Adequate Control Measures

Accurate reports should be issued to teachers on a regular basis. This will enable them to

compare their performance with predetermined standards and to overcome their shortcomings. The principal should not, therefore, wait for the end of year examinations before controlling the academic work of teachers, but should rather do so after each test or examination cycle (Deventer and Kruger 2003).

2.6.4.2.7   Principles of Applicable Authority

When the principal delegates duties and tasks to teachers the responsibility and authority associated with the task must also be delegated. Through the delegation of authority, teachers are given the power they need to carry out their assigned responsibilities. By accepting responsibility and authority, teachers also agree to accept credit or blame for the way in which they carry out their tasks.

2.6.4.2.8   Principle of Unity of Command

Van der Westhuizen (2004) argues that if a person is responsible to or has to report back to more than one person, confusion arises. It is preferable to have only one direct head to whom to report to.

2.6.4.3   The Five Components of Effective Delegation

Salinas-Maningo (2005) narrates that the right task, right circumstances, right person, right direction and communication and right supervision and evaluation are the components of an effective delegation. These are explained as follows:

1 Determine which routine tasks could be delegated to someone else. This involves any organizational policies that set standards and limitations for staff duties.

2 Consider organizational needs, staffing needs, and staffing mixes, and then choose tasks for delegation according to those circumstances.

3 Evaluate all staff members who qualify to take responsibility for the task in question. After assessing their skills, work styles, personalities, background, and organizational experience, choose the most appropriate employee.

4 Explain exactly what you want the employee to do, and do not forget to describe the background and overall scope of the task.

5 Describe an optimal outcome or output, and identify the measurements you will use to determine if the delegated task was completed successfully.

2.6.4.4 Recognizing the Barriers to Effective Use of Delegation

If supervisors are reluctant to delegate work, it does not only show lack of trust in the competence and abilities of their subordinates, but could also result in bottlenecks in the workflow. Furthermore, subordinates will not receive the necessary training but remain permanently trapped in the humdrum of routine task, while their supervisors are overburdened with too much work. Effective delegation is the key to increasing personnel performance and public sector's productivity (Hillard 1995).

2.6.4.5 Barriers Caused by Managers Themselves

Stalk and Flaherty (1999) advise that when managers decide to delegate, there are often mistakes made that can negatively impact on the employee's ability to do the job. The following are common mistakes in delegation and how to avoid them:

- ✓ Failure to keep employees informed about plans the supervisor or principal has for the operation. It is therefore important that employees must be fully informed to make the best possible decisions for the organization.
- ✓ Failure to require, receive and /or utilize progress reports. This is when you do not have a method to check employee's progress. It is important to set specific times to check progress from the beginning of delegation through completion.
- ✓ Unwillingness to let employees supply their own ideas. When you do not ask for employee's opinion it shows you do not value them. Therefore encourage employees to be creative and give their ideas about ways to complete the task.
- ✓ Dumping projects usually occurs when the supervisor or principal has not taken time to plan the delegation properly. Without thinking the supervisor or principal assigns the project to the employee.
- ✓ Failure to give the employee credit for shouldering responsibility. Supervisors or principals who do not delegate like to take all the credit in their area of influence. Give credit where credit is due and by this you gain enthusiastic and loyal employees.
- ✓ Not recognizing a project's completion will practically guarantee that the next project delegated will not be completed on time. Take a moment to acknowledge task completion and to praise a job well done.

- ✓ Lack of respect for the employee's ambitions. Supervisors or principals who do not delegate usually do not have an interest in developing their employees and as such the employees feel that the supervisor or principal does not care about them. Their respect for their principal decreases. So, get to know your employees and find out their strengths, weakness and their ambitions, and possibly support their ambitions.

- ✓ Managers who are status sensitive will hang on to the tasks and responsibilities because they convey to colleagues, governors and parents significant symbol of power and authority in school.

- ✓ Managers who demonstrate lack of confidence and trust in colleagues, when they are perceived to be incompetent and poorly motivated.

- ✓ Managers who are workaholic and want all the work they can hold on to.

- ✓ Managers who are unwilling to reduce their workload, they believe they should know everything and should have a finger in everything that is happening in the school. They also display an attitude to the workforce of "I can do it better myself".

- ✓ Managers sometimes under-delegate because they are afraid of being superseded and others over-delegate because they lack knowledge. They lack functional and general management knowledge for managing the 3 M's (Men, Money and Materials).

2.6.4.6 Barriers Caused by Staff Members

There are subordinates who believe that seniors earn their salary by doing the work themselves, thus *"managers are paid to manage"*. There are staff members who, because of their exposure to an autocratic style of management for a long time, see delegation as weakness, laziness or incompetence (Davis et al. 1990).

2.6.4.7 MODELS OF DELEGATION

Quite often managers want to delegate responsibilities but are hesitant to release an important task to someone else. That being the case, the following model which involves directing, coaching, supporting and delegating is outlined and suggested that by using it as a basis, school managers will adjust the degree to which they provide direction or support based on the

developmental level of the person to whom they are delegating. According to Blanchard (2005) this model is made up of four styles which are matched to the follower's level of knowledge, skills, confidence and motivation specific to the task they are asked to accomplish.

Style 1 (S1): Directing

This is something all of us do throughout our lives. The school managers define goals and roles, provide instructions, and closely supervise. When it comes to directing, we continue to motivate, influence, guide or stimulate the actions of people towards the attainment of the desired organizational objectives. It is important to note that every directive or instruction should have certain characteristics. Directives should be reasonable, complete and clear and preferably be in writing. In the model S1, the high directive and low support behavior are manifested. This means that the manager defines goals and roles, provides specific instructions and closely supervises.

Style 2 (S2): Coaching

A good leader sets examples, provides guidance and encouragement. The S2 model indicates that the leader still directs, but explains the parameters of the decision being made and asks the followers for input and reactions.

Coaching is when school managers allow his/ her subordinates to design a plan and procedure to carry out his/her delegated task. When coaching is applied professionally and in good faith, many school disputes and problems could be easily eliminated. However, managers who are reluctant in their day-to-day professional management have a tendency of handing something in its totality to subordinates without any real direction, coaching, support, and discussion and/ or setting parameters. This becomes a setup for an upset because there are so many hidden criteria that only come to light when a lot of work has already been covered. It can be discouraging to subordinates, who develop the impression that the manager wants to find fault with what they consider their best efforts.

Style 3 (S3): Supportive

In Blanchard's situational leadership, managers and their subordinates share the responsibility of professional management in developing their organizations. The goals and objectives of the school are achieved only when principals, school management teams, teachers and learners work collectively. The S3 model is characterized by high supportive and low directive behavior in the organization.

The goal is to work with people in such a way that their development level improves, while an individual might not like certain organizational responsibilities, he or she may be prepared to carry them out and continue working within the organization. In this style of management, managers are pillars of the organizations. They support the employee's efforts towards accomplishing goals.

Style 4 (S4): Delegating

The skill and level of maturity, a "high maturity, high skill', would lead to delegation. Delegating to "low skill/low maturity" will only frustrate the subordinate. Managers must consider delegation as a development process. Delegation underpins a style of management, which allows delegates (subordinates) to use and develop their skills and knowledge to the full potential. Without delegation school managers may lose subordinates' full value. Maddux supports Blanchard's Situational Leadership and therefore outlines some very practical steps, which are consistent with this model. School managers turn over to their subordinates, fully and specifically describe the desired results; agree on measurement criteria and timetables; define all the parameters familiar with and including resources and constraints; and clarify the level of authority they delegate and how this will be communicated to others.

2.6.5   Role of Principals Regarding Motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall the study of motivation is concerned, basically, with why people behave in a certain way. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in numerous way. Some of which are presented as follows.

Kondalkar (2007, p.101) defines motivation as "… the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives". Another scholar Ivancevich (2009) defines motivation as;

"…the set of attitude and values that predisposes a person to act in a specific goal directed manner." The author also describes motivation as *"… an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work)." p.304*

Pinder (as cited in Latham and Pinder, 2005, p.486) also define work motivation as "… a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration." Therefore, the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Robinson, 2004).

In general speaking, motivation is the great force that makes individual more effective as well as organizations. Therefore, teachers' motivation is also important to achieve quality education. Regarding to teachers, Ofojebe and Ezugoh (2010) asserts that teachers' motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system.

2.6.5.1. Characteristics of motivation

Cole (2004) states that understanding human motivation is a complex matter. Sometimes a person's motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. It is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. This is because our efforts to understand others are colored by our attitudes towards them and the assumptions we make about their behavior. If we assume that a particular group of workers is hardworking and reliable, we tend to treat them with respect and trust; if, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance for effectiveness of the organization. Accordingly Kondalkar (2007) asserts the following unique characteristics of motivation.

(a) Motivation is a psychological phenomenon: It is the inner desire of an individual to accomplish something more.

(b) Motivation is a continuous process: Since need is a continuous phenomenon if one need is satisfied the other need emerges and so does individual propels to work and thus the continuous chain is created.

(c) Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, motivation is the result of value or valance and expectancy.

(d) There are unsatisfied needs: A person remains disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

2.6.5.2 Importance of motivation

As scholars defined, work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Bennell&Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs his/her efforts in that direction.Because the individual's basic human needs, his ability and willingness to perform and his past experience, education and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following benefits it provides (Manzoor, 2012);

(a) High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.

(b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy on the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development.

(c) Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducing working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

(d) Organizational image: Employees are the mirrors of any organization. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.

(e) Puts human resources into action: Every concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by **building** willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.6.5.3 Types of motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

2.6.5.3.1   Intrinsic motivation

Intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

2.6.5.3.2 Extrinsic motivation

Extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors' that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as 'employee-of-the-month' awards (Schermerhorn, et al., 2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person's task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual's interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

2.7 Factors Affecting Leadership Effectiveness

Evidence from leadership studies suggests the existence of some factors that influence the leadership effectiveness of school leaders. Such factors can be classified into personal characteristics, organizational characteristics and district or zone education department characteristics.

2.7.1. Organizational Characteristics

Organizational characteristics in this context refer to the factors existing in the school. The first variable is resource availability (human, material, and financial). In instructional leadership

process the availability of teachers, textbooks, equipment, supplies and finance is crucial for its success.Mibit (1984: 113), for example, stressed this when he suggested: "just as well trained personnel are important for the success of the school curricula, so are equipment and supplies". Hence, leaders' instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Experience also shows that shortage of qualified teachers makes instructional leadership process problematic.

Role diversity is the second organizational factor to which most of secondary school leaders complain. Reviewing different studies on principals' time allotment to their work, Jacobson and others (1973: 135) reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction. Seymour (1976: 89) also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So the multiplicity of roles and expectations by parents, students and teachers tend to fragment whatever vision the principal may be attempting to shape in the school (Hallinger& Murphy, 1987: 57).

Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully(Corbally and others, 1965: 90). Such professional norm makes the relationship between teachers and school leaders on the matters of instruction loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of Principal's classroom visits as well as their initiative of consulting teachers about instructional matters (HallingerandMurphy, 1987: 56).

Many authors and research findings also identified school size as one factor that influences principal's leadership. Zenebe(1992: 127), for example, found that "the size of the school stress the job demands of ... the principal." Holmes (1993: 41) again confirms that the learning priorities and needs of children can easily be detached in small schools than in larger ones. The findings of Gross and Herriott(1965: 153) also reveal that principal's leadership effectiveness increase in small schools.On the contrary, reviewing earlier studies of the principals' time

budgeting Ovard concluded that:

> *"Principals of small schools spent more time in teaching, while principals of larger schools spent more time in curriculum and instruction, guidance and problems of the staff. (1966: 17).*
> *This implies that school size and instructional leadership effectiveness have a direct relationship."*

2.7.2. District or Zone Education Department Characteristics

The second source of influence on the principals' leadership is district or zone office characteristics. One of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principals' role. Hallinger and Murphy (1987: 56), for example, pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems, numerous reporting requirements, untimely teacher transfer and delay in deployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert, 1982: 53).

CHAPTER-THREE

3   RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, research method, the population, sample size and sampling techniques, instruments of data collection, the procedures of data collection, method of data analysis and interpretations and also ethical considerations.

3.1. Research design

Research design is the plan of action that links the philosophical assumptions to specific methods(Creswell &Planoclark, 2007). In this study, descriptive design was used. Because the major goal of this study was to describe the principals' leadership practices in Mekele town of Tigray region, as it exists at present, it was also relevant to collect detailed information concerning current status of principals leadership practices in the selected schools. This is so because descriptive research sets out to describe and to interpret what is and is used to draw valid general conclusion in its natural setting. To put the matter in Best's words, descriptive research design is concerned with: conditions that exist; practices that prevail or that are happening; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are going felt; or tends that are developing (Best, 1970).

3.2.   Research method

In order to assess and identify the current practices of principal instructional leadership and there by recommend better recommendation, it was necessary to use both quantitative and qualitative research methods. Thus, both quantitative and qualitative data was required to assess the practices of principal leadership in Mekele town public secondary schools. As a result, survey method was used to collect the quantitative data, while for the qualitative data interview and group discussion was used.A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitated to have or to get in-depth data. Furthermore, the qualitative information is used to provide greater clarity and understanding of the information obtained from the quantitative response (Creswell, 2002).

3.3. Sources of data

3.3.1. Primary data sources

To achieve the purpose of the study, the researcher collected primary data. Primary data source was used to obtain real or genuine information about the concerned issue. The primary data sources were the principals, vice-principals, department heads, PTA members and teachers of the schools.

3.3.2. Secondary data sources

The secondary sources of data were annual school plans, attendance documents, disciplinary documents, supervisory documents and other related documents of the school.

3.4. The study area and population

3.4.1. The study area

The research study was conducted in Mekele town of Tigray regional state of Ethiopia.

3.4.2. Population

To determine sample size and sampling technique, the frame of population was defined. Accordingly, the target population of this study was all governmental secondary schools in the town. Therefore, there are 9 governmental secondary schools in the town. In these schools there are ~~also~~ a total of 9 principals, 18 vice-principals, 81 department heads, 656 teachers and 45 PTA members. Thus, the study population includes all these principals, vice-principals, department heads, PTA members and teachers.

3.5. Sample Size and Sampling technique

Five Governmental secondary schools were selected by random sampling technique. The 5 (55.5%) secondary schools were taken as sample from the 9 secondary schools since all the schools have so many things in common, for example they have the same geographical area, almost similar profile, operate under the same framework and so on.Five Principals, 10 Vice-principals, 45 Department heads and 25 PTA members and 174teachers represented the sample.All principals and the department heads were taken as census and detail information was collected. All vice-principals and PTA members were taken also as census in order large amount of information to be collected. The teachers were taken by proportional random sampling. Five Principals, 10 Vice-principals, 45 Department heads and 25 PTA members and 174teachers

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represented the sample. Therefore, in this study the total number of respondent's was174 teachers, 5 principals, 10 vice-principals, 45 department heads and 25 PTA members. These groups of respondents were included in the study mainly because they were expected to give the required information needed for the study.

Table 1: Summary of population and sample size in the selected schools

Schools	Principals			Vice-principals			PTA			Department heads			Teachers		
	N	n	%	N	N	%	N	N	%	N	N	%	N	n	%
Hatseyohanness	1	1	100%	2	2	100%	5	5	100%	9	9	100%	65	33	49.58%
Adi-haki	1	1	100%	2	2	100%	5	5	100%	9	9	100%	80	40	50%
Messebo	1	1	100%	2	2	100%	5	5	100%	9	9	100%	66	33	50.63%
Ayder	1	1	100%	2	2	100%	5	5	100%	9	9	100%	63	32	50%
Kiha-woldengus	1	1	100%	2	2	100%	5	5	100%	9	9	100%	72	36	50%
Total	5	5	100%	10	10	100%	25	25	100%	45	45	100%	346	174	50%
Sampling Techniques	Census			Census			Census			Census			Proportional Random sampling		

Where ;   N = the population
            n = the sample

3.6.   Data collection instrument

To collect the necessary information, four data collection instruments were used in the study namely questionnaire, interview,FGD and Document analysis.

3.6.1.   Questionnaire

Questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaire gives better uniformity across measurement situations rather than interviews. Questionnaire plan is relatively easy (Haines, 2007).Questionnaire was supposed to be better to get large amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. Therefore questionnaire was prepared in terms of open-ended and closed-ended question items for teachers under this study. The questionnaire contained items designed to obtain necessary information regarding the principal whether he focuses on: encouraging teachers, creating conducive environment for teaching-learning process, promoting professional development or growth of teachers, supervising instructions in

the school and so on. In addition to this, the content of thequestionnairealso included the teachers' personal and professional background information and also their views regarding the principal's practices in their school.

3.6.2. Interview

For this study, structured and semi structured types of interview were prepared to collect additional information from principals, vice-principals and PTA members. The content of the interview for PTA was the same as that of the content of the questionnaire, that is, the content focused on whether the principal: encourages teachers, creates conducive environment for teaching-learning process, delegates and supervise instructions in the school or not.

3.6.3. Focus group discussion

Focus group discussion was held in order to collect detail information about the issue of the study. The FGD was held with department heads and PTA members. The content of FGD focused on whether the principal: encourages teachers, creates conducive climate for teaching-learning process, delegates and supervise instructions in the school or not.

3.6.4. Document Analysis

The strategic plan, annual plan, written documents of schools, attendance documents of teachers and other related documents in Woreda Education Office(WEO) which indicates how the role of school principals was as instructional leaders. These documents may support or contradict to the data obtained through questionnaire, interview and group discussion.

3.7. Procedures of data collection

To collect relevant data for this study, questionnaire and interview were prepared. Then at the start, the researcher and the data collectors distributed the questionnaire to 174teachers of all the sample schools under the study. The end, the data was collected and counted as per the respondents. Besides, interview questions were administered by the researcher to 5 principalsand10 vice-principals of the sample schools.

3.8. Methods of data analysis

Both quantitative and qualitative data were analyzed and organized and presented in a way to properly answer the research questions. Both quantitative and qualitative data were analyzed as fellow:

3.8.1. Quantitative data

The quantitative data collected through questionnaire was analyzed and calculated by percentage and frequency. In addition, ANOVA analysis test was applied to check if there were any differences among the school principals in encouraging teachers, creating conducive climate, in supervision and delegation.

3.8.2. Qualitative data

The data collected from the semi-structured interview, the open endedquestionnaire and group discussion was analyzed and interpreted qualitatively. Finally, the overall course of the study was summarized, concluded with possible findings and optimal solutionsrecommended.

3.9. The validity and reliability check

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (YalewEndawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisor and a pilot study was carried out to pre-test the instrument. Thus, the researcher conducted a pilot test on 20 teachers of one secondary school, which was not included in the sample. The objectives of the pilot study was to: assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; obtain teachers suggestions and views on the items; determine the level of difficulty of the items; and assess the reliability of the questionnaire. After the dispatch, a questionnaire was returned and necessary modification and adjustments of 6 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha method in the help of SPSS version 16. Accordingly, the average reliability of all items was found to be 0.82 as shown in table 2 bellow.This indicates that, the reliability of instrument is acceptable because Cronbatch (as cited in Gtachew, 2013) suggested that, the reliability coefficient between 0.70 and 0.90 is found to be internally consistent.

Table 2: Reliability test results with Cronbach's alpha value

Variables	Number of items	Cronbach alpha value
Motivation of teachers	6	0.78
Conducive climate	10	0.83
Delegation	6	0.81
Supervision	7	0.87
Curriculum	6	0.75
Personal quality of principals	7	0.85
Leadership skills of principals	7	0.92
Challenges of principles	8	0.73
Average alpha value		0.818

Ethical considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents and confirmed that subjects' confidentiality to be protected. In addition to this, they were also informed that their participation in the study to be their consensus or permission. The researcher did not personalize any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the individuals who participated and who did their best in this research were acknowledged.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter deals with presentation, analysis and interpretation of the data collected from sample respondents. First, the biographical data of the respondents is analyzed. Secondly, the analysis of respondents' responses to the c1ose-ended questionnaire followed. Then analysis of the data obtained from the open-ended questionnaire, interview questions and focus group discussion attended. For this purpose, a total of 174 teachers, 5 principals, 10 vice-principals, 45 department heads and 25 PTA memberswereincluded from the five secondary schools of Mekelle town.

As a result, of a total of174questionnaire distributed to teachers, 164(94.25%) were filled in and collected. But, 4(2.30%) of the distributed questionnaire were rejected before analysis due to the fact that they were not filled properly. Finally, the analysis was done based on the data obtained from the remaining 160(91.95%) of the questionnaire, interview results and data obtained from focus group discussion.

The data collected through questionnaire was tallied, tabulated and quantified. Along with the absolute number, frequency and percentage of respondents have been used to indicate the characteristics of the study population. Frequency and percentage were also used to analyze the data obtained by questionnaire.

4.2. Characteristics of respondents

In this part the background information of the respondents from the five secondary schools is analyzed in frequencies and percentages and results are shown in Table 2 and Table 3.

Table 3: Characteristics of Respondents

Items	Category	Respondents							
		Teachers		Assistant Principals		Department Heads		PTA members	
		N	%	N	%	N	%	N	%
Sex	Male	119	74.38	8	80	34	75.55	17	68
	Female	41	25.62	2	20	11	24.46	8	32
	Total	160	100	10	100	45	100	25	100
Qualification	First degree	149	93.13	7	70	44	97.77	20	80
	Second degree	11	6.87	3	30	1	2.23	-	-
	Others	-	-	-	-	-	-	5	20
	Total	160	100	10	100	45	100	25	100
Experience	<5 years	-	-	-	-	-	-	-	-
	1-5 years	41	25.62	2	20	-	-	-	-
	6-10 years	34	21.25	6	60	13	28.88	5	25
	11-15 years	37	23.13	2	20	25	55.55	13	65
	16-20 years	17	10.62	-	-	7	15.57	2	10
	>20 years	31	19.38	-	-	-	-	-	-
	Total	160	100	10	100	45	100	20	100

The above table shows the respondents' characteristics in terms of sex. The male group constituted 119 (74.38%) while the females make up 41 (25.62%). The number of male teachers is three times that of the female teachers, so this implies that the participation of female teachers is still small.

With respect of the qualification of teachers, 149(93.13%) teachers are first degree holders and 11(6.87%) are master degree holders. This indicates that, still the number of teachers with master degree holders is small in the secondary schools.

Regarding work experience, 41 (25.62%) teachers have between one and five years of teaching experience and 34(21.25%) teachers have teaching experience of between six and ten years. About 37(23.13%) teachers have teaching experience which ranges between eleven and fifteen years and 17(10.62%) teachers have experience that falls between sixteen and twenty years. And 31(19.38%) of the teacher respondents have an experience of twenty and above. This indicates that the schools are rich with teachers who have good work experience especially teachers with work experience between sixteen and twenty years and work experience of twenty and above years. These experienced have better knowledge and information about the

role of principals; because of this they contributed a lot of information to this research work about how principals practiced their role and how they should act also in the future.

As it can be seen from the above table 3the majority of staff members surveyed are male. A total of 8(80%) of the Assistant principals, 34(75.55%) of the department heads and 17(68%) of PTA members are male. On the other hand, 2(20%), 8(32%) and 11(24.44%) of Assistant principals, PTA members and Department heads are females respectively.This again implies that females' participation in leadership is small.

Regarding to their qualifications, all 7(70 %) of the Assistant principals are first degree holders. Whereas, 20(80%) of the PTA members and 44(97.77%) of Department heads are first degree holders. The rest, 5(20%) of PTA members are representatives of students in the committee. This show, more training should be given to upgrade the knowledge of Assistant principals, Department heads and PTA members.

With respect to experience level, 2(20%) of Assistant Principals have work experience of between one and five years. The rest 6(60%) and 2(20%) served six to ten and eleven to fifteen years respectively. And 5(25%) of the PTA members have experience between six to ten years. The rest 13(65%) and 2(10%) of PTA members have an experience of eleven to fifteen and sixteen to twenty years. On the other hand, 13(28.88%) of the Department heads have an experience of between six and ten years, 25(55.55%) have an experience between eleven and fifteen years. The rest 7(15.55%) served sixteen to twenty years. Majority have more work experience, this imply that they can practice their role better.

Table 4: Characteristics of Principals

No	Items	Category	N	%
1	Sex	Male	5	100%
		Female	-	-
		Total	**5**	**100**
2	Qualification	Diploma	-	-
		First degree	1	20
		Second degree	4	80
		Other	-	-
		Total	**5**	**100**
3	Field of study	Educational Administration, Leadership and Management	4	80
		Others(Biology)	1	20
		Total	**5**	**100**
4	Experience	1-5 yrs	1	20
		6-10 yrs	1	20
		11-15 yrs	2	40
		16-20 yrs	-	-
		>20yrs	1	20
		Total	**5**	**100**

As it is seen from the above table 4, all 5(100%) of the principals are male. Regarding to their qualifications, the majority 4(75 %) of the principals are second degree holders. Even though one principal from the four is second degree holder, his first degree specialization is Biology but later he has taken summer course in EDPM and has got his Master's degree since he has worked for many years as a principal. Only 1(25%) from the five principals is first degree holder. So as a principal or criteria a blue print of teachers development program (MOE, 2007) has stated that the academic qualification required for secondary school principal is a master degree. From the analysis made, it can be concluded that the majority of principals in the sample schools are with the expected qualification and are expected to perform their responsibility effectively.

Regarding the area of specialization of principals a blue print of teachers development program (MOE, 2007) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational administration and management. Parallel to this as being seen from the above table 4, 4(75%) of the school principals have specialized in the area of Educational Administration, Management and Leadership and are Master holders. Only 1(20%) of the principals is bachelor degree holder in Educational leadership. This implies that, the school principals are expected to have the necessary leadership skills and perform better.

As shown in table 4, 2(40%) of the principals have work experiences between eleven and fifteen years and one principal has work experience above 20 year. And the rest two principals have work experience 1-5 and 6-10 years. Majority have more experience, so this imply that one with more experience could have better practice in his work than the one with less experience.

4.3.   Analysis of the Instructional Leadership Role of School Principals

The analysis is based on responses of teachers to questionnaire relevant to the study. The questions focused on the views of teachers about the instructional leadership role of principals in their schools. To assess the actual performance of school principals in the sample schools, teachers were asked to rate the extent the principals of the schools performed in a given task or role as instructional leaders. Respondents gave their responses on a given Likert-scale ranging from <strongly agree> (1) to <Strongly disagree> (5) and also from<Very High> (1) to <Very Low> (5).A high frequency or percentage value on a particular job under the major task indicates how the principal is active as instructional leader in that area. School principals who obtained a high rating across the various tasks or roles were perceived as having relatively better performance in their instructional leadership.

The responses given were organized under seven major roles such as encouraging and motivating teachers, delegation, creating conducive environment for the teaching learning process, supervision, and curriculum. Besides, the personal qualities and skills were also examined. Furthermore, the data obtained through structured interviews and open ended questionnaires were used to prove or verify the findings.

4.3.1. Motivation of teachers

King (2002) stated that instructional leadership in its simplest form as anything that improves teaching and learning. A more complex explanation of a principal's role as instructional leader would be when a principal attempts to "improve instructional programs, teaching and learning, and student performance by developing a conducive working environment; provide direction, needed resources, and desired administrative support; and who involve teachers in decision-making processes in the school" (Wanzare& Da Costa, 2000)

Among the many roles performed by school principals; motivating teachers is crucial for the success of school goal. To that effect, teachers were asked to rate the extent the principals have performed these particular roles. Under these roles, there are eight major tasks.

To effect an improvement in student performance, the principals should encourage teachers to reflect, refine, and improve teaching.

Table 5: Responses of Teachers on Principals' Role in the area of Motivation of teachers

No	Items related to encouragement and motivation	Response of teachers, N=160									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Recommend teachers positively	25	15.6	81	50.6	9	5.6	30	18.8	15	9.4
2	Recognizes contribution of teachers	30	18.8	76	47.4	9	5.6	31	19.4	14	8.8
3	Encourage teachers to use innovative teaching methods	27	16.9	78	48.8	11	6.8	24	15.0	20	12.5
4	Recognizes good teaching performance of teachers	17	10.6	75	46.8	15	9.4	37	23.2	16	10
5	Encourages teachers to discuss their problems among themselves	15	9.4	56	35	13	7.1	45	29.2	31	19.3
6	Discuss instructional and other related issues with staff openly and transparently	71	44.4	17	10.6	15	9.4	44	27.5	13	8.1

As it is seen in Table 5 of item 1, teachers as respondents were asked whether their principals

recommend them positively or not. As a result, the majority 81(50.6%) and 25(15.6%) of the total teacher respondents disagree and strongly disagree with the idea respectively. On the other hand, 9(5.6%) of teachers could not decide on this issue. while 30(18.8%) and 15(9.4%) of the total teachers put their opinion on agree and strongly agree position. According the majority of the teacher respondents, the school principals do not recommend them in a positive manner.

In Table 5 of item 2, teachers were asked to give their opinion on the extent to which the school principals recognize the contribution of teachers or not. As a result, 76(47.4%) of the teachers disagree and 30(18.8%) of the total teachers strongly disagree with the idea that principals recognize the contribution of teachers in the school. While 31(19.4%) and 14(8.8%) teachers of the total respondents agree and strongly agree with the idea. Regarding the rest 9 teachers who make 5.6% that of the total teachers do not decided regarding the item. So based on the response of teachers, it can be concluded that the secondary school principals of Mekelle town seems weak in giving recognition to the contribution of their teachers.

On the same Table item 3, teachers were also asked to give their opinion on the extent to which the principals motivate and support to use innovative teaching methods. To this end majority of the respondents 78(48.8%) and 27(16.90%) replied that their school principals do not motivate them to use new and innovative styles of teaching methods. On the other hand, 24(15%) and 20(12.5%) of the teachers respectively agree and strongly agree with the idea that the school principals motivate and support teachers to use innovative teaching methods. And the rest 6.8% of the total teachers did not decide on this issue. Hence, this implies that the school principals may have preferred to go on the routine and old methods of teaching.

In Table 5 of item 4, teachers were asked to give their view if there is motivation by the principal to highly performing teachers in the schools. As a result the majority 75(46.8%) and 17(10.6%) of the total respondents revealed that, there is no any encouragement by principals for high performing teachers since they disagree and strongly disagree respectively. On the other hand, 37(23.2%) and 16(10%) of the total teachers agreed and strongly agreed that there is motivation to good performing teachers. While the rest 15 teachers did not decided whether there is motivation or not very well performing teachers in their schools. So the teachers'

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response shows that there is no much motivation to good performing teachers by the principals.

As shown in Table 5 of item 5, respondents were asked to give their opinion on the extent to which the school principals motivate them to discuss and solve their problems among themselves. As a result, majority 45(29.2%) and 31(19.3%) of the respondents responded that there is motivation by school principals to teachers to discuss and solve their problems among themselves. On the contrary, 56(35%) and 15(9.4%) of the total teachers replied that there is no motivation by principals to teachers to discuss and solve their problems among themselves. The rest 7.1% of teachers that is 11 in number were not able to decide regarding the issue. This result may indicate that principals motivate teachers to discuss and solve their problems among themselves.

As indicated in Table 5, teachers were also asked to give their opinion on whether their principals discuss instructional and other related issues with teachers openly and transparently. As a result, 17(10.6%) and 71(44.4%) of the total teachers disagreed and strongly disagreed on the issue. This result indicates that the principals seem weak in discussing instructional and other related issues with teachers openly and transparently. And 15(9.4%) respondents were not able to decide regarding the issue respectively. On the other hand, 44(27.5%) and 13(8.15) of the total respondents fell on agree and strongly agree position. This indicates that a total of 54(35.65%) teachers gave their opinion that school principals discuss instructional issues with teachers. But the data from the interview and group discussion shows that, even though principals discuss instructional and other related issues with the staff, it was not in an open and transparent.

Generally the analysis of the items in the above table regarding motivation is as observed and can be concluded that the secondary school principals of Mekelle town seem weak in motivating teachers.So to check whether this weakness is in all the schools or there is a difference among the schools, a single factor or one way ANOVA was applied as you see in table 6.

Table6: ANOVA on principals' effectiveness on motivation of secondary school teachers

Source	Sum of squares	Difference	Mean square	F	P
Between groups	198.42	4	49.60	5.17	0.001
Within groups	1488.44	155	9.60		
Total	1686.86	159			

Table 6 shows that, statistically that there is a significant difference (F=5.17, P< 0.05)among the school principals in motivating teachers in Mekelle town secondary schools.

To see the clear difference between the schools another test was done as seen in Table 6. The schools are represented by numbers as Hatse-yohaness=school 1, Messebo=2, Adi-haki=3, Welde-nugus=4 andAyder=5.

Table 7: ANOVA test on principals' effectiveness in the area of motivation

	School 2	School 3	School 4	School 5
School 1	2.55*	- 0.24	- 0.44	- 0.21
School 2		-2.79*	- 2.99*	-2.76*
School 3			- 0.19	- 0.03
School 4				- 0.23

  *   Mean difference is significant at 0.05 level

*As a result, the differences became clear that one secondary school which is Messebo secondary school was significantly different on the extent to which principals motivate teachers from the other four schools.*As the one way ANOVA test revealed, Messebo secondary school is significantly different from Hatse-yohanes, *Adi-haki, Ayder and Welde-nugus* secondary schools on motivating teachers.

The data gained from open ended questions, interview questions, group discussion and document analysis also indicated that the secondary school principals of Mekelle town seem less effective in motivating teachers except in Messebo secondary school. The data obtained from group discussion indicated that, the principal in Messebo secondary school to some extent motivates teachers, as he seems democratic and listens the idea of teachers, encourages teachers to use innovative teaching methods, encourages the good teaching performance and sometimes gives some incentives for those teachers who perform better which is absent in the other secondary schools of the town. Thus, it can be concludedthat poor practices on motivation of teachers in Mekelle secondary schools could be one among other problems that hindered the success of teaching-learning process.

Parallel to this, the Messebo secondary school principal told the researcher in the interview as he makes opportunities to inspire teachers' values, attitudes, talents and enthusiasm. And also the principal told the researcher as he encourages teachers to set aside complaints, past frustrations, excuses, conditions and demands, and make a place for continuous motivation and happiness in their work. The principal added saying that:

"An inspired and successful teaching takes place when a passionate and caring teacher is both motivated and happy to teach and learn. A teacher who knows his value and also feels that his leaders see and know his value too, stay motivated. For example when moments of frustration and burnout hit, a value inspired teacher quickly bounce back because of his dedicated value to students and school. A teacher who is inspired and empowered to use his talents perform continuously at his peak. And also a teacher who is inspired to come to work each day with enthusiasm is a teacher filled with passion, commitment and care. A teacher with enthusiasm carries with him a positive light up and bolts of energy that encourages and fosters a safe and thriving learning environment wherever they go."

However, some members ofPTA of the schools with the exception of Messebo secondary school in the group discussion regarding motivation said that:

"Most of the time there is no any motivation given by the principals to teachers; instead they believe on punishment, they think that punishing teachers by their salaries can help them control absenteeism so that teachers can teach daily. But absenteeism may get controlled by punishing a teacher, but most of the time does not lead to effective teaching-learning process. But instead of punishment, it would have been better had the principals motivated for those teachers who had performed better."

Assistant principals were also asked during interviews to explain the effort made by school principals in motivating and assisting teachers in the teaching-learning process. Concerning this, they agreed as principals do not give much recognition or reward to teachers' contribution, teachers' good teaching performance and to teachers to use innovative teaching methods.

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Principals were also interviewed to explain whether they motivate teachers or not in order to be successful in the teaching-learning process. As a result, most of the principals replied that, though they tried to motivate teachers, but the teachers were not satisfied and even did not consider as motivation because the amount of incentive given is small. But the principals the motivate teachers psychologically to discuss among themselves regarding the problems they have and also motivate them to use innovative teaching methods.

Moreover, as observed the documentof most secondary schools of the study area, there was no any document that shows motivation of teachers by the schools. This indicates that no focus was given to motivate teachers in order to perform their activities better so as to achieve the teaching-learning process.

Therefore, the data obtained from the questionnaires, interview, group discussion and document analysis indicated that there was no motivation in recommending teachers positively, in recognizing contribution of teachers, in encouraging teachers to use innovative teaching methods, in recognizing the good teaching performance of teachers and in discussing instructional and other related issues with staff openly and transparently except in Messebo secondary school. Therefore, based on the responses, it is possible to conclude that, motivating teachers in the schools was not done in a better manner than other activities. But since motivating teachers has positive influence for the successes of instruction, school principals should work harder in increasing the motivation level of teachers.

Motivating teachers' towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to succeed effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers' motivation level.

4.3.2. Promoting a Conducive climate for the Teaching and Learning Process

Creating conducive atmosphere for the teaching learning process is one essential role of school principals. This is because the primary goal of each school is to motivate individuals by

creating conducive environment under which staff members can work effectively. Unless the atmosphere of the school is one that makes learning exciting or stimulating, unless teachers and students are both supported by principals for their achievements and there is a shared sense of purpose, it is difficult to learn (Krug, 1992).

Principals should create a good environment by solving the different problems which exists in the school as well as by creating new perspectives. In supporting to this idea, Bondi and Wiles (1986:167) suggested that the principal as supervisor can help the educator with a nagging or irritating instructional problems by presenting a fresh perspective for the educator. It is therefore to note that principals are involved in resolving teaching related problems in their schools.

In promoting a positive leaning climate, 10 tasks considered sample indicators of the extent to which school principals, as instructional leaders could perform. To assess the performance level of principals, teachers as respondents in each school were asked to rate the extent which the principals performed each task. Accordingly, Table 8 shows the overall result of the responses given by teachers for each task from the questionnaires.

Table 8: Responses of Teachers on Principals' Role in the Area of Creating Conducive climate for the Teaching and Learning Process

No	Items related to conducive atmosphere for teaching-learning process	Response of Teachers, N=160									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Create conducive school climate for continuous collaboration	15	9.3	62	38.8	16	10	57	35.6	10	6.3
2	Solving different problems that hinder the teaching and learning process	11	6.9	64	40	9	5.6	67	41.9	9	5.6
3	Listen the idea of teachers and other staff members	21	13.1	63	39.4	12	8.5	52	33.5	9	5.7
4	Welcomes teachers' request for assistance in facing teaching related problems	16	10	74	46.3	12	7.5	44	27.5	14	8.7
5	Advices teachers and students to do their activities better	30	18.75	63	39.4	17	10.6	40	25	10	6.25
6	Developing school level policy for preventing instructional time disturbance	27	16.9	52	32.5	13	8.1	52	32.5	16	10
7	Controls absenteeism	20	12.5	20	12.5	7	4.4	55	34.37	58	36.2
8	Rewards or gives recognition to good performance of students	8	8.75	28	17.5	8	5.5	81	50.6	29	18.1
9	Rewards or gives recognition to good performance of teachers	17	10.6	75	46.9	15	9.3	37	23.2	16	10
10	Monitor discipline in the school monthly	20	12.5	45	28.2	11	6.9	65	40.6	19	11.8

Table 8 shows the Frequency and Percentage for perception of teachers on ten dimensions of leadership capacities of principals in the area of creating conducive atmosphere for the teaching and learning process. Regarding to these issues, principals in Mekelle secondary schools have good performance in controlling absenteeism. The opinion of teachers in terms of Frequency and Percentages and an interpretation for each item is given below in detail.

As observed in Table 8 item 1, teacher respondents were asked whether the principals create conducive atmosphere for collaboration in the school or not. In this case, 62(38.8%) of the

teachers disagree with the idea that principals create conducive atmosphere for collaboration and 15(9.3%) respondents of the total teachers also strongly disagree with the idea. while 57(35.6%) and 10(6.3%) of the respondents agreed and strongly agreed with the idea respectively. The rest 16 respondents do not decided on the idea. So based on these opinions of teachers, one can conclude that principals seem not good in creating conducive atmosphere for collaboration in the schools even though the value difference in percentage between the agree/strongly agree and the disagree/strongly disagree is small.

As shown in Table 8 item 2, teachers as respondents were asked whether their school principals solve different problems that hinder the teaching and learning process or not. As a result, 64(40%) teachers of the total respondents disagreed with the idea that the school principals solve different problems that hinder teaching-learning process and 11(6.9%) teachers of the total respondents strongly disagreed with the idea. In contrast, a total of 67(41.9%) and 9(5.6%) of teachers are those who agreed and strongly agreed respectively. The rest 9(5.6%) of teachers do not decided. To conclude, the above frequencies and percentages though the gap is very small indicate that, the inclination is toward agree and strongly agree side. But, since the difference is very minor, one may conclude saying that the school principals seem moderate in solving different problems that hinder the teaching and learning process.

In the same Table 8 item 3, respondents were asked whether their principals listen the idea of teachers and other staff members or not. As a result of this, 64(39.4%) and 21(13.1%) of the teachers responded that their school principals do not listen the idea of teachers. On the other hand, 52(33.5%) and 9(5.7%) teachers of the total respondents agreed and strongly agreed on the idea. The rest 12(8.5%) teachers do not decide regarding the issue. So the above result indicates that the school principals do not listen teachers' idea. As a result one can conclude that the school principals seem unwilling to listen the idea of teachers and seem undemocratic.

As it is seen in the above Table 8 item 4, respondents were asked whether their principal welcomes teachers'' request for assistance in facing teaching related problems in the school. To this end, 74(46.3%) respondents disagreed with the idea that the school principals welcome the request of teachers and 16(10%) teachers also strongly disagreed with the idea. On the contrary,

44(27.5%) and 14(8.7%) a total of 58(36.2%) teachers put their position on the agree and strongly agree position. The rest 12 respondents do not decided regarding the issue. Since the majority of the respondents are on the disagree and strongly disagree side, then it can be concluded that the school principals seem weak in helping teachers when there is a request from teachers in facing teaching related problems.

As you can observe in Table 8 item 5, respondents were asked if the school principals advices teachers and students to do their activities in a better way, but unfortunately majority 63(39.4%) and 30(18.75%) of the respondents do not agree with the idea instead they disagree and strongly disagree respectively. But, 40(25%) teachers agreed with the idea and 10(6.25%) strongly agreed. The remaining 17(10.6%) teachers did not decide. Therefore, this indicates that the school principals seem weak in giving advices to both teachers and students which is very important because it helps teachers and students to be effective in their activities if properly advised.

In Table 8 item 6, teachers as respondents were asked how the school principals are in developing school level policy for preventing instructional time disturbance, however majority of the respondents replied that the school principals are not clever in developing school level policy for preventing instructional time disturbance. This can be proved in the Frequency and Percentages given by the respondents, that 52(32.5%) respondents disagreed with idea that school principals develop school level policy in order to prevent instructional time disturbance and 27(16.9%) of teachers strongly disagreed with the idea. In contrast to this, 52(32.5%) teachers agreed and 16(10%) teachers also strongly agreed with the idea. The rest 13(8.1%) of respondents do not decided on. So depending on this evidence, it is possible to conclude that the principals seem weak in developing school level policy for preventing instructional time disturbance. Therefore, it is better if the principals could develop smart school level rules and policies, especially regarding to instruction.

Also in Table 8 as shown item 7 is asking respondents if the school principals control absenteeism or not. The response regarding this item seems unique from the response I got regarding the other items because large number of respondents replied that principals control

absenteeism much more than others. As you observe from Table 6, majority that is 55(34.37%) and 58(36.2%) teachers gave their opinion on agree and strongly agree, supporting the idea that the school principals control absenteeism. On the contrary, both those who disagree and strongly disagree respondents are 40(25%). The rest 7(4.4%) teachers did not decide regarding the problem. So depending on the views of the respondents, principals seem good in controlling absenteeism of teachers.

As you see in Table 8 item 8, teacher respondents were asked to give their view regarding the principals whether they reward or give recognition to good performing students. Based on that, 28(17.5%) teachers responded disagree and 14(8.75%) teachers also responded strongly disagree. In contrast to this, 81(50.6%) and 29(18.1%) teachers from the total respondents responded agree and strongly disagree respectively. The rest 8(5.5%) teachers did not decide whether principals reward or give recognition to good performing students. This indicates that, theschool principals seem performing good in motivating students in order to achieve their academic results.

When you go to the same Table 8 item 9, respondents were asked to respond to similar issue but on the case of teachers that teachers were asked to give their views whether their school principals reward or give recognition to good performing teachers. Concerning this issue, the result is on the opposite direction to that of the students, that 75(46.9%) respondents stood their position on the disagree side and 17(10.6%) respondents also gave their view on the strongly disagree position. In contrast, 37(23.2%) teacher respondents agreed with the idea that school principals reward or give recognition to good performing teachers and the rest 16(10%) of the respondents gave their view on the strongly agree position. But 15 respondents did not decide regarding the issue. Since the majority of the respondents gave their views on the disagree and strongly disagree position ,then this indicates that the school principals seem not working better in motivating and encouraging teachers so as to be effective in the teaching and learning process.

When you look to the last item 10 which is on Table 8, teachers were requested to give their decision whether the school principals monitor discipline in the school monthly or not. As a result, 45(28.2%) of the respondents disagreed with the idea that school principals monitor discipline in the school monthly and 20(12.5%) teachers also strongly disagreed with the idea.

However, 65(40.6%) teachers put their decision on the agree position and 19(11.8%) respondents also strongly agree with the issue. The rest 15 teachers do not decided on whether school principals monitor discipline monthly or not. So based on this opinions of teachers, it can be concluded that since the majority of the respondents are in the agree and strongly agree position, then it can be said that school principals seem good at monitoring discipline in the school and this led the researcher to say that the principals may have good skills of solving issues related to disciple.

The data obtained from the questionnaires, interview and group discussion, indicates that the principals seem weak in promoting conducive climate. But to check whether this is true in all the schools or there are significant differences between the schools in creating conducive climate,one way ANOVA analysis was used as shown in Table 9.

Table 9: ANOVA on principals' effectiveness in creating conducive climate in the schools

Source	SS	df	MS	F	P
Between groups	736.00	4	184.00	5.120	.001
Within groups	5570.52	155	35.94		
Total	6306.52	159			

Table 9 shows that, statistically as there is a significant difference among the school principals in creating conducive climate in Mekelle town secondary schools

As are sult(F (4,159) =5.120, p<.05) revealed as there is significant difference among the five schools in creating conducive climate in the schools. But in order to see clearly the difference between the schools, a post hoc analysis was used as shown in Table 10.

Table 10: Post hoc test on principals' effectiveness in creating conducive climate

	School 2	School 3	School 4	School 5
School 1	-5.07*	-.18	.33	.69
School 2		4.89*	5.40*	5.75*
School 3			.51	.86
School 4				.35

    *   Mean difference is significant at 0.05 level

As a result, Messebo secondary school is significantly different from the four secondary schools.

The dada obtained from interview and group discussion also indicated that the principals were weak in promoting conducive climate for collaboration, in listening the idea of teachers and other staff members, in assisting teachers when faced by some problems in the teaching-learning process, in advising teachers and students and in giving rewards and recognition to good performance of teachers except in Messebo secondary school.

The data obtained through group discussion of the department heads and interview of the vice principals of Messebo secondary school shows that the principal of the school treats the staff and students with respect. The principal treats staff as professionals and the students are treated as students who are eager to learn, then the climate became conducive to success. Every human being wants to be treated with respect, and to feel wanted, that is why the principal let the staff and students know how important they are to the success of the school, and they feel that they are all together. This kind of positive attitude helped shape the climate of the school. This leads to the next important task of the principal, which is to make everyone believe they are on a team. Then the staff believed that they can make a difference and a strong team was developed. This development started by grouping the staff together on different groups or assignments, and giving them the authority to make decisions without having to answer back to the principal every minute. Allowing the staff to use their creativity and academic expertise is a great way to get them to buy into the team approach of leadership. Also, the principal discusses the school mission and some of the goals for the school year, as well as what role the staff will play.

Assistant principals of the four secondary schools were also asked during the interview to explain the effort made by school principals in promoting a positive climate for the teaching and learning process. Regarding to this interview questions, majority of the interviewee agreed that school principals control absenteeism strongly rather than focusing on promoting favorable climate for teaching and learning process.

On the other hand some members of department heads and PTA members in the focus group discussion outlined that even though the school principals control absenteeism, but it is not in the proper way of handling because the way they follow has negative influence on teachers and indirectly also influences instruction which leads to low students' result. For instance, the first measure they take to control absenteeism is to punish teachers by their salary, as a result teachers

got discouraged to teach properly and then students got influenced negatively in their learning. So it is better if principals could follow other means of controlling absenteeism which helps teachers accept the measure that is taken and improves the teaching-learning process.

One department head in the group discussion said that:

> *"To make the school conducive and favorable for teaching-learning by the schoolsthemselves is somehow difficult, because the schools do not have the capacity especially financially, but even though it is in small scale, principals sometimes try to make the school climate comfortable for teaching-learning process. However, when we see generally, there is no much intention to make the School climate conducive starting from the higher education officials to the lower school level leaders. For instance, the class size of students is too large which ranges from 70-80 students per class that is why students could not learn properly. So it's difficult to say that there is favorable climate for teaching-learning process."*

Assistant principals were also asked during interviews to explain the effort made by school principals in creating conducive atmosphere for teaching-learning process in the schools. Concerning this, they agreed as principals do not work much in creating conducive atmosphere in the school, such as in the area of collaboration, encouragement and recognition to teachers.

At the same time principals were also interviewed to explain the effort they made in creating a positive climate for the teaching and learning process. As a result, the principals told the researcher as they do whatever they can to create conducive climate in the school with all the barriers they have at hand. The principals added that some teachers and some individuals feel as nothing is done by the principals to make the school climate comfortable, the reason is that, there is scarcity of resources especially financial. So as everybody knows a principal to make the school climate conducive is somehow difficult without some financial support because it is the amount and availability of resources that helps principals to motivate and encourage teachers, buy some materials and generally do to fill whatever the gap in the school is.

Also as observed from the document analysis, there was record of data regarding absenteeism and discipline of teachers. As observed from the documents regarding absenteeism, teachers

were highly controlled and there was not much absenteeism. Regarding the discipline of teachers, the document show that there were no disciplinary problems.

Therefore, as the data obtained from the questionnaires, interview and group discussion, indicates that the principals were weak in promoting conducive climate for collaboration, in listening the idea of teachers and other staff members, in assisting teachers when faced by some problems in the teaching-learning process, in advising teachers and students, in developing school policy for preventing instructional time disturbance and in giving rewards and recognition to good performance of teachers. Therefore, based on the responses, it is possible to conclude that, principals were weak in creating conducive climate in general in the secondary schools. But since creating conducive climate in a school is very important for the success of instruction and for the achievement of students' academic results, then school principals should work harder in creating conducive climate in the schools.

Research findings of the 1980's also show the positive contribution of favorable school climate to student learning. For example, Brook over and his associates, Clark and others, and Stawant (all cited in Hoy and Miskel, 1987: 399-400) found different climate components associated with student learning outcomes. And they generally agreed that student achievement is positively related to climate of the school.

4.3.3. Principal's role in the area of delegation.

The role of the secondary school principal is very crucial in meeting the objectives of the whole secondary school of education. However, the role of the principal has become more complex that the principal needs to share the responsibilities with others in the school through delegation. While delegation involved empowerment of employees, certain factors should be taken into consideration such as defining the delegated task, capacity, and interest of the person to be delegated the task. Sutherland and Canwell (2004) asserted further that delegation usually began with the identification of an individual suitable to perform a particular task. The person needed to be prepared, and above all, given the authority in order to carry out the job properly. Further, delegation requires the leader to support and monitor progress, and once the tasks were completed, to acknowledge that the job was completed successfully.

Delegation of responsibility to teachers and other staff in the school relieves the principal from

many pressures of work. It is due to this reason that the researcher wants to check how far the principals in Mekelle town secondary schools perform in delegating their tasks to teachers and the staff. InTable10 below, teachers were asked to give their opinion whether the principals perform better in delegating the tasks listed below or not, as a result the responses of teachers is given in the Table in terms of Frequency and Percentage.

Table 11: Responses of Teachers on Principals' Role in the Area of Delegation.

No	Items related to delegation	Responses of teachers, N=160									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	n	%	N	%	n	%	n	%
1	Delegates some of his/her instructional leadership task to teachers	30	18.85	35	21.875	17	10.625	35	21.87	43	26.87
2	Delegates supervision to be done by department heads	13	8.12	35	21.88	8	5.0	90	56.25	14	8.75
3	Delegates his duties to vice-principals when s/he is absent	30	18.75	37	23.12	11	6.88	66	41.25	16	10
4	Delegates tasks to appropriate person	15	9.37	55	34.38	10	6.25	60	37.5	20	12.5
5	Freedom of staff members in making decision on the assigned tasks	15	9.37	45	28.13	10	6.25	70	43.75	20	12.5
6	Gives responsibility to teachers to deal with students' discipline	19	11.87	29	18.13	13	8.12	77	48.12	22	13.75

Table 11 shows the Frequency and Percentage for perception of teachers on six dimensions of leadership capacities of principals in the area of the delegation. In this Table teachers were asked to rate the extent how the school principals are practicing delegation.

In Table 11 item 1, respondents were asked to rate to what extent school principals delegate their instructional leadership tasks to teachers and other staff members of the school. As a result, 35(21.87%) respondents disagreed that the principals delegate their instructional tasks

and 30(18.85%) teachers also gave their views on strongly disagree position. However, the majority that is 43(26.87%) and 35(21.87%) that of from the total 160 respondents put their opinion on agree and strongly agree position respectively. The rest 17 teachers did not decide whether the principals delegate their instructional tasks or not. This indicates that, the school principals are working better regarding delegation of instructional tasks and this can help teachers to do freely their tasks and also can relieves principals from many pressures of work. So it is better principals to practice delegation.

As can be observed in the above Table 11 item 2, respondents were asked to give their views whether the school principals delegate supervision to be done by department heads or not. In this case a total of 48(30%) respondents replied that, principals do not allow and encourage supervision to be practiced by department heads while a total of 104 respondents said that principals allow and encourage supervision to be practiced by department heads and 8(%) teachers did not decided whether their principals delegate supervision to be practiced by department heads or not. So generally it can be concluded that principals seems effective in this role and teaching-learning process becomes effective if supervision is decentralized and practiced by department heads and even by subject matter teachers.

In the same Table of item 3, teacher respondents were asked if the principals of the schools delegate their duties to vice-principals or no. Accordingly, a total of 67(41.87%) respondents replied that principals do not delegate their duties to vice-principals when they leave the school whereas 82(51.25%) of the teachers responded that principals delegate their responsibilities to the vice principals when they go outside the school. The rest 11(6.88%) respondents of the total 160 teachers did not decide whether the principals delegate their responsibilities to their vices or not. Anyway since the majority of the respondents agreed that their school principals delegate their duties to the vice principals when they leave the schools, then it can be concluded that the principals are somehow effective in delegation when compare with other tasks or roles.

In Table 11 of item 5, teacher respondents were asked if the school principals delegate tasks to appropriate individual or not. Accordingly, a total of 55(34.38%) teachers disagreed with the idea that school principals delegate tasks to appropriate person and 15(9.37%) of teachers also strongly disagree with that idea. In contrast from the total of 160 respondents, 60(37.5%)

teachers agree and 20(12.5%) others strongly agree that the school principals delegate tasks to appropriate individuals. The rest 10 teachers who represent 6.25% of the total 160 respondents did not decide with the issue. As the majority of the respondents agreed that the school principals delegate tasks to the appropriate individuals, then it can be concluded that the school principals are performing good in delegating tasks to those who belong and to those who can perform tasks better.

As shown in Table 11 item 5, respondents were asked whether the school principals give staff members freedom to accomplish the tasks assigned to them and take their own decision regarding the tasks or not. To this end, a total of 60(37.50%) teachers said that teachers are not allowed to accomplish the assigned tasks and take their own decisions freely. On the other hand, a total of 90(56.25%) respondents agree that the Mekelle secondary school principals give teachers freedom to accomplish the tasks assigned to them and are also allowed to take their decision. The rest 10(6.2%) teachers neither accepted nor rejected the idea. To conclude, since the majority of the respondents agree that the principals allow teachers to perform the assigned tasks and take their own decisions freely.

If you see in Table 11 item 6, there is a statement which asked respondents whether the school principals give teachers responsibility to deal with discipline of students or not. As a result, 29(18.13%) teachers disagreed and 19(11.87%) teachers also strongly disagreed with the issue. In contrast, a total of 99 teachers agreed and strongly agreed that the school principals allow teachers full responsibility to deal with discipline of students in the schools. The rest 8.12% of respondents who are 13 in number did not decide whether the school principals allow teachers to deal with students' discipline or not. So since the majority of the respondents agreed that the principals are giving teachers responsibility to deal with discipline of students, then one can conclude that the principals are working better in delegation especially with discipline matters.

Regarding the qualitative data, some members of department head in the group discussion underlined as delegation is practiced in a better way in the schools as compared to the other roles of the principals. For instance when the principals leave the schools because of some responsibilities such as workshops, they represent each and every activities of the school except financial matters to their vices. The same is also true with the department heads, that is, they share their duties and responsibilities to the teachers who represented and to those whom they

believe that they can perform the activities assigned to.

But to check whether there is a difference among the schools regarding delegation system or not, a single factor ANOVA analysis of variance was used. As a result, the analysis showed as there is no statically significant difference between the five schools regarding the delegation system in the study area as shown in Table 12.

Table 12: ANOVA on principals' effectiveness in the area of delegation

Source	SS	MS	Df	F	P
Between groups	82.63	20.66	4	1.65	.164
Within groups	1936.90	12.50	155		
Total	2019.52		159		

Table 12 shows that, statistically as there is no any significant difference (F =1.65,*P>.05*) among the school principals in the area of delegation in Mekelle town secondary schools

Also as the data obtained from interview and group discussion indicated that all the principals of the five schools follow better delegation system in the schools.

Assistant principals were also asked during interviews to explain whether there is delegation or not in the school. Concerning this, they agreed as principals have good performance regarding delegation especially in the area of supervision and discipline of students.

Principals were also asked during the interview whether they practice proper delegation or not and they told as there is good delegation system in the schools. And one principal said that:

> *"As I am observing, I can say that there is good and proper delegation system in the school, because as I see and I got all the activities are done on time and on the proper way by the appropriate delegates. However how each of our teachers sees and evaluates the delegation system I am following depends on them, but most of our teachers told me as the delegation system I am following is good and satisfactory."*

Hence, as the data obtained from questionnaires, interview and group discussion shows as, there is satisfactory delegation system in the schools, especially in the areas of supervision and

discipline of students. So it is possible to conclude that the school principals are working better regarding the delegation system in the schools as delegation is crucial for the success of school goal.

Delegation of responsibility to teachers and other staff in school relieves the principal from many pressures of work. According to Eyre and Pettinger (1999), if delegation of responsibility was not effective it could lead to work overload, delayed or inaccurate decisions, stress, mistrust, resentment, and low morale among the staff.Without effective delegation by school administrators, cases of inefficiency, disharmony, and a poor working environment could result (Missik, 2004). Despite the importance of delegation of responsibility in schools, there were still barriers that affected the effectiveness of delegation. For instance principals were not willing to delegate certain responsibilities such as financial issues, discipline of teachers, supervision of non-teaching staff and representing teachers in conferences and meetings.

4.3.4. Role of principals in the area of supervision.

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability both to understand and complete the responsibilities of their job; and help teachers to gain the necessary motivation, autonomy and self-awareness to successfully move to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges they have in their work. To examine the teachers' feeling on the practices of supervision in the school, the following questions were distributed to them and the following result in terms of Frequency and Percentage is put in the Table below.

Table 13: Responses of Teachers on Principals' Role in the Area of Supervision.

No	Items related to supervision	Response of teachers, N=160									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	Checks the teachers' lesson notes and offers feedback and supports when necessary	12	7.5	25	15.63	8	5.0	87	54.38	28	17.5
2	Regularly evaluates instructional methods and makes his/her contribution without being judgmental	22	13.75	63	39.38	20	12.5	36	22.5	19	11.87
3	Treats teachers as colleagues	20	12.5	68	42.5	17	10.62	39	24.38	16	10
4	Give feedback to teachers based on classroom observation	20	12.5	68	42.5	10	6.25	46	28.75	16	10
5	Follow up implementation of feedback given to teachers	23	14.38	66	41.25	11	6.87	41	25.62	19	11.88
6	Makes proper supervision regularly	22	13.75	67	41.88	13	8.12	42	26.25	16	10
7	Encourages department heads to do supervision continuously	12	7.5	43	26.88	16	10	71	44.37	18	11.25

As it is observed in Table 13 item 1, respondents were asked whether the principals check the lesson notes of teachers and offers feedback and support when necessary or not. As a result of the responses, a total of 25(15.63%) teachers disagreed and 12(7.5%) strongly disagreed that the school principals check the lesson notes of teachers and offers feedback and supports when necessary. On the other hand, a total of 115(71.88%) teachers replied that the school principals check lesson notes of teachers and offers feedback supports when needed. However, 8(5%) of teachers do not decide whether the school principals check teachers' lesson notes or not. Since the majority of the respondents supported that school principals of Mekelle town check the lesson notes of teachers and gives the necessary feedback and supported when needed, then it can be concluded that the school principals seem performing well in areas related to supervision.

In the same Table item 2 as observed, teachers were requested to give their view whether the school principals regularly evaluates instructional methods and make their contribution without being judgmental (criticize/being negative). As the result of these responses, a total of 85(53.13%) teachers did not accept that the school principals regularly evaluate instructional methods and make contribution without being judgmental while 55 teachers which represent 34.37% of the total teachers agree that Mekelle secondary school principals evaluates instructional methods and make contribution without being judgmental. The rest 12.5% of teachers do not decide. Since the majority of the respondents do not accept the school principals' performance regarding instructional methods, then it can be concluded that the principals seem weak in evaluating the teaching methods.

If you look Table 13 the third item, respondents were asked to give their response on the principals' role in treating teachers as colleagues. As the result of the response, 88(55%) teachers did respond negatively to the idea that the school principals do treat teachers as colleagues while 55 teachers who represent 34.38% of the total population accepted and agreed that the school principals treat teachers as colleagues. The rest 17(10.62%) respondents of the total 160 teachers din not decide on whether principals treat their teachers as colleagues or not. Since the percentage of teachers who did reject the idea that school principals treat teachers as colleagues is large, then this implies that the principals may have weak relationship with the school teachers.

As indicated in Table 13 of item 4, teacher respondents were asked their views on the role of the principals in giving feedback to teachers based on classroom observation as it has great effect in improving the teachers' potential in teaching-learning process. As the result of the response, 68(42.5%) teachers gave their view in the disagree column and 20 teachers also put their view on the strongly disagree column. In contrast, 62(38.75%) teachers were those who accepted the idea that the school principals give feedback to teachers after classroom observation. The rest 10 teachers could not decide on the item. As the majority of the respondents replied, the school principals do not give feedback to teachers after classroom observation and this result guided the researcher to conclude that school principals in Mekelle seem weak in giving feedback to teachers after classroom observation which is critical in teaching-learning process.

In Table 13 of item 5, teacher respondents were asked to give their view on the role of the principals whether they follow up the implementation of feedback given to teachers or not, since making sure the implementation of feedback is very determinant factor for improving the weaknesses of teachers that happens during the teaching learning process and also giving feedback to teachers but if the weaknesses do not corrected as to the feedback given then it becomes effortless and fruitless. The result given by the respondents shows that 66 teachers who represent 41.25% of the total 160 teachers disagreed with the idea that the school principals follow up the implementation of feedback given to teachers and 23(14.38%) teachers also strongly disagreed. In contrast to this, a total of 60(37.50%) teachers from a total of 160 accepted and agreed/strongly agreed with the issue. The rest 11(6.87%) teachers did not decide on the issue. When you come to the conclusion, since the majority of the respondents disagree/strongly disagree, then it can be concluded that the school principals in Mekelle town seem weak to check the implementation of feedback given to teachers after classroom observation.

Under the same Table item 6, teacher respondents were also asked about viewing supervision as practiced properly and regularly by the principals as it provides improvement, growth and development of teachers in their teaching and also knowledge. As a result, 67 teachers who represent 41.88% inclined their view to the position of disagreement and 22(13.75%) others also strongly disagreed that Mekelle secondary school principals make proper supervision regularly. On the other hand, a total of 58(34.37%) teachers, both those who agreed and strongly agreed, supported the idea that the school principals make proper and regular supervision and the rest 13(8.12%) teachers did not decide whether the school principals make proper and regular supervision or not. Since the majority of the respondents rejected the idea that the principals of Mekelle secondary school supervise properly and regularly, then it can be concluded that the principals seem weak in supervision.

As observed in Table 13 last item which is item 7, respondents were asked to give their view whether the principals encourage department heads to do supervision continuously or no. As a result, a total of 89(55.62%) respondents accepted that school principals allow and encourage department heads to do supervision continuously. In contrast, a total of 55(34.38%) teachers

did not accept that principals encourage department heads to supervise. The rest 16 teachers who represent 10% of the total respondents did not decide whether principals encourage department heads or not. Since the majority of the respondents replied that school principals encourage department heads to make supervision, then it can be concluded that there seems good decentralization regarding supervision in the schools which allows teachers to fill the gap they have in the teaching methods and also in knowledge.

As the data obtained from the interview, group discussion and document analysis shows that, there is almost better supervision in the schools and the supervision is done mostly by department heads and peer teachers with in the schools and between the schools. Therefore, based on the responses, it is possible to conclude that, supervision in the schools is practiced better. But in order to check whether there was a difference between the schools regarding supervision or not, a one way ANOVA test was applied as shown in Table 14.

Table 14: ANOVA on principals' effectiveness in supervision

Source	SS	Df	MS	F	P
Between groups	118.17	4	29.54	2.11	.082
Within groups	2158.64	155	14.02		
Total	2276.81	159			

Table 14 shows that, statistically there is no significant difference (F=2.11, *P >.05) among the school principals regarding supervision in the schools.*

Some members of department heads of the schools on the group discussion regarding supervision said that:

> *"School based supervision is better than the supervision made from zone education, because each department makes supervision guided by the department head and is effective. There is also peer supervision by teachers with in the school and between schools. But the supervision from the higher education offices was not effective, the supervisors come just for the sake of coming, visit and prepare and send reports as they have to get paid, because they come once in a semester which is fruitless, because had it been done regularly done, it would have been effective. So it is difficult to say it supervision, because it does not have any good effect in the teaching-learning process, as supervision is making regular*

observation and giving teachers correction to their weaknesses and appraising their strengths also so as to improve instruction."

Assistant principals were also asked during interviews to explain the effort made by school principals in the area of supervision. Concerning this, they agreed as principals encourage and facilitate teachers and department heads in order supervision to be practiced in a better way. For instance, supervising:

➢ lesson plans and lesson notes of teachers regularly and
➢ regular supply of materials for teaching-learning
➢ teaching-learning process(instruction) in general

Principals were also asked during the interviews to explain the effort they made in the school supervision and they told as they work hard and encourage department heads to look after and make regular supervision in order teaching-learning process to be successful. The principals also told as there is peer supervision of teachers with in the schools and between the schools.

One department head also said concerning supervision that:

"It is in the school based supervision that we give more emphasis since it is the key factor for the success of students' academic achievement in particular and for the success of teaching-learning process in general."

Therefore, as the data obtained from the interview and group discussion, there is almost better supervision in the schools and the supervision is done mostly by department heads and peer teachers with in the schools and between the schools..Therefore, based on the responses, it is possible to conclude that, supervision in the schools is practiced better.

Supervisory process in effective schools is participatory, diagnostic, and cooperative and is based on a mutual commitment to improvement and growth by both the principal and the teachers. The instructional leaders also integrate and use all the characteristics of consulting, helping, supporting and diagnosing the process that result in teacher competency (Ness, 1980: 406).

4.3.5. Principal's role in the area of curriculum

Although there is a considerable agreement in the literature on the need for the principal to be

leader in the area of curriculum and instruction, there is disagreement on what specific roles should be exhibited. For instance, Hopkins (2003) has expressed his view by saying that principals are not required to be expert in the complete range of teaching and learning strategies. Their tasks are to be familiar with them and to create favorable conditions for staff in the school to expand their individuals and collective repertoires of teaching skills, models and techniques of curriculum development. Lunenburg and Ornstein (2004) have noted that secondary school principals rely on their Assistant principals in various subject areas o deal with curriculum and instructional activities.

School principals are facilitators of curriculum implementation and improvement. Principals play a key role in the betterment of the curriculum. As Dull (1981) and Cox (1983) mentioned principals should make the school situation favorable enough for teachers and school curriculum committee to promote the efforts of these groups for solving problems related to curriculum. For the betterment of the school curriculum, principals should check the curriculum regularly, motivate teachers for curriculum implementation, coordinate and invite the different groups for curriculum implementation and improvement, check whether the necessary materials are fulfilled for the successful implementation of the school curriculum.

Thus, Table 15 shows the Frequency and percentage for perception of teachers on six dimensions of leadership capacities of the principals in the area of the school curriculum. In this Table teachers were asked to rate the extent the principals have performed these particular tasks or roles.

Table 15: Responses of Teachers on Principals' Role in the Area of curriculum

No	Items related to curriculum	Response of teachers, N=160									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Check and evaluate the school curriculum regularly	17	10.63	67	41.87	12	7.5	50	31.25	14	8.75
2	Enables teachers to appropriately implement the school curriculum	21	13.12	63	39.38	15	9.37	46	28.75	15	9.37
3	Coordinate different groups (parents, students, and teachers,) for curriculum implementation	15	9.38	63	39.37	14	8.75	56	35.0	12	7.5
4	Check supply of adequate materials for the implementation of the curriculum	17	10.62	76	47.5	15	9.38	40	25.0	12	7.5
5	Encourage teachers to comment and improve the curriculum	16	10.0	46	28.75	14	8.75	65	40.62	19	11.87
6	Invite parents, and community members to comment on the existing curriculum for improvement	25	15.62	72	45.0	10	6.25	39	24.37	14	8.75

As indicated in Table 15 of item 1, teacher respondents were asked about whether the school principals check and evaluate the curriculum regularly or not. As the result 84(52.5%) teachers of the total 160 respondents, rejected the idea that the school principals check and evaluate the curriculum regularly and decided to disagree and strongly disagree. Whereas, 64(40%) respondents of the total 160 teachers accepted the idea that principals check and evaluate the content of each subject matter which is related to curriculum and gave their view on the agree and strongly agree column. The rest 12 teachers who represent 7.5% of the total respondents did not decide whether the school principals check and evaluate the content of each subject area. As the majority of the respondents are on disagree and strongly disagree position regarding the

issue, then this implies that the school principals seem not performing well as expected to issues relate to curriculum.

As shown in the above Table 15 of item 2, respondents were asked if the school principals enable teachers to appropriately implement the curriculum in the school. As the result, 84(52.5%) respondents of the total 160 teachers did not agree instead they disagree and strongly disagree while only 61(38.12%) respondents accepted and agreed or strongly agreed that the principals of Mekelle town enable teachers to appropriately implement the curriculum. The rest 15 teachers who represent 9.37% of the total respondents did not decide whether the school principals enable teachers to appropriately implement curriculum or not in the schools. Based on the responses of the teachers, it can be concluded that the school principals seem not performing well regarding the proper implementation of curriculum because majority of the respondents rejected the idea that school principals enable teachers to implement curriculum appropriately.

As can be observed in Table 15 of item 3, teacher respondents were asked whether the school principals coordinate different groups such as teachers, students and parents in order curriculum to be implemented properly. The result of the responses shows that 78(49.12%) teachers of the total 160 respondents rejected the idea that the secondary school principals of Mekelle town coordinate parents, students and teachers for the proper implementation of curriculum in the schools while 68(42.5%) teachers of the total respondents agreed/strongly agreed with the idea. The rest 14(8.75%) respondents did not decide whether the school principals coordinate teachers, students and parents for curriculum implementation or not. Since the majority of respondents agreed and strongly agree that the principals are not coordinating the different groups, so this implies that the principals may have weaknesses on how to implement curriculum.

As shown in Table 15 of item 4, teacher respondents were also asked about the role of school principals in checking supply of adequate materials for proper implementation of curriculum. In this regard, 93(58.12%) teachers of the total respondents replied disagree/strongly disagree regarding the role of the principals in supplying adequate materials for the implementation of curriculum in the schools whereas, 52(32.5%) of teachers responded in the agree/strongly agree view. The rest 15(9.38%) teachers did not decide whether principals of the schools check supply of adequate materials for the implementation of curriculum or not. As the majority of teachers

responded that the school principals do not check supply of adequate materials for implementation of curriculum, then this indicates that the principals seem weak in this area.

In Table 15 of item 5, teacher respondents were asked to give their opinion whether the school principals encourage teachers to comment and improve curriculum or not, since improving the content of each subject matter lead to exist improved curriculum in the country. Accordingly, 62(38.75%) teachers of the total 160 respondents replied that the school principals do not encourage teachers to comment and improve the curriculum while 84(52.49%) teachers accepted and agreed/strongly agreed that the principals encourage teachers to comment and improve the curriculum. The rest 14 teachers who represent 8.75% of the total respondents did not give their decision regarding the issue. As the majority of the respondents replied, the view of teachers on principals' role in encouraging teachers to comment and improve curriculum is on agree/strongly agree position and then this implies that the principals in Mekelle town seem performing well in encouraging teachers to comment on curriculum.

Under the same Table 15 item 6, teacher respondents were asked their view regarding the role of the school principals in inviting parents and community members to comment on the existing curriculum for improvement. As the result of the responses, a total of 97(60.62%) teachers disagreed and strongly disagreed with the idea that the school principals invite parents and community members to comment on the existing curriculum for improvement. In contrast to this, 53(33.12%) teachers agreed and strongly agree to the idea that the school principals in Mekelle town invite parents and community members to comment on the curriculum for improvement. The rest 10(6.25%) teachers did not decide whether principals invite parents and community members to comment on the curriculum or not. So since the majority of the respondents disagreed and strongly disagreed with the idea that the principals invite parents and community members to comment for curriculum improvement, then this implies that the principals seem not working with the community regarding curriculum improvement.

As the data shows from the questionnaires, interview, group discussion and document analysis, teachers were told to comment on the existing curriculum, but nothing is done to improve the curriculum. So to check whether this is true in all the schools or there was a difference, one way ANOVA test was applied as shown in table 16.

Table 16: ANOVA on principals' effectiveness in the area of curriculum

Source	SS	Df	MS	F	P
Between groups	65.69	4	16.42	1.17	.325
Within groups	2170.68	155	14.00		
Total	2236.37	159			

Table 16 shows that, statistically there is no significant difference (F=1.17, *P >.05) among the school principals regarding curriculum in the schools.*

According to the information obtained through group discussion from most of department heads regarding curriculum shows that, even though not regularly, teachers were invited to comment on each subject in order to improve the content of the books which is directly linked with curriculum, but no feedback is given as to the comments given from higher education offices, as a result teachers get boring and are not motivated to give comments next time when asked to comment on issues regarding curriculum. So they even said that it was unfair to talk about the issue because nothing was done regarding curriculum except to tell teachers to comment, instead it would have been better had the teachers were motivated.

Because motivation is one of the important factors that have an impact on the role of the teachers in implementing and improving the curriculum. The motivation provided to teachers either moral or material plays a key role in curriculum work. Since people do not implement or improve a program unless there are appropriate rewards for doing so(Wudu, 2003).

Moreover, as the information obtained through group discussion with department heads, one member said that:

> " I am the head in English department, when we see and discuss the entire department members together about the content of English books, we found in English book of grade Ten there are a lot of repetitions and these repetitions made the book size to be large as a result this book size do not encourage students to read interestingly. So it might be better if the book get summarized and diminished in size."

One department head of history also clarified that though teachers comment in the content of

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history book, but no corrections has been made till now. He told that the book has served for many years without any corrections and has been published long before as he was a student. So the teacher underlined that the book need some correction including editing.

In addition Assistant principals were also asked whether the school principals facilitate curriculum implementation and improvement by motivating teachers or not. Regarding these theVice principals said:

> *"School principals are not effective in checking the curriculum regularly and inviting parents, students and other community members to comment on the curriculum. One of the duties of the school principals is to facilitate implementation of the curriculum with the help of appropriate resource supports. Thus so as to implement the curriculum with the necessary materials the principals should made efforts in getting the different resource supports that are needed for implementation."*

Effective principals arrange the interrelationship of educational environment so as to facilitate implementation as required. They foster the development of an atmosphere in which there occurs an increasing interest and excitement for the implementation and improvement of the curriculum. Generally, principals should nurture a dynamic harmony among all teachers and support staff and others.

As the interview made with principals regarding curriculum implementation and improvement shows that, though was not as needed, teachers were told by the principals to comment on the existing curriculum for better improvement once a semester and report was sent to higher levels of ministry education. But as the principals told in the interview, no feedback or change was sent from higher levels that is why teachers are not motivated to comment again when they were told to do so.

Therefore, as the data shows from the questionnaires, interview and group discussion, teachers were told to comment on the existing curriculum and they did so, but no feedback was sent as to the comments they gave. So it can be concluded that, no much is done to improve the curriculum especially from higher authorities of ministry education. But, in order to implement and improve curriculum properly principals should coordinate and support teachers and other stakeholders of

the school.

School leaders encourage and support individual teachers as well as curriculum committee to revise and improve the curriculum at the school level (Guthrieand Reed, 1991: 220; and Dwyer, 1984)

4.3.6. The personal qualities of principals

Effective school principals in the modern age should also possess certain qualities of leadership that distinguish them from their peers (Steyn, 2002). An instructional leader must have a vision and commitment to high student achievement, high expectations, develop a trusting working environment, be flexible, and have the courage to seek assistance.

Thus, Table16 shows the Frequency and percentage for perception of teachers on personal qualities of the school principals. In this Table teachers were asked to rate the extent to which the principals have the mentioned qualities.

Table 17: Responses of Teachers on Principals' Personal Qualities

No	Items related to personal quality	Response of teachers, N=160									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	trusted to teachers	34	21.25	61	38.13	20	12.5	37	23.12	8	5.0
2	Welcomes others' idea	36	22.5	55	34.37	16	10.0	41	25.62	12	7.5
3	Flexible or not rigid	18	11.25	62	38.75	14	8.75	35	21.88	11	6.87
4	Listens openly to teachers' idea	28	17.5	54	33.75	18	11.25	47	29.38	13	8.12
5	Transparent	2o	12.5	54	33.75	19	11.88	52	32.5	15	9.37
6	Committed	23	14.37	60	37.5	13	8.13	45	28.12	23	14.37
7	Accountable	27	16.88	66	41.25	8	5.0	46	28.75	13	8.12

As you observe in Table 17, there are seven major personal qualities that school principals need

to possess.

As can be observed in Table 17 of item 1, teacher respondents were asked about their principals whether they are trusted to teachers or not. As a result, majority that is 95(59.38%) of the respondents replied that, the school principals are not trusted to teachers and about less than half of those teachers who disagree/strongly disagree with the idea that school principals are trusted to teachers, that is, 45(28.12%) respondents agreed and strongly agreed that the secondary school principals in Mekelle town are not trusted to teachers. The rest 12.5% of teachers of the total 100% respondents did not decide whether the school principals are trusted to teachers or not. Since the majority of the respondents disagreed and strongly disagree that school principals are trusted to teachers, then this implies that the principals seem to have poor personal quality regarding trust, but they should strive to improve their personal quality especially to be trusted to their teachers and their colleagues.

In the same Table of item 2, teacher respondents were asked how their principals are in welcoming or accepting other individual idea and suggestions, because accepting other individuals' idea becomes constructive. Accordingly, 91(56.87%) of the respondents have confirmed that, their school leaders especially principals do not listen and accept the idea and suggestions of other individuals, whereas 53(33.12%) teachers from the total 160 respondents agreed and strongly agreed that the school principals listen and accept other individuals' ideas and suggestions. The rest 16(10%) teachers of the total respondents did not decide whether principals accept other individuals' ideas and opinions. Based on these responses of teachers, it is possible to conclude that the school principals seem undemocratic because rejecting ideas and opinions of individuals is characteristics of dictatorial principals.

As shown in Table 17 item 3, teachers as respondents were asked to give their views regarding the principals how flexible are. As a result, 80 teachers who represent 50% of the total respondents disagreed and strongly disagree to the idea that the school principals are flexible. In contrast to this, 46 teachers who represent 28.75% of the total teachers responded that the school principals are flexible. The rest 14 respondents did not decide whether the school principals are flexible or not. Majority of the respondents' response shows that they disagree/strongly agree with the idea that Mekelle secondary school principals are not flexible.

Based on these responses, it can be concluded that the school principals seem rigid instead of being flexible. So the principals need to strive to achieve flexibility quality.

In Table 17 of item 4, respondents were asked whether the school principals listen teachers openly or not. As result, majority of the respondents that is 82 teachers who represent 51.25% of the total respondents disagreed/strongly disagreed to the idea that school principals listen teachers openly. On the other hand, 60(37.5%) teachers of the total 160 respondents agreed/strongly agreed and accepted the idea that the school principals listen teachers carefully and openly. The rest 11.25% of teachers did not decide whether the school principals listen teachers openly and carefully. The majority of the respondents rejected the idea that Mekelle secondary school principals listen teachers openly, then it can be concluded that the school principals seem undemocratic but it is good if they can improve hearing people or individuals especially their colleagues openly.

In the same Table item 5, respondents were asked to put their opinion on the likert scale whether the school principals are transparent or not. As a result, 74 teachers who represent 46.25% of the total 160 respondents disagreed and strongly disagreed with the idea that Mekkele secondary school principals are transparent whereas, 67(41.87%) teachers agreed/strongly agreed. The rest 11.88% of respondents do not decide whether the school principals are transparent or not. The majority of the respondents gave their view on the disagree and strongly disagree column of the likert scale. So depending on these responses, it can be concluded that the principals seemnottransparent.

As shown in Table 17 item 6, teacher respondents were asked whether secondary school principals of Mekelle are committed or devoted in their work or not. As the result of the responses, 83 teachers who represent 51.87% of the total respondents agree/strongly agree with the idea that secondary school principals of Mekelle town are committed or devoted in their work, whereas 68 teachers who represent 42.49% of the total respondents disagreed and strongly disagreed with the idea that secondary school principals of Mekelle town are not committed or devoted in their work. The rest 13 teachers who make 8.13% of the total 160 respondents did not decide whether the principals are committed or not in their work. As the majority of the respondents agreed and strongly agreed with the idea, then it can be concluded

that Mekelle secondary school principals seem committed or devoted in their work.

As indicated in Table 17 of item 7, teacher respondents were asked whether the secondary school principals of Mekelle town are accountable or not. As the result of the responses, 59 teachers disagreed/strongly disagreed with the idea that secondary school principals are accountable, whereas, 93 teachers who represent 58.13% of the total respondents agreed/strongly agreed with the idea. The rest 8 respondents who represent 5% of the total 160 teachers did not decide whether the principals are accountable or not. As the majority of the respondents replied, the principals are accountable in their work, but should also be responsible and accountable to have good relation and work atmosphere with their teachers.

As the data obtained from the questionnaires, interview and group discussion shows that, the school principals did not have much leadership qualities. But to check whether this is common to all principals of the schools or not, one way ANOVA analysis was used as shown in table 18.

Table 18: ANOVA on principals' personal qualities

Source	SS	Df	MS	F	P
Between groups	488.47	4	122.12	4.37	.002
Within groups	4330.04	155	27.94		
Total	4818.51	159			

Table 18 shows that, statistically there is significant difference (F=4.37,P< 0.05) *among the school principals regarding their personal qualities.*

As a result the one way ANOVA test of the above table revealed as there is statically significant difference between the five secondary school principals, i.e Messebo secondary school principal has better personal quality as compared to the principals of the four schools. In order to see clearly the difference between the schools, a post hoc analysis was applied as shown in table 19.

Table 19: Post hoc test for principals' personal quality

	School 2	School 3	School 4	School 5
School 1	-3.22*	.68	.93	1.78
School 2		3.90*	4.14*	4.99*
School 3			.24	1.32
School 4				.85

* Mean difference is significant at 0.05 level

As a result, Messebo secondary school principal has different and better personal quality from the four secondary school principals.*The qualitative data collected through group discussion of the department heads and interview of the vice principals assures as the personal quality of Messebo secondary school principal is better. For example, as the department heads described, the principal of the school is trusted to teachers, trusted to his promises, listens teachers openly, flexible in his work, transparent, he has good communication skill, he is a difference maker that he focuses on important initiatives that have an impact on students learning and achievement, he is a risk taker that he tries new things and keeps trying until improvement comes, he cares students and staff and never give up supporting them, he builds a shared leadership in the school, he creates a positive culture and address a place of respect and also supplies facilities useful for teaching and learning process.*

According the information I got from some department heads in the group discussion, principals do not have much qualities, especially in the area of trust, transparency, flexibility and also do not listen teachers openly.

Assistant principals were also asked during interviews to explain the personal qualities that the principals have. Regarding this, they agreed the same as that of the department heads and underline as principals do not have much qualities.

In contrast principals in the interview told as they have smooth communication and relation with teachers though rarely disagreement and misunderstanding happens, as they are transparent and flexible in their work and as they listen teachers openly

Therefore, as the data obtained from the questionnaires, interview and group discussion, the school principals did not have much leadership qualities in the area of trust, transparency and flexibility. Therefore, in order teachers to work hard honestly, being pure in heart, and in the way convenient for them, principals should be trusted, transparent and flexible in their leadership. Based on the responses, it is possible to conclude that, the school principals have less qualified in the areas of trust, transparency and flexibility and these problems may lead to failure of school vision.

Parallel to this, Quinn (2002) stated that principals need to have high expectations for all

members of the school community to create an atmosphere of trust and perseverance. Zepeda (2004) and Blasé (2004) confirmed that trust is the key element for building collaborative relationships, freeing teachers to experiment, to take risks, and to promote professional growth within the community of learners. However the finding of the study revealed that principals have poor personal quality regarding trust, transparency and flexibility.

4.3.7. The Necessary skills of Principals

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his instructional leadership duties satisfactorily. In a study conducted by Leithwood (2005), the characteristics necessary for effective leadership included skilled communication, cognitive flexibility, willingness to listen, open-mindedness, and creative problem solving.

According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance.

Table 20 shows the Frequency and percentage for perception of teachers on leadership skills of the school principals. In this Table teachers were asked to rate the extent that whether the principals have the mentioned skills or not.

Table 20: Responses of Teachers on Principals' Leadership Skills

No	Items related to principals' skills	Response of teachers, N=160									
		Very Low		Low		Medium		High		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Communication skill	33	20.62	51	31.88	18	11.25	42	26.25	16	10.0
2	Problem solving skill	28	17.5	39	24.37	21	13.13	42	26.25	30	18.75
3	Goal setting	23	14.37	68	42.5	20	12.5	30	18.75	19	11.88
4	Planning skill	34	21.25	62	38.75	23	14.38	23	14.37	18	11.25
5	Observation skill	26	16.25	62	38.75	10	6.25	39	24.37	23	14.38
6	Conflict management skill	15	9.38	30	18.75	24	15.0	70	43.75	21	13.12
7	Ability to create supportive environment	21	13.12	60	37.5	15	9.38	51	31.87	13	8.12

Table 20 shows the Frequency and Percentage for perception of teachers on seven dimensions of the skills necessary for school principals. The result of the responses of teachers is given in the following paragraphs.

As indicated in Table20 of item 1, teacher respondents were asked how the communication skill of the principals is, whether they communicate effectively with teachers or not. As the result of the response, 84 teachers who make 52.5% of the total 100% respondents said low/very low and agreed with the idea that secondary school principals of Mekelle town do not communicate effectively with their teachers. Whereas 58 teachers of the total 160 respondents said high/very high and agree with the idea that secondary school principals of Mekelle town have good communication skill. The rest 11% teachers said that the principals have medium communication skill.Majority of the respondents replied that, principals have low/very low communication skill and this implies that the principals seem less in communication with their teachers.

In the same Table of item 2, teacher respondents were asked whether the school principals have good problem solving skill or not. Then majority of the respondents that is 67 teachers who represent 41.87% of the total agreed that the principals have high/very high problem solving skill. In contrast 72 respondents who represent 45% of the total 160 sample teacher responded low/very low and agreed with idea that the school principals do not have good problem solving skill. The rest 13.13% of teachers responded that the principals have medium problem solving skill. As the majority of the teachers responded that the school principals have low/very low problem solving skill, this implies that the school principals seem weak in problem solving skill.

In Table 20 of item 3, teachers were asked to give their response on the likert scale about the principals whether they have good goal setting skill or not. As a result, 93 teachers of the total 160 respondents responded low and very low with the idea that secondary school principals of Mekelle town have good goal setting skill, whereas 49 teachers who represent 30.63% of the total sample respondents replied high and very high and agreed with the idea. The rest 12.5% of the total respondents responded that the principals have medium goal setting skills. Therefore, as the majority of the respondents replied, the secondary schools principals of Mekelle town have low/very low goal setting skill.

In the same Table item 4, teacher respondents were asked to put their opinion regarding the planning skill of the school principals whether they set good and clear plans or not. As result, 96 teachers who represent 60% of the total respondents replied low and very low and do not accept the idea that secondary school principals of Mekelle town have leadership skill of planning and set good and clear plans. In contrast, 41 teachers who are 25.62% of the total 160 respondents replied high and very high and agreed that Mekelle secondary school principals do have planning skill. The rest 14.38% of the total respondents of teachers said that the school principals have medium planning skill. Since the majority of respondents responded low and very low with the idea that secondary school principals have the skill of planning, then it can be concluded that the school principals should improve the skill of planning.

As shown in the above Table 20 of item 5, teacher respondents were asked about their school principals whether they have good observation skill or not. As a result, 88 respondents who represent 55% of the total 160 teachers replied low and very low and do not agree with the idea that secondary school principals of Mekelle town have good observation skill. Whereas 62 respondents replied high and very high and accepted the idea that secondary school principals have good observation skill. The rest 6.25% of the total 160 respondents agreed that the school principals have medium planning skill. As majority of the respondents do not accept the idea that the school principals do have good observation skill, then it can be concluded that the principals should improve their observation skill in order to perform activities in a better manner.

In the same Table of item 6, teacher respondents were asked if the school principals have good conflict management skill or not. As a result, 91 respondents who represent 56.87% of the total 160 teachers responded high and very high and accepted the idea that secondary school principals of Mekelle town have good conflict management skill. Whereas 45 respondents replied low and very low and do not accept the idea that secondary school principals have good conflict management skill. The rest 15% of the total 160 respondents replied that the school principals have medium conflict management skill. As majority of the respondents replied high and very high to the idea that the school principals do have good conflict management skill, then it can be concluded that the principals seem active and good at solving different problems related to conflict and can perform their activities in a better manner.

In the same Table of item 7, the teachers were requested to fill their views in the likert scale regarding the role of principals in the area of creating supportive environment for teachers in the school. As a result, 81 respondents who represent 50.62% of the total 160 teachers replied low and very low to the idea that secondary school principals in Mekelle town have the skill to create supportive environment for teaching-learning process in the schools. In contrast, 64 teachers who represent 39.99% of the total respondents responded high and very high to the idea. The rest 15 teachers who represent 9.38% replied that the principals have medium skill of creating supportive environment. As majority of the respondents responded low and very low to the idea that the school principals do have the skill of creating supportive environment for teaching-learning process, then it can be concluded that the principals should improve developing the skill of creating supportive environment in the school.

As the data obtained from questionnaire, interview and group discussion showed as the majority of the school principals have low leadership skills, but to check whether this is true in all the schools or there is a difference among them, one way ANOVA test was used as seen in table 21.

Table 21: ANOVA on principals' leadership skill

Source	SS	Df	MS	F	P
Between groups	1873.41	4	468.35	15.96	.001
Within groups	4547.61	155	29.34		
Total	6421.01	159			

Table 21 shows that, statistically there is significant difference (F=15.96,P< 0.05) *among the school principals regarding their leadership skill.*

As the ANOVA analysis showed, there is a significant difference among the school principals regarding leadership skill. So in order to see clearly the difference between the schools, a post hoc analysis was applied as you see in table 22.

Table 22: Post hoc test on principals' leadership skill

	School 2	School 3	School 4	School 5
School 1	-4.38*	.37	-8.57	.11
School 2		4.75*	-4.19*	4.49*
School 3			-.94	-.26
School 4				-.22

*   Mean difference is significant at 0.05 level

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As a result, Messebo secondary school principal has different leadership skills from the four secondary school principals. The qualitative data collected through group discussion of the department heads and interview of the vice principals also assures as the leadership skill of Messebo secondary school principal is better. For example, the department heads told in the group discussion that the principal as a principal as well as an instructional leader wears many hats. At various times, the principal became an administrator, manager, diplomat, curriculum and teachers' leader and fluidly moves from one role to another. In addition the principal allocate resources, monitor lesson plans and evaluate teachers to promote student learning and growth. The principal ranks instruction the top priority and is committed to the core business of teaching, learning and knowledge and also meets teachers regularly to discuss how to do their jobs better and helps students to learn more effectively. As a principal he is an excellent communicator and is able to share the beliefs and goal of the school to students and teachers. Then inspire trust, spark motivation and empower teachers and students. Most of the time the principal was visible in the school. As an instructional leader he has also excellent observation skill, then evaluates both staff and students performance.

Assistant principals were also asked during interviews to explain the competency of school principals in the different instructional leadership skills. Concerning to this, most of the interviewees accepted as the principals have low leadership skill, such as in goal setting and communication.

According the information I got from some department heads in the group discussion, principals have not much skills, especially in the area of communication, setting goals and creating conducive climate for teaching-learning process.

In the contrary, principals replied in the interview as they communicate, set goals and create conducive climate for teaching-learning process as far as they can.

Hence, as the data obtained from the questionnaires, interview and group discussion, the school principals did not have much leadership skills in the area of communication, setting goals and creating conducive climate for teaching-learning process. Therefore, smooth communication, setting clear and smart goals and creating conducive climate in a constructive way are the

possible solutions in order to operate school activities better in these secondary schools. Based on the responses, it is possible to conclude that, the school leaders (principals) have less leadership skills and this may contribute to the creation of communication problems, unattainable and unclear goals and unfavorable climate for learning in the schools. These problems of leadership skills in turn may lead to low students achievement in the schools.

According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance.

Furthermore, according to Moster (1998: 133), a principal must be an agent of communication in that all other stakeholders in the school management interact with each other through him/her.

4.3.8. Challenges that face the principals

Principals may face with different problems in playing their leadership role. The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004) noted that problems that principal facing classified as principals related and their relationship with top authorities, problems related to time and problems related to parents.

The instructional leadership role of school principals is affected by different barriers. Concerning this, different researchers pointed out the different barriers in different ways. For instance, Bouchard (2002) noted that among the predominant barriers expressed were management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development, a lack of parent participation, and limited resources. Similarly, Sergiovanni (2001) argued that one of the primary challenges of confronted by school principals is the expanding number of duties that require a tremendous investment of time and effort.

Table 23 below shows the Frequency and percentage for perception of teachers regarding the challenges that the school principals could face. In this Table teachers were asked to rate the extent of the challenges that the principals face.

Table 23: Responses of Teachers on the challenges that the principals could have

No	Items relate to challenges of principals	Response of teachers, N=160									
		Very high		High		Medium		Low		Very low	
		N	%	N	%	n	%	n	%	N	%
1	Availability of resources for teaching-learning process	30	18.75%	52	32.5%	28	17.5%	31	19.38	19	11.87%
2	Availability of qualified teachers	25	15.62%	23	14.37%	21	13.12%	53	33.12%	38	23.77%
3	Discipline of teachers	49	30.62%	46	28.75%	23	14.37%	22	13.75%	20	12.51%
4	Discipline of students	35	21.87%	46	28.75%	34	21.25%	28	17.5%	17	10.63%
5	Teachers' implementation probability of tasks delegated by the principal	37	23.14%	48	30%	39	24.37%	19	11.87%	17	10.62%
6	Principal's addiction (cigarette, alcohol)	7	4.38%	5	3.12%	11	6.87%	61	38.12%	76	47.5%
7	Work load to the principal	43	26.88%	56	35%	22	13.75%	23	14.37%	16	10%
8	Student's population size compared to the available resources	41	25.62%	53	33.12%	37	23.12%	22	8.75%	7	9.39%

In Table 23 of item 1, teachers were asked to give their response on the likert scale whether there is less availability of resources for teaching-learning process in the schools or not. As a result, 82 teachers of the total 160 respondents who represent 51.25% responded high and very high and agreed with the idea that secondary school principals of Mekelle town have no challenges with availability of resources for teaching-learning process, whereas 50 teachers who represent 31.25% of the total sample respondents replied low and very low and agreed with the idea that availability of resources in the schools is less and is a challenge to the principals. The rest 28 teachers who represent 17.5% of the total respondents responded that the availability of resources is medium in the schools.The majority of the respondents replied that there is full resources for teaching learning process in the schools, then this implies that the secondary schools principals of Mekelle town seem have no much challenge.

In the same Table item 2, teacher respondents were asked to put their opinion regarding the availability of qualified teachers in the schools and if the availability of qualified teachers is also a challenge to the principals or not. As result, 91 teachers who represent 56.89% of the total

respondents replied low and very low and do not accept the idea that secondary schools have qualified teachers and principals do not get challenged by this problem. In contrast, 48 teachers who are 29.99% of the total 160 respondents replied high and very high and agreed that Mekelle secondary school have qualified teachers and the principals do not have challenges regarding this issue. The rest 13.12% of the total respondents of teachers said that the schools have medium availability of qualified teachers. Since the majority of teachers responded low and very low with regard the availability of qualified teachers, then it can be concluded that the school principals seem that they have some challenges regarding the availability of qualified teachers.

As shown in the above Table 23 of item 3, teacher respondents were asked about discipline of teachers in the school and if it is also a challenge to secondary school principals of Mekelle town. As a result, 42 respondents who represent 26.26% of the total 160 teachers replied low and very low and do agree with the idea that secondary school principals of Mekelle town have challenges regarding discipline of teachers. Whereas 95 respondents replied high and very high and accepted the idea that secondary school principals have no challenges regarding discipline of teachers. The rest 14.37% of the total 160 respondents agreed that in the schools the discipline of teachers is medium. As majority of the respondents replied high and very high regarding the discipline of teachers, then it can be concluded that the principals seem not challenged by the discipline of teachers.

In the same Table of item 4, respondents were asked about the discipline of students in the schools and if it is also a challenge to the principals. As a result, 81 respondents who represent 50.62% of the total 160 teachers responded high and very high and accepted the idea that secondary school principals of Mekelle town are not challenged with the discipline of students. Whereas 45 respondents replied that discipline of students is low and very low and do accept the idea that secondary school principals get challenged by this problem. The rest 21.25% of the total 160 respondents replied that there is medium discipline of students in the schools. As majority of the respondents replied high and very high to the discipline of students in the schools, then it can be concluded that the principals are not challenged much with the discipline of students.

In the same Table of item 5, the teachers were requested to fill their views in the likert scale regarding teachers' implementation probability of tasks delegated by the principal. As a result,

36 respondents who represent 22.49% of the total 160 teachers replied low and very low that the implementation probability of tasks by teachers delegated by the principals is low and very low. In contrast, 85 teachers who represent 53.14% of the total respondents responded high and very high to the idea. The rest 39 teachers who represent 24.37% replied that there is medium implementation probability of tasks delegated by the principal. As majority of the teachers responded high and very high, then it can be concluded that the principals have not challenges regarding this issue.

As shown in the above Table 23 of item 6, respondents were asked whether the principals have some addiction such as cigarette and alcohol or not. As a result, 137 respondents who represent 85.62% of the total 160 teachers replied low and very low and do agree with the idea that secondary school principals of Mekelle town do not have addiction such cigarette and alcohol. Whereas 12 respondents replied high and very high and accepted the idea that secondary school principals are addicted to alcohol or cigarette. The rest 6.87% of the total 160 respondents agreed that the school principals are medium to addiction such as cigarette and alcohol. As majority of the respondents do accept the idea that the school principals do not have addiction to cigarette or alcohol, then it can be concluded that the principals do not get challenged by addiction of cigarettes and alcohol.

In the same Table of item 7, the teachers were requested to fill their views in the likert scale regarding the work load the principals have. As a result, 39 respondents who represent 24.37% of the total 160 teachers replied low and very low and accepted the idea that secondary school principals in Mekelle town do not have work load. In contrast, 99 teachers who represent 61.88% of the total respondents responded high and very high to the idea. The rest 22 teachers who represent 13.75% replied that the principals have medium work load. As majority of the respondents responded high and very high to the work load of the school principals, then it can be concluded that the principals have a challenge regarding the work load they have.

As can be observed in Table 23 of item 8, respondents were asked whether the schools have high population size of students compared to the available resources. The result of the responses shows that 94(58.74%) teachers of the total 160 respondents replied high and very high and accepted the idea that the secondary schools of Mekelle town have a large population size of

students compared the available resources, while 29(18.14%) teachers of the total respondents replied low and very low. The rest 37(23.12%) respondents replied that the population size of students in the schools is medium. Since the majority of respondents replied high and very high regarding the population size of students, then it can be concluded that the principals do have much challenges regarding this issue.

Interview was also made with the principals and Assistant principals regarding the problems and challenges that encounter school principals encountered. Accordingly, the majority of the interviewee replied that work load, shortage of time, disciplinary problems of some students, lack of budget and political interference were the major challenges that encounter school principal in playing their instructional leadership roles.

According to teacher respondents, that is from the open ended questions, and the group discussion of department heads and PTA members, the major factors that encountered principals in playing their roles include: large population size of students, lack of availability of qualified and well knowledgeable teachers, work load to the principals, impose of too much guidance and order from higher authorities, overlapping of authority, confusion of tasks, conflict with some teachers, agree with decision of others despite of their feeling, lack of decision making, lack of self-confidence, lack of knowing their pros and cons sides, principals are not assertive, lack of management skill, lack of problem solving, discrimination among teachers, prioritization of their personality, inability to have good socialization, do not participate teachers in decision making, do not adjust time to discuss with teachers , lack of ability to convince staff members, political interference specially the main party, violation of teachers' freedom, lack of interest of students and parents toward learning, absence of motivation of teachers, less leadership skill of principals, having no academic knowledge of administration, being influenced by few colleagues, revenging teachers who criticize them, lack of coordinating teachers, shortage of resources like computers, water supply, laboratory materials and lack of toilets and poor interest to work as a principal.

Teacher respondents and department heads were also requested to give their possible suggestions to improve the instructional leadership role played by school principals. Accordingly, they listed points such as cooperation among the various groups to minimize the different challenges school principals encountered, principals should be highly qualified by additional trainings and so on.

Regarding the different intervention programs arranged for special need students, the majority of teacher respondents and department heads agreed that there is only a tutorial class arranged for slow, weak and female students.

So, as the data obtained from the questionnaires, interview and group discussion, the school principals have some problems and challenges regarding qualification of teachers, work load, lack of ability to convince staff members, political interference specially the main party, violation of teachers' freedom, lack of interest of students and parents toward learning, absence of motivation of teachers, weak leadership skill of principals and population size of students in the schools. But the school principals do not have much challenge regarding the availability of resources and discipline of teachers. Therefore, based on the responses, it is possible to conclude that the school principals have many challenges to face and they should get some training that can help them tackle these problems so as to operate school activities better.

Thus, it has been found difficult to expect leaders perform their instructional leadership role strongly without considering such challenging factors.

Regarding the possible solutions required by the different concerned bodies to solve such problems are:

- ✓ Since principals lacked some personal qualities and skills, they need some training.
- ✓ All the concerned bodies should cooperate and work equally for the success of students.
- ✓ Internal as well as external support should be provided for the school principals to run their duties effectively.
- ✓ Appropriate budget should be allocated for each school.
- ✓ It is better if principals could create harmonious relationship among teachers and motivate them in a positive way.
- ✓ It will also be good if principals could work hard to coordinate the school community and the societal community for the success of students.
- ✓ Well qualified and knowledgeable teachers should be assigned to the schools.
- ✓ Teachers should be also motivated economically, psychologically and morally.

- ✓ Large number of students in a class should be reduced by increasing the number of classes.
- ✓ School principals and other concerned bodies should be committed to improve curriculum of the education.
- ✓ It is better if some the principals could improve and develop the speaking skill of both English and Amharic.
- ✓ Some principals lack confidence and self-dependence on making decisions rather than depend on few teachers' views to make decision, but this should not be.
- ✓ Principals should get continuous training on modern techniques of leadership.
- ✓ The principals of Mekelle should listen and respect teachers' idea and should treat teachers equally without discrimination.
- ✓ Some principals lack confidence and self-dependence on making decisions rather than depend on few teachers' views to make decision, but this should not be.
- ✓ Some principals are weak in making social relationship with the community with in the school and outside the school, but this should be corrected.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that are assumed to be useful to enhance the effectiveness of school principals.

5.1 Summary

The main objective of this study was to assess the role and practices of school principals as instructional leaders in the case of secondary schools of Mekelle town. In order to achieve the study the following leading questions were raised.

1. How far successful are the secondary school principals in create conducive climate for teaching-learning process?
2. To what extent do Mekele secondary school principals supervise instructions?
3. How much do Mekele secondary school principals motivate teachers?
4. How far do Mekele secondary school principals exercise delegation to teachers?
5. To what extent do Mekelle secondary school principals implement and improve the existing curriculum?
6. What are the major personal qualities and skills that principals have as an instructional leaders?
7. What are the major challenging factors that influence secondary school principals of Mekele town in performing their activities?

Descriptive survey method was used due to the fact that it is more appropriate to assess the role and practices of school principals as instructional leaders. The study included five secondary schools in Mekelle town. There are 346teachers in these schools and 50% of them are included.

Furthermore, all the available 5 principals from the five schools were included in the study. Teachers, Assistant principals, Department heads and PTA members were also the main sources of data. Questionnaire, interview and FGD were used to collect the relevant data from the respondents. Percentages and frequencies were used to analyze, summarize and clarify the data.

In addition, ANOVA was used to check whether there is a difference among the schools regarding principals' effectiveness as instructional leaders. Therefore, based on the analysis made, the following are the major findings of the study in relation to research questions:

The proportion of female teacher respondents were low, only 41 (25.62%). This implies that the majority of teacher respondents were male and there is somehow low female participation in secondary school teaching position. Respondents' academic qualification illustrated in chapter four shows that the majority of the respondents are first degree holders.

The majority of teachers and principals have more than six years of service. Thus, it indicates that most of them have ample or sufficient work experience. On the other hand, most PTA members have an experience of eleven to fifteen years. Besides, half of the Assistant principals and department heads served six to ten and eleven to fifteen years in their position respectively.

Regarding principals qualification, the majority, 4(80%) of them are qualified in the area of educational leadership and management and have second degree. Only, 1(20%) of the principals have a first degree in educational leadership and management. On the basis of the findings the principals seem weak in performing in the following roles:

5.1.1 In motivating teachers in the schools

With regard to these major roles, principals seem weak in motivating teachers in general and specifically in recommending teachers positively, in recognizing the contribution of teachers, in motivating teachers to use innovative teaching methods, in recognizing the good teaching performance, and in discussing with teachers on issues related to instruction openly and transparently.

To check whether there was any difference between the school principals in practicing their role as instructional leaders in the schools, a single factor or one way ANOVA was applied as seen in table 6 chapter 4. The Table shows as there is a significant difference among the school principals in motivating teachers in Mekelle town secondary schools.A post hoc test which is used for multiple comparisons was forwarded as observed in table 7 chapter 4. As a result, the differences became clear that one secondary school which is Messebo secondary school was significantly different regarding motivation of teachers from the four secondary schools, that is

the principal is better in motivating teachers of the school than the principals of the secondary schools of the town.

The data obtained from open ended questions, interview questions, group discussion and document analysis also indicated that the secondary school principals of Mekelle town seem weak in motivating teachers except in Messebo secondary school.

5.1.2 In creating conducive climate for the teaching learning process

In creating a conducive climate for the teaching learning process, the findings revealed that principals seem weak in performing specific tasks under this major role such as in maintaining each class that is conducive to teaching and learning, in giving advice and immediate feedback after classroom observation, in creating conducive climate for collaboration, in listening the idea of teachers, in assisting teachers for the problems related to teaching-learning process, and in developing school level policy to prevent instructional time from disturbance.

The data obtained from the questionnaire, interview and group discussion, indicates that the principals were weak in promoting conducive climate. But to check whether this is true in all the schools or whether there were significant differences between the schools in creating conducive climate in the schools,one way ANOVA test was applied as seen in Table 9 chapter 4. Then the result revealed as there is significant difference among the five schools in creating conducive climate in the schools. But in order to see clearly the difference between the schools, a post hoc test was applied as shown in Table 10 chapter 4. As a result, Messebo secondary school is significantly different from the four secondary schools. The dada obtained frominterview and group discussion also indicated that the principals seem weak in promoting conducive climate for collaboration, in listening the idea of teachers and other staff members, in assisting teachers when faced by some problems in the teaching-learning process, in advising teachers and students and in giving rewards and recognition to good performance of teachers except in Messebo secondary school.

5.1.3 Regarding delegation

With regard the delegation related issues the analysis of the questionnaire revealed that the principals seem better almost in all the items listed in table 11 which is in chapter 4. But to check whether all the school principals practice better delegation system or there is a difference, a single factor ANOVA analysis of variance was used. As a result, the analysis showed that, there is no statically significant difference between the five schools regarding the delegation system in the study area as shown in Table 12 which is on chapter 4.The data obtained from interview and group discussion also shows that, there is satisfactory delegation system in the schools, especially in the areas of supervision and discipline of students. So it is possible to conclude that the school principals are working better regarding the delegation system in the schools as delegation is crucial for the success of school goal.

5.1.4 In supervision area

With regard to the school supervision related issues the overall analysis of the questionnaire revealed that principals seem weak in evaluating instructional methods and making their contribution without being judgmental, in give feedback to teachers based on classroom observation and in following up implementation of feedback given to teachers. But the data obtained from the interview, group discussion and document analysis shows that, there is almost better supervision in the schools and the supervision is done mostly by department heads and peer teachers with in the schools and between the schools. Therefore, based on the responses, it is possible to conclude that, supervision in the schools is practiced better. But in order to check whether there was a difference between the schools regarding supervision or not, a one way ANOVA test was applied as shown in Table 14 which is in chapter 4. As a result, the analysis showed that there is no significant difference *among the school principals regarding supervision in the schools.*

5.1.5 Regarding curriculum

With regard to the school curriculum related issues the overall analysis revealed that principals seem weak in checking and evaluating the school curriculum regularly, to support teachers and students to comment and improve the curriculum, and invite parents and community member to

comment on the existing curriculum for improvement.

As the data shows from the questionnaire, interview, group discussion and document analysis, teachers were told to comment on the existing curriculum, but nothing was done to improve the curriculum. So to check whether this is true in all secondary schools Mekelle town or there was a difference, one way ANOVA test was applied as shown in table 16 chapter 4. As a result, statistically there is no significant difference *among the school principals regarding curriculum in the schools.*

5.1.6   Regarding qualities of school principals

Principals need to have certain leadership qualities to achieve the school goal. With regard to this role the data obtained from the questionnaire, interview and group discussion shows that, the secondary school principals of Mekelle town seem poor in their personal qualities such as to be trusted to teachers, in listening and accepting idea of teachers, in transparency and flexibility. But to check whether this is common to all principals of the schools or not, one way ANOVA test was applied as seen in table 18 chapter 4. As a result the test revealed that there is statically significant difference between the five secondary school principals. But in order to see clearly the difference between the schools, a post hoc analysis was applied as shown in table 19 chapter 4. Then the analysis showed thatMessebo secondary school principal has better personal quality as compared to the principals of the four schools.

5.1.7   Regarding leadership skill of principals

The principals must possess certain skills to carry out the tasks of an instructional leader. Concerning this, the data obtained from questionnaire showed that, principals of Mekelle town secondary schools have low instructional leadership skills in communication, in goal setting, in planning, in observation and in the ability to create supportive climate in the school. Butto check whether this is true in all the schools or there is a difference among them, one way ANOVA test was used as seen in table 21 which is on chapter 4. As a result the analysis showed that, there is a significant difference among the school principals regarding leadership skill. So in order to see clearly the difference between the schools, a post hoc analysis was applied as shown in table 22 which is on chapter 4. As a result, Messebo secondary school principal has different leadership skills from the four secondary school principals.

The qualitative data collected through group discussion of the department heads and interview of the vice principals also assures that the leadership skill of Messebo secondary school principal is better than the other school principals.

5.1.8 Challenges that face school principals in playing their instructional leadership role

The instructional leadership role of school principals is affected by different barriers. Accordingly, the findings of the study revealed that the major challenges that encounter the secondary school principals are: lack of adequate support from the community and other external bodies, work load, shortage of time, financial constraints, disciplinary problems from some students, lack of acceptance by teachers, large population size of students, lack of availability of qualified and well knowledgeable teachers, conflict with some teachers, lack of interest of students and parents toward learning, impose of too much guidance and order from higher authorities, overlapping of authority, confusion of tasks, and political interference of the government.

5.2 Conclusion

Based on the findings of the study the following conclusion was drawn:

This study has made an attempt at determining the principals' role as instructional leaders in the secondary schools of the Mekelle town.

One of the major characteristics of research in this study dealt with the involvement of principals in the area of motivating teachers, delegation, supervision, implementation and improvement of curriculum and creating conducive environment for the teaching learning process. The role of principals in the area of curriculum was also assessed. Besides, the personal qualities, skills, and challenges that encounter principals were also examined as part of their instructional leadership role.

Principals are key players in motivating teachers and delegation of power in their schools. Even though these are their major roles, principals seem weak in motivating teachers and other staff members. Principals' leadership is a high priority issue for curricular reforms in this age of inventions. In this study, the principals did not sufficiently provide instructional leadership and support to teachers. This implies that the principals seem not focused much in curriculum implementation and improvement as needed in the schools.

One of the responsibilities expected from the school principals together with the other concerned bodies is creating conducive climate for the teaching learning process. However, the analysis reveals that the school principals seem failed to meet this responsibility particularly in the area of maintain each class that is conducive to teaching and learning, giving advice and immediate feedback whenever needed after classroom observation, in creating conducive climate for collaboration, in listening the idea of teachers, in assisting teachers for the problems related to teaching-learning process, and in developing school level policy to prevent instructional time from disturbance.

To run the classroom instruction in a good manner, the potential role of principals as instructional leaders is of vital importance. In this regard as indicated in the analysis part, principals seem weak in performing under the area.

One of the roles of the school principals is to facilitate conditions that lead to coordination of

the various groups for curriculum implementation as well as improvement. In the area of school curriculum as indicated in the analysis part that principals seem weak in checking and evaluating the school curriculum regularly, urge and support teachers to comment and improve the curriculum and to invite parents and students to comment on the existing curriculum for improvement.

Effective school principals in the modern age should also possess certain qualities and skills of leadership that distinguish them from their peers. Regarding to personal qualities as showed in the analysis part, the principals seem not trusted to teachers and seem rigid in their role.

Principals also have great responsibilities in supporting students according to their individual needs .Concerning this, the findings from open ended questions revealed that there was no much intervention program for diverse learners except tutorial class.

The findings also revealed that none of the principals were satisfied in their role. According to them the main reasons for their unsatisfaction were the nature of the work, inadequate salary, and poor incentive from the different bodies for their work.

It was found that the major problems and challenges that were barriers to the school principals in playing their instructional leadership role were work load, shortage of time, lack of internal as well as external support, lack of budget, disciplinary problems from some students, lack of acceptance by teachers, large population size of students, lack of availability of qualified and well knowledgeable teachers and others. One of the crucial findings of the study indicates that majority of Assistant principals, Department heads and the majority of PTA members confirmed that the principals seem not weak to lead teachers for the success of the school goal.

Regarding the possible suggestions made by the different concerned bodies, the study indicated that all the concerned bodies expected to cooperate for the success of school, principals should get internal as well as external support, principals should get additional training even though they are qualified in the area of leadership and management and appropriate budget should also be allocated by MOE.

5.3 Recommendations

In this study, a number of problems hinder and delay back the successful practices of principals' instructional leadership role in the five secondary schools Mekelle town. Based on the findings, the following recommendations were made:

It is better if the Principals should regularly attend conferences organized by universities and professional bodies to acquire more knowledge about their role.

It is better if the regional or national institutions could give principals trainings in order to improve their leadership skills so as to lead better.

It better if the principals play a role in creating strong linkages with the community.

This study also found that principals devote most of their time to administrative tasks though the importance of instructional leadership is understood. Therefore, it is recommended that the school principals need to increase the amount of time spent to instructional leadership roles.

It is better if the school principals of Mekelle town could create good relationship with the community(the school community and the community outside the school) and other external bodies in order to get adequate support and cooperation so as to see achieved the goal of education.

Though there is good delegation system in the schools, but still the school principals told as they are overloaded by so many tasks, so for further reduction of work load and in order tasks to be performed on time and appropriately, it is better if the secondary school principals of Mekelle town increase their effort to share some responsibilities to appropriate individuals of the school staff. As a result the time shortage will be solved.

It is good if the Ministry of Education and other concerned bodies could allocate enough budgets to the schools so as to perform their activities better, because schools could not achieve what is intended to achieve if they suffer by lack of budget.

The principals of Mekelle town secondary schools listen and respect teachers' idea and should treat teachers equally without discrimination and then they can be acceptance by teachers.

It is better if principals could create harmonious relationship among teachers and motivate them in a positive way.

Well qualified and knowledgeable teachers should be assigned to the schools.

Teachers should be also motivated economically, psychologically and morally.

Large number of students in a class should be reduced by increasing the number of classes.

School principals and other concerned bodies should be committed to improve curriculum of the education.

It is better if some principals could improve and develop the speaking skill of both English and Amharic.

Principals should get continuous training on modern techniques of leadership.

Some principals lack confidence and self-dependence on making decisions rather than depend on few teachers' views to make decision, but this should not be.

Efforts should be made by the principals and the school staff to increase the interest of students and parents toward learning.

It is better if imposing of too much order and guidance to the school principals from higher authorities is reduced.

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Appendices

Appendix A

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

Regarding the Questionnaire:

√This questionnaire is to search for information about the practices of the school principal as instructional leader.

√This questionnaire has two sections with open and closed items. The first section asks for information about your personal background and the second is about the practices of your school principal as an instructional leader and other related issues.

Dear School teachers:

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

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

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

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions;
3. You can consult the data collector whenever necessary;
4. Please provide appropriate response by using a tick mark "√" to choose one of the Suggested Likert scale questions. And kindly write your opinion briefly for the short Answer questions on the space provided.
5. Please do not leave the question not answered

Thank you for your patience and dedication to fill the questionnaire!!

General direction:-Please put a mark (√) in your choice among the possible responses in the box provided for each question (1= Strongly Disagree   2= Disagree   3= Undecided   4= Agree   5= Strongly Agree).

Section One: - Background Information

1. Name of the school _____   region _____

   Sub region _____   city _____ sub city_____

2. Sex: Male □   Female □

3. Educational Qualification: □ Diploma □ First Degree □ Second Degree □ other,

   Specify ---------------------------

4. Work experience: < 1 year □, 1-5 years □, 6-10 years□, 11-15 years □, 16-20 years, ≥21 years □

Section Two:-Questions regarding the role of school principal

 I: Questions regarding the role of school principal in the area of encouraging, and motivating the staff to be active in instructional issues.

No	Item	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Recommend teachers positively					
2	Recognizes teachers' contribution					
3	Encourages teachers to use innovative teaching methods					
4	Recognizes good teaching performance of teachers					
5	Encourages teachers to discuss their problems among themselves					
6	Discusses instructional and other related issues with staff openly and transparently					

II. Questions regarding principal's role in the area of creating conducive climate for the teaching-learning process.

No	Item	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Create conducive school climate for continuous cooperation among teachers					
2	Solving different problems that hinder the teaching and learning process					
3	Listens the idea of teachers and other staff					
4	Welcomes teachers' request for assistance in facing teaching related problems					
5	advices teachers and students to do their activities better					
6	Developing school level policy for preventing instructional time disturbance					
7	Controls absenteeism properly					
8	reward or gives recognition to good performance of students					
9	reward or gives recognition to good performance of teachers					
10	Monitor discipline in the school monthly					

II: Questions regarding the role of school principal in the area of delegation of his/her roles in the school.

No	Item	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Delegates some of his instructional leadership tasks to teachers.					
2	Delegates supervision to be done by department heads					
3	Delegates his duties to vice-principals when s/he is absent					
4	Delegates tasks to appropriate person					
5	Freedom of staff members in making decision on the assigned tasks					
6	Freedom of staff members in making decision on the assigned tasks					

IV: Questions regarding the role of principal in the area of supervision.

No	Items	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Checks the teachers' lesson notes and offers feedback and supports when necessary					
2	Regularly evaluates the instructional methods and makes his/her contributions without being judgmental					
3	Treats teachers as colleagues and friends					
4	Give feedback to teachers based on classroom observation					
5	Follow up implementation of feedback given to teachers					
6	Does proper supervision regularly					
7	Encourages department heads to make supervision continuously					

V. Questions regarding principal's role in the area of curriculum

No	Items	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Check and evaluate the school curriculum regularly					
2	Enables teachers to appropriately implement the school curriculum					
3	Coordinate different groups (parents, students, and teachers,) for curriculum implementation					
4	Check supply of adequate materials for the implementation of the curriculum		`			
5	Encourage teachers to comment and improve the curriculum					
6	Invite parents, students and community members to comment on the existing curriculum for improvement					

VI. Questions regarding the personal qualities of the principal

No	Items	Response				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	Is trusted by teachers					
2	He welcomes others' idea					
3	Flexible or not rigid					
4	Listens openly to teachers' idea					
5	Motivates others					
6	He is transparent					
7	He is committed					
8	He is accountable					

VII. Questions regarding the skills of school principal

Put '✓' mark in the boxes provided for each item (1= very low   2=Low   3= Medium   4= High 5= Very High)

No	Items	Response				
		Very high	High	Medium	Low	Very Low
1	His communication skill					
2	Problem solving skill					
3	Goal setting skill					
4	Planning skill					
5	Observation skill					
6	Conflict management skill					
7	The ability to create supportive environment					

VIII. The following are challenges that principals of schools could face and mark (√) according the level of intensity.

No	Items	Response				
		Very high	High	Medium	Low	Very Low
1	Availability of resources for teaching-learning process					
2	Availability of qualified teachers					
3	Discipline of teachers					
4	Discipline of students					
5	Teachers' implementation probability of tasks delegated by the principal					
6	Principal's addiction to different dugs (cigarette, alcohol)					
7	Work load to the principal					
8	Student's population size compared to the available resources					

73. What other challenges does your principal face? List and rank them according their strength (in descending order) below.

A) ………………………………………………..

B) ………………………………………………………………………………………..

C) ………………………………………………………………………………………..

D) ………………………………………………………………………………………

E) ………………………………………………………………………………………..

74. Describe the contribution of your school principal for the following groups (if any).

A For academically weak students………..…………………………………

B. For hearing impaired students……………..………………………………………….

C. For visual impaired students…………………………………………………………..

D. For gifted students…………………………………….………………………....

E. For slow learners……………………………….…..………………………….….

F. For orphan students ………..………….………………………………….….

G. For others, specify …………………………………………………………………….....

75. What do you think should be the possible measures to be taken to improve the role of your school principal as a leader?

THANK YOU FOR YOUR COOPERATION!!!

Appendix B

Jimma University

Institute of Education and Professional Development studies

Department of Educational Planning and Management

Interview questions for school principals

The purpose of this interview is to collect data to the study entitled as "An assessment of the practices and challenges of secondary school principals as instructional leaders: The case of Mekkele town secondary schools''. Your responses are vital   for the success of the study. So you are kindly requested to listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as an instructional principal. All the questions are about you, your educational status and your instructional leadership roles and practices.

A. Background information of the interviewees.

1. Sex: --------------------------
2. Name of the school: --
3. Academic qualification: ---
4. Fields of specialization: --
5. Years of experience: --

B. The interview question items

1. At your school what tasks of the following take up most and the least amount of your time?

   a. Instructional leadership   b. administrative tasks

2. Do you motivate and support teachers as an instructional leader in order to be successful in their teaching?

3. Do you create conducive climate in the school which is favorable for teaching-learning process so as to achieve the goal of education?

4. As principal of this school and as an instructional leader, what role do you play on Curriculum and Instruction (teaching related tasks) including teaching methods, lesson preparation, classroom observations and mentoring teachers?

5. What's your role regarding supervision in this school? And how is supervision practiced?

6. Do you believe that there is good delegation system of tasks in your school?

7. What are the challenges you face in performing your role as an instructional leader?

8. What do you think should be the possible measures to be taken in order teaching-learning process to be effective so as to upgrade students' success?

THANK YOU FOR YOUR CO-OPERATION!!!

Appendix C

Jimma University

Institute of Education and Professional Development studies

Department of Educational Planning and Management

Interview questions for school Vice- principals

The purpose of this interview is to collect data to the study entitled as "An assessment of the practices and challenges of secondary school principals as instructional leaders: The case of Mekkele town secondary schools''. Your responses are vital   for the success of the study. So you are kindly requested to listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as vice-principal in your school. All the questions are about the school principal as an instructional leader, his education and his instructional leadership roles and practices.

A. Background information of the interviewees.

1. Sex: --------------------------
2. Name of the school: --
3. Academic qualification: --
4. Fields of specialization: ---
5. Years of experience: ---

B. The interview question items

1. At your school what tasks of the following take up most and the least amount of your principal's time?

   a. Instructional leadership   b. administrative tasks

2. Does your principal motivate and support teachers as an instructional leader in order to be successful in their teaching?

3. Does the school principal create conducive climate in the school which is favorable for teaching-learning process so as to achieve the goal of education?

4. As principal of this school and as an instructional leader, what role does your principal play on Curriculum and Instruction (teaching related tasks) including teaching methods, lesson preparation, classroom observations and mentoring teachers?

5. What's your principal's role regarding supervision in this school? And how is supervision practiced?

6. Do you believe that there is good delegation system of tasks in your school?

7. What are the challenges that face your principal in performing his role as an instructional leader?

8. What do you think should be the possible measures to be taken in order teaching-learning process to be effective so as to upgrade students' success?

THANK YOU FOR YOUR CO-OPERATION!!!

Appendix D

Jimma University

Institute of Education and Professional Development studies

Department of Educational Planning and Management

Questions for discussion with department heads and PTA members

The purpose of this interview is to collect data to the study entitled as "An assessment of the practices and challenges of secondary school principals as instructional leaders: The case of Mekkele town secondary schools''. Your responses are vital for the success of the study. So you are kindly requested to listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these questions based on your experiences as department heads in your school. All the questions are about the principal as an instructional leader in the school, his education and his instructional leadership roles and practices.

A. Background information of the interviewees.

1. Sex: ----------------------------
2. Name of the school: ---
3. Academic qualification: --
4. Fields of specialization: ---
5. Years of experience: ---

B. The interview question items

1. At your school what tasks of the following take up most and the least amount of your principal's time?

    a. Instructional leadership   b. administrative tasks

2. Does your principal motivate and support teachers as an instructional leader in order to be successful in their teaching?

3. Does the school principal create conducive climate in the school which is favorable for teaching-learning process so as to achieve the goal of education?

4. As principal of this school and as an instructional leader, what role does your principal play on Curriculum and Instruction (teaching related tasks) including teaching methods, lesson preparation, classroom observations and mentoring teachers?

5. What's your principal's role regarding supervision in this school? And how is supervision practiced?

6. Do you believe that there is good delegation system of tasks in your school?

7. What are the challenges that face your principal in performing his role as an instructional leader?

8. What do you think should be the possible measures to be taken in order teaching-learning process to be effective so as to upgrade students' success?

THANK YOU FOR YOUR COOPERATION!!!