

**AN INVESTIGATION IN TO PRINCIPALS' LEADERSHIP  
EFFECTIVENESS: IN SECONDARY SCHOOLS OF KAFA ZONE**



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**JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT**

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**JANUARY,2021  
JIMMA UNIVERSITY, ETHIOPIA**

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## DECLARATION

The researcher here by declares that the thesis on the title “An investigation in to principals’ leadership effectiveness: in secondary schools of kafa zone” is my original work and that all sources have been referred are quoted and have been dully acknowledged.

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

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## Board of Examiner Approval Sheet

This is to certify that the thesis prepared by Wondimu kemo Keto entitled with the topic “*An investigation in to principals’ leadership effectiveness: in secondary schools of kafa zone*” and submitted in partial fulfillment of the requirements of degree of Masters of Arts (Educational Planning and Management in school leadership) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Advisor Name ----- Signature..... Date.....

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## **Abstract**

*This study was conducted to an investigation in to Principals' leadership effectiveness in secondary schools of Kafa zone. To carry out this study descriptive method was employed. Participants of the study were 5 Principals, 9 vice principals, 47 department heads, 77 teachers, 3 woreda education office heads and 3 cluster supervisors, and 48 PTSA members. The data were collected by using a questionnaire, interview, and focus group discussions. Quantitative and qualitative data analyzed using both descriptive and inferential statistics, i.e. frequency, percentage, mean scores, standard deviation and one sample t- test. Additionally, qualitative data collected from school principals, Woreda education office heads and cluster supervisors through interview, and from Parents, Teachers, and Students Association (PTSA) through focused group discussions. Qualitative data analyzed after the responses transcribed using respondents' own words and categorized in to various themes and subthemes. Based on this analysis it was found out that principals' leadership effectiveness in setting vision and defining mission, setting goals, building strong functional relationship among the school community, and indicating professional endeavors in encouraging teachers do their work enthusiastically was below the desired level. The study further revealed that lack of adequate training and experience related to the functions of instructional leadership, shortage of resources and more engagement in routine works that had less value to the schools' vision and mission were some of the main problems hindering principals' leadership effectiveness. In view of the findings, therefore, it could be concluded that most of the school principals were not effectively leading core activities of their schools. Based on the findings and conclusion it is recommended that concerned bodies including MOE, South Region Education Bureau(SREB) are advised to fill the knowledge and skill gaps of the principals by designing and providing long and short term professional training and development programs on: strategic instructional leadership, effective cooperative and collaborative school leadership styles as well as internalization of the selection criteria as stipulated in "A Blue Print for Teachers development Program" in a suitable manner.*

**Key Words:** Leadership, Effectiveness, Vision, Mission and Goals

## **ABBREVIATIONS AND ACRONYMS**

**CPD:** continuous professional development

**ETP:** Education and Training Policy.

**FGD:** Focus Group Discussion

**LAMP:** Leadership and Management Program

**MOE:** Ministry of Education.

**PTSA:** Parents, Teachers and Students Association

**REB:** Regional Education Bureau

**SIP:** School Improvement Program

**SNNPRS:** Southern Nations, Nationalities and People of Regional State.

**SPSS:** Statistical Package for the Social Science

**TDP:** Teachers Development Program

**TGE:** Transitional Government of Ethiopia

**UNESCO:** United Nations Education, Science and Cultural Organization.

**WEO:** Woreda Education office

# CHAPTER ONE

## 1Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, definitions of key terms and organizations of the study

### 1.1 Background of the Study

Education plays a significant role in sustainable socio-economic and political development that lends itself to transformational advancement in a country. It also fosters citizens acquiring new quality knowledge, attitude and skills that encourage their competence and realize the overall country's development. or in general, it has been recognized as key factor and the corner stone of a country's development as it is crucial in producing skilled labor force that accelerates the pace of the nation's social and economic advancement (UNESCO, 2005; TGE, 1994). In many parts of the world, including both developed and developing countries, there is recognition that schools require effective principal leaders and managers if they are to provide the best possible education for their learners. Principally, for developing countries, where growth is essential, if the countries are to climb out of poverty, education is particularly important with this understanding therefore; most nations today are exerting much on expanding education (Hughes, 1999)..

Now, different intervention strategies has been planned and implemented in Ethiopia. Some of these are General Education Quality Improvement Program (GEQIP), School Improvement Programs (SIP) , and English Language Improvement Programs (ELIP) .Each of these has its own sub programs. For instance, one of the components of GEQIP is Management and Administration Program (MAP) that supports the government's initiatives in strengthening the planning, management, and monitoring capacity of MOE, REBs, ZONEs and WEOs and in turn make these organs ensure effectiveness of leadership at school level. This is because, effectiveness of schools falls at the hands of effective school leadership as assisted by the relevant stakeholders (McEwan, 2003).

School principals apply different styles or skills of leadership including the task of the school principals are becoming more sophisticated and complex than in previous decades. This

complexity has been generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring effective and visionary leadership of the school principals. This again relies on the ability of the school principals in planning, organizing, coordinating, directing and controlling the activities of the school system and achieving the goals and objectives of the organization. That means routine directions, maintaining effectively for an organization to be run management tasks. Additionally, the expected from principals to create successful, confident, creative and active teachers and students in their school (MOE, 2012). These all require an effective principal leadership supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students.

School principal leadership can be understood as a process of influence based on clear values, beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). It is clear that school principals play the key role in making school leadership as effective as possible. School principals leadership practice different styles or skills of leadership including autocratic, democratic, laissez-faire, transactional and transformational (Stronger, 2008). Each of these styles has their own advantage and disadvantage. Moreover, the effectiveness of each style has its own best fitting contingent situations. On the other hand, effective principal leaders, in applying a single style or combined leadership styles are required to have a genuine concern for children positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MOE, 2012).’

Therefore, to ensure quality education at school level those who are the leaders of schools are responsible for effective learning in schools and school improvement (Biech 2010; South worth, 2005). This means, quality education is supported by effective leadership of school principals. Accordingly, increased in learner’s performance, quality teaching and learning and healthiness of school environment rely strongly on good plans and practices of school leadership (Harris, 2004). Principals were expected to provide leadership in facilitating educators so that effective teaching takes place in accordance with the philosophy and principles of country educational

policy (MOE, 2012). This is because; the success of any organization including school depends upon the way and manner in which the principals exercise school leadership (Stronge, 2008). This again depends on the extent to which school principals apply leadership in creating and maintaining cooperative efforts among the existing staff and between the school and its community in leading and making the school successful.’ Effective principal leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to practice leadership within the school. They lead by managing, motivating and encouraging people. This may come through individual one-to one work with teachers, pupils, parents or governors, or through creating the thrust within an organization that encourages and enables people to play an active part in school life.

Effective principal leaders were distinguished by their vision, passion and capacity to bring a critical spirit into the complex and demanding job of headship, while at the same time focusing on staff and pupil performance, and on classroom pedagogy. Christina Boateng, (cited in Finch and Johansen, 1991, P.121) has suggested that effective principal leaders in schools initiate and motivate followers to collectively develop and realize the vision. Accordingly, effective and successful principal leader must have a clear vision that shows how all components of a schools were operate together. Similarly, ‘work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads and their subordinates in developing school goals, creating a unity’ of purpose, facilitating communication, and managing instruction (Biech, 2010).’

School principals in Ethiopia are also expected to perform well with educational leadership activities, such as allocation of resources, involving and working with parents, working with school communities related to instruction, curriculum improvement and implementation, professional development, supervision, classroom observation and evaluation. To meet the needs of educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials the role of principals as instructional leadership is vital. Nowadays, more principals fail to exhibit day-to-day instructional leadership behavior as there are many complex problems that hinder the implementation of the instructional leadership at schools (Doyle, 2002). Nevertheless, as the contradiction of the instructional leadership, some researchers declare that instructional leadership is a problematic nature in leadership and does

not reflect on students' democratic decision making and needs to be satisfied (Leithwood, 1994; Macneill, Cavanagh & Silcox, 2005). As a result, many education activists try to break the dogma of instructional leadership and change it with transformational leadership (Leithwood, 1994). Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that due to shortage of teachers and quality leadership and management, Ethiopian schools are being run by subject specialists selected from subject teachers rather than professionally trained and qualified education managers

Finally the presence of effective principal leaders, positive school climates, and positive attitudes of teachers can directly or indirectly influence school performance and student achievement or quality of education. A school as an organization is influenced principal ship (Philip, 2005). Therefore, an investigating in to the current existing the principals' in to leadership effectiveness in selected schools have been the central focus of this study.

## **1.2 Statement of the Problem**

Effective principal' leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level (Oakland, 1993). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such task is given to school principal leaders. Therefore, effective principal leadership is at the core of every successful organization (Sergiovanni as cited in Temesgen, 2011). Moreover, effective principal leadership within the school is collegial, student center and teacher focused, promoting collective responsibility for change agent (MoE, 2012).

School effectiveness is closely tied to effective principal leadership. According to Harris (2010:16), principals' leadership effectiveness can have a positive effect on students' achievement, organizational management and staff development. Principals need to have the theoretical knowledge, skill and adequate' experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 1999:10). Therefore, according to the Ministry of Education the principals who are going to be assigned as principals of the school must have the necessary understanding ability and significant preparation for school leadership).

A strong principal leadership is mandatory in order to create effective school that makes a difference to both teachers and students through their skills as instructional leader (Dimmock, 1993). In most cases the problem with principal leadership is related to the fact that many schools leaders are not educational experts. Besides, school principals were also required inspiring students, internal staff and members of' the community to continuously enhance the learning processes in their school (MoE, 2012). ‘

Therefore, cooperative and collaborative principal leadership in the school improves the performance of teaching and learning in the school. This means that principals are expected to play dual roles. Primarily, they need to act as managers in maintaining the implementation of the existing government policies, strategies, rules and regulations. Secondly, they are required to develop the vision and change the existing status quo of the school. They are expected to directing both the administrative and academic staff in their schools. Here, effectiveness of principal leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and healthy school environment (MOE, 2012).

It is believed that the principals' leadership role affects the teaching learning process; responsibility and accountability for student development, undertaking studies have been conducted on some of the related topics. Alemayehu (2011) study of “Educational leadership problems of government secondary school principals' in East Shewa Zone of Oromia Regional State” found out that the focus of the principals in their leadership activities were not in academic activities, as much of their time spent on administrative tasks. Bekalu (2011) also did his study on “Deanship Effectiveness in Jimma University” focusing the role of deans in the university. Yenew (2012) has done his research on the title “Effectiveness of Principals in Instruction leadership in preparatory schools of South Wollo zone”. Aklilu (2011) in his assessment of “Instructional leadership practice in the secondary school of Sheka Zone” found out that instructional leaders do not process the necessary knowledge and skills that help them in leading the school community as they were all subject specialist. Tolla (2011) conducted study on leadership practices of his secondary school principals in Oromia Special Zone. The attention of this researcher was on the type of leadership styles exercised by the principals. Brehanu (2014) conducted study on effectiveness of principals' leadership in' secondary schools Addis Ababa city Administration. This researcher more focused on practice of instructional leadership.



Therefore, none of the researchers mentioned above conducted a study on “An investigation in to principals leadership effectiveness combining both the implementation of instructional leadership ‘and management part in secondary schools of kafa zone. The main problem to initiate me as researcher to conduct this research title most of the school principals education level below the standards, less attention for the successes of school vision and, mission, lack of resources , lack of training and inefficiency in administration, lack of commitment and more engagement on routine works may negatively affect principals’ leadership effectiveness.

Therefore, investigating the currently existing leadership effectiveness’ of the principals have been the central focus of this study. Accordingly, the main intention of ‘this study is to investigate in to principals’ leadership effectiveness of secondary schools in kafa ‘zone on shouldering their leadership responsibilities in a participatory manner starting from vision’ setting up to the realization of the vision and achieving of the goals. In view of the fact stated’ above, the present study therefore, attempted to assess and investigate the extent to which principals’ are effective in their leadership in selected secondary schools in Kefa zone based on the ‘following research questions.’

1. To what extent principals leadership effectiveness in setting vision, goals, defining mission and building school community relationship in secondary schools of kefa zone?
2. To what extent principals’ leadership are successful in professional developments?
3. What are the’ major challenges encounter principals’ leadership effectiveness in the schools?

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

‘The fundamental objective of this study was an investigation in to principals’ leadership effectiveness in secondary schools of Kafa Zone and to suggest possible recommendations that might solve these principals’ problems.

#### **1.3.2 Specific Objectives**

- To assess the effectiveness of principals’ leadership in secondary schools of kafa zone.

- To examine the skills of school principals' leadership in setting the school vision, goals, defining mission, and building productive relationship with all the school community.
- To assess the principals' success in professional development.
- To differentiate the challenges encountered and the solutions sought on principals' leadership effectiveness.

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

The objective of this research has the following significance for the respective concerned bodies.

- This research result may support for school principal leaders to evaluate their effectiveness.
- As a result from this study, new idea could be obtained from selected secondary schools to improve principals 'leadership effectiveness.
- This study probably provide best situation for educational experts and Woreda education officers to take corrective measures on principal leaders where necessary.
- This study may support for school stake holders to minimize the obstacles of principals' leader effectiveness, and enhance quality of school leadership.
- It may serve as a starting point for other researchers who are interested to do their research on the title.

### **1.5 Scope of the Study**

In order to make the study more manageable due to shortage of finance and time resources, this study is restricted to five selected secondary schools of three woredas in kafa zone. Those schools were chena, Bita millennium, shishinda, Butahora, and wareta secondary schools. It is true that there are different educational problems throughout the structure of the schooling from elementary to higher education level. However, the study focused on secondary education. This is because; students at this level are made to prepare for higher learning. It is the result of the students at this level that makes the students capable to meet the requirement of higher learning in the institutions of both technical-vocation and academic education. The title ‘An investigation in to principals’ leadership effectiveness’ selected secondary schools kafa zone for the study because, the major problem of education at secondary school linked with the problem of effectiveness of principals’ leadership in kafa zone selected for the study. The researcher also has a good understanding and familiarity with these study sites working as teacher, school principal and cluster supervisors for a long time.

Moreover lack of empirical studies carried out on principals’ leadership effectiveness in the kafa zone education department. However, the researcher was trying to alleviate the lack of empirical studies by browsing internet. Besides, the study is delimited to investigate secondary school principals’ leadership effectiveness focusing on the following five major dimensions ( below the qualification school principals, setting vision, goals, developing mission, and, building relationship with the school community, and professional skill development) as these dimensions are in harmony with leadership roles that are assigned for principals in those secondary schools.

### **1.6. Limitation of the Study**

Any research activity requires availability of sufficient time and accessibility of the relevant current and related materials in carrying out of the study at hand. The researcher did not find his

walks free from these problems. Another barrier that came across in the process of data collection were refusal of some teachers department heads and few principals of some schools not to fill the questionnaire and participating interview for unbelievable grounds such as lack of time, fear of sensitivity of the questionnaire contents and interview questions. Some of the teachers were not volunteered to be part of the study for reason undefined. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

### **1.7 Definitions of Terms**

**Secondary schools:** Educational institutions that includes both general education courses (9 – 10) and preparatory studies (11 –12) in Ethiopia (MoE, 2002)

**School Principal:** the leader of the school “Accountable for the academic progress for all students entrusted to their care”.

**Leadership:** is the process of influencing the activities of a group people by leaders in efforts towards goal achievement.

**School leader:** Refers to instructional leaders namely, principals, supervisors, department heads, unit leaders, and senior teachers that take part in the leadership of the teaching learning and management (Sergiovanni, 2001).

**Effectiveness:** the measure of the extent to which principals are successful in discharging leadership roles they are supposed to play (Stronge, 2008).

### **1.8 Organizations of the Study**

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

## CHAPTER TWO

### REVIEW OF RELATED LITRATURE

#### Introduction

The purpose of this chapter was to provide a summary of existing literature related to An investigation in to principals Leadership Effectiveness in Secondary Schools through 11 major parts incorporated into this literature review. The first section examines the concepts of leadership. The 2<sup>nd</sup> section review the concept of school leadership, the 3<sup>rd</sup> section review leadership and management, The next fourth sections examines theories of leadership, the 5<sup>th</sup> section examine Leadership Style and Work Effectiveness, the 6<sup>th</sup> section review Leadership Style and School Principles, , the 7<sup>th</sup> section examines Characteristics of Effective Leadership, the 8<sup>th</sup> section review Functions of School Leaders, the 9<sup>th</sup> section review Creating a Vision and School Principals, the 10<sup>th</sup> section examine defining the School Mission and 11<sup>th</sup> Section examine school Leadership development in Ethiopia. On the other hand factors encounter principals' leadership effectiveness in selected secondary schools of kafa zone.

#### 2.1 Concept of Leadership

Questions about leadership have long been a subject of speculation, but scientific research on principal leadership did not begin until the twentieth century (Yukl, 2008). As Yukl's explanation, even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, principal leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although principal leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously.

Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in Yukl, 2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Beare, et.al (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and

identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both principal leaders and followers.

Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu, 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. 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. .

The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement (John, 2006). Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected. The principal as the head of the school works together with other members of staff in setting the objectives of the school. He/she, in co-operation with teachers works towards the achievement of objectives. However, the principals' effectiveness as a leader is measured in the school system by how far he/she carries out tangential duties which often reflect personal effectiveness (Ibukun,, 2011). Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. Similarly leadership is an important aspect of an organization.

## **2.2Concept of School Leadership**

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources Holmes( 1993). Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. (Holmes1993). Successful school

leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students achievement. For example, Bennett (cited in Harris, et al, 2005) has argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future 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). Supporting this idea, McEwan (2003) has precisely pointed out that effective school leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

### **2.3 Leadership and Management**

Leadership is a new concept. Many writers and researchers have used it as from 1910 (Rost, 1993). Leadership is a process that has been changing. Today, we talk about the 21st century leadership style. Many theories have been formulated for different leadership styles. Personality, (traits, motivation, skills), Behavioral (styles, situational, roles), Inspirational (transformational, and charismatic) and Postmodern (social process, shared relational and fluid) (Yukl, 2002). The meaning that followers also have the opportunity to be fully involved, advocated in the recent leadership theory, (transformational, and situational leaderships), developed from top to down to the bottom up model of leadership. This is a new paradigm of leadership in the 21st century (transformational/modern and situational leaderships). According to Northouse (2007), leadership is when an individual is able to influence others for a common goal to be attained. Considering this, Yukl (2002), supports the idea by saying that leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively and the process of facilitating individual and collective efforts to accomplish the shared objectives. The word vision or goal is used to indicate the envisaged future plans for the organizations that are not visible but conceptualized. Action is the more taken to get to the preferred goal for the organization, mobilization embodies the people in the organization to be involved freely to help attain the goal and finally the change is what the

organization has intended but only conceptualized. This should be reached at the end and this is one of the most important characters of leadership. Vision, action, mobilization and change are very important for any leadership action to take place.

The idea of management started with Frederic Taylor, (2006). Taylor wrote about scientific management, explaining that scientific management is when rules. Norms, regulations, are set for people to follow. This helps to facilitate work in any organization. He looked upon as the father of scientific management and is commonly referred to as the father of Taylorism. Management is the attainment of organizational goals in an effective and efficient way through Planning, organizing, staffing, directing and controlling organizational resources. Routine directions, maintaining effectively for an organization to be run are management tasks.

#### **2.4. Difference between Leadership and Management**

Very famously, Peter Drucker (1999) was of the opinion that leadership and management were completely distinct concepts. From the works of Edersheim and Drucker (2007) he is known to have stated that “Management is doing things right, leadership is doing the right things.” This provides a sense of some of the fundamental differences between leaders and managers and as such provides an excellent starting point. Returning momentarily to the definitions of leadership and management, it can be seen that: this statement fits within the definitions that were provided. Providing a sense of direction is implicit in the roles of both leadership and management, in Drucker’s statement.

Jhon Kotter (1990) presented a framework for understanding key differences between leadership behavior and management tasks. It was strongly argued by Kotter that management tries to establish security and order, whereas leadership has the goal of promoting change and fluidity within organizations. Kotter proposed that the main function of managers is to drive consistency, which in turn should lead to an efficient – running organization.

However, leaders were determined by Kotter to do the converse to this by seeking “continual adaptive change”. Kotter did not mean that leaders were looking for change’s sake rather in such un predictable times continual change is required for an organization to even survive at all. He summarizes the difference between the different types of behaviors of management and leadership behaviors as he saw it.



According to him managers seek order and consistency where as leaders seek change and movement. During planning and budgeting managers establishes agendas, sets time tables and allocate resources yet leaders establish direction which they look at big pictures, clarifies the situation, creates a vision and determining strategies. With relation to staffing managers provide structure, job placements and define rules and processes; but leaders look at big picture, clarifies the situation, creates a vision and determines strategies with relation to people. Although managers focus on control and solving of issues by taking actions to correct issues, creating solutions and defining incentives to reward good work; leaders center on motivating and inspiring people through empowerment, looking at how to satisfy unmet needs, and energize people.

## **2.5 Theories on Leadership**

Weindling, (2004) argue that “many theories have been advanced over the years to explain how leaders lead, whether in schools or elsewhere.” Bush and Glover build on the work of Leithwood al. (1999) to develop a typology of leadership consisting of eight broad theories. (Bush and Glover, 2003). These are instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership, post-modern leadership, interpersonal leadership, and contingent leadership. A leader is conceptualized as a change agent as well as initiator of actions. A leader’s work is increasingly made complex because of the dynamic nature of social progress and fast advancement in many spheres of life.

### **2.5.1 The Trait Theory to Leadership**

Trait Theory is one of the earliest leadership theories. It assumes that leaders share certain inborn personality traits, or that some people are born with certain traits that others do not have. This approach dominated the study of leadership up until the 1950s, but failed to produce evidence that personal characteristics influence leadership success (Yukl, 2008). Maritz (2003) found in his research that distinguishing leaders from non leaders as per their traits, personality, and social, physical or intellectual attributes dates back to early 1930s .

Traits are unique characteristics of a leader, such as intelligence, values, self-confidence, and appearance. These approaches focus on traits and skills with the assumption that some people are endowed with certain physical qualities such as height and appearance, aspects of personality

which include self-esteem, dominance, conscientiousness, and emotional stability, and aptitudes which comprise general intelligence, verbal fluency, and creativity Hargis (2011). The early research focused on leaders who had achieved a level of greatness and, hence, the phrase ‘the great man approach’ was coined. The great man theory focuses on the leader as the primary element of leadership that contends to focus mainly on the leader. The assumption was that individual possessing appropriate trait such as enthusiasm would necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made..

The problem with the trait approach lies on the fact that many research indicated that no consistent traits could be identified. Although researches indicated that some effective leaders were found to possess certain traits but the absence of these traits did not necessarily show the result that the person was not an effective leader. .

On the oth, Nigel Ber hand (2003) reviewed 124 studies conducted from 1904 to 1948 and conceptualized that effective principal leaders acquire and show the ability to help the group in attaining its goals. Moreover, such leaders were found to possess relevant traits like intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, desire to accept responsibility, intelligence, self-confidence, high energy levels and occupy a position of dominance and control. However, it is an acceptable reality that the importance of each trait depends on the situation, and the research did not identify any traits that were necessary or sufficient to ensure leadership success in all situations (Yukl, 2008).

### **2.5.2 The Behavioral Theory**

Since the 1950s, dissatisfaction and discouragement with trait theories led scholars to search for new ways on what leaders do and how they do it (Kruger & Scheerens, 2012). Behavioral studies of leadership emerged and aimed to identify behaviors that differentiated leaders from non-leaders and effective from ineffective leadership. The failure to describe successful principals' leadership by focusing only on traits led to a concern of searching for the behavior of leaders and how this can facilitate or impede leadership success. Therefore, they changed their direction of study from leaders' traits to behavioral approaches of leadership and consequently different patterns of behavior were categorized collectively and labeled as styles.

Unlike trait theories, behavioral theory focuses on principal leadership effectiveness, and not on the emergence of an individual as a leader. Moreover, this theory focuses on how leaders behave and how the way leaders behave affected their performance Yukl( 2008). This theory laid the foundation for studies on what constitutes effective principals and give new insight on tasks and activities of school principals. The primary role of the principal focuses on teaching and learning while the secondary task revolves around preparing input to instruction (Kruger & Scheerens, 2012:4). Such typologies help to appreciate the complex duties of principals in schools. Most research results show that principals spend their time on administrative issues rather than on teaching and learning (Horng, Klasik & Loeb, 2009).

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective principals' leaders should possess to how effective leaders should behave resulting in the emergence of the behavioral approach to leadership studies. Advocates of behavioral approach saw leadership as an aspect of behavior at work. They, therefore, sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behavioral associated with effective leadership, behavioral theorists assume that individuals who display appropriate behavior will emerge as leaders.

### 2.5.3 The Contingency Theory

The contingency theory on leadership attempts to identify which of these situational factors is the most important and to predict which leadership style will be more effective in a given situation Yukl, (2006). The contingency theory is often referred to as the ‘it depends’ approach to effective principal leadership. It assumes that there is not one best approach to leadership and stresses the influence of the total set of conditions or circumstances in which the leader must function. Contingency theory suggests that the situation determines which leadership approach will be better rather than saying that one of the two (or a combination) of the approaches is most valuable

Most of researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables.

. According to Scheerens (2012), three important situational factors emerge from this view. The first one includes leader-subordinate association, which mainly includes a common belief between them. The second factor is task structure, which mainly comprises the question of whether and to what degree a manager understands what must be performed in order to make the most of the job. The last element is concerned with the mechanisms on hand to a leader for managing benefits and sanctions. Contingency theory proposes that leaders do not just act, but that they also react to specific situations.

Hersey and Blanchard’s Situational Leadership model proposes a contingency theory in which a leader’s use of differing leadership behaviors depends upon two interrelated maturity factors, namely: job and psychological maturity. A teacher who has high level of knowledge and skill in his/her subject matter and is self-confident requires little principal leadership, while a teacher who has low level of knowledge and skill in his/her subject matter and is not self-confident demands principals’ direct supervision and mentoring Yukl( 2006). Such leadership style relies on employees who are willing to learn (Bolman & Deal, 2003). Hersey and Blanchard Model aims to dwell into facilitator-follower behavior, which helps develop strategies to ensure that the leaders’ behavior would stand up to the expectations (Coetzee & White, 2004). The proponents

of contingency theories believe that approaches of leadership would change from situation-to-situation. As a result, leaders are expected to perform their duties in different situations and adapt different styles to fit the situations in which they operate. Fiedler made a prevalent effort to mix leadership style and organizational circumstance into a complete theory of leadership. The essential thought is to “match the leader’s style with the situation most favorable for his or her success” (Daft & Marcic, 2006: ). By analyzing the style of leadership and the situation of the organization, the right suit can be set. The base for situational approaches is the belief that individual capacities should go with the context if leadership is to appear. Although these assumptions had lived for some time, the major advance did not occur until the 1970s, when Fiedler established the ‘contingency theory’ Scheerens,( 2012).

Fiedler developed a contingency model in which three major situational variables function to determine whether a given situation is favorable to the leader or not. These include a leader’s personal relationship with members of their group (leader-member relations), the degree of structure in the task their group has been assigned to perform (task structure), and the power and authority their position provides (position power). Fiedler’s contingency theory proposed that principal leader effectiveness is not determined by leader’s ability to adapt to the situation, but by the ability to choose the right leader for the situation. This implies that some principals are simply better for specific situations than others are and the situation determines the identified principals’ success (Stone & Patterson, 2005:5).

## **2.6 Leadership Style and Work Effectiveness**

A number of studies have explored the relationship between the leadership style of principals and teachers commitment to the school. The success of any organization depends upon the way and manner in which the leader operates within the organization. Leadership styles are factors that determine the work effectiveness of the leader. The manager or the principal is the person who measures the work in an organization. He ensures effective utilization of resources. This means that one important characteristic of the successful leader is consistency of behavior which enables subordinates to know where they stand with him and to predict his actions and directions.

Ibrahim (cited in Likert, 1967) suggested some styles of leadership. These are exploitive-authoritative, benevolent-authoritative, consultative, and participative. In exploitive-authoritative style, the leader has low concern for people and uses such methods as threats and punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear. In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

Another set of school leadership styles was coined by Bernard and others (2006): transactional leadership and transformational leadership. These two styles have dominated scholarly debate as the major conceptual models of school leadership since the early 1980s. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership.

### **2.6.1 Transformational Leadership**

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., cited in Bus, 2007). Leithwood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

Rost (1993) suggest that Bass identified key elements in transformational leadership. These elements are: 1) Idealized influence – vision, gaining of respect, pride, trust and clarity of the task, 2) Inspirational motivation – members acting as models to communicate and breed confidence and values to members, 3) Individual consideration – mentors, coaches, care about individual followers and need for development, 4) Intellectual stimulation – rethinking of new ways of accomplishing tasks, changes, changes of the task and encouragement to solve problems in the best possible ways.

Basically transformational leadership has strong role to play on how teachers work with each other and with the principal. It fosters greater senses of teaching and collective work in collaborative atmosphere (Ponder, 2006). It also gives teachers a sense of belonging and empowerment in a joint effort to develop school. Besides, the best leader is one who fits in the existing situations. Leadership should be appropriate to the situation and should fit to the situation. Through charisma, individual consideration, intellectual stimulation, and inspirational motivation, transformational leaders have great potential to promote performance beyond expectations and to effect enormous changes within individual and organizations. So it appears to be a form of leadership well situated to these current times characterized by uncertainty,

global turbulence, and organizational stability. The capacity of individual and organizational transformation must be accompanied by moral responsibility, for transformational leaders to shape powerful social and situational cultures which may either liberating or oppressive.

### **2.6.2 Transactional Leadership**

According to Bush, (2007) definition transactional leadership refers to: An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398). Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective principal leader behavior that lack any clear common denominator.

Concerning today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react .

### **2.6.3 Instructional Leadership**

A sub-type of school leadership that has been explored considerably within the literature is that of instructional leadership, or the role of school leaders in developing instructional programs and curricula and actually engaging in instruction within the schools (Murphy, 1988). Instructional



leadership is one of the three models of school leadership that are said to improve school leadership capabilities.

The clearest definition of instructional leadership that has emerged to date is “defining the school’s mission, managing the promotional program, and promoting a positive school learning climate” (Hallinger, 2003). These three dimensions of leadership are further defined as ten specific functions.

1. Defining the school’s mission; framing goals and communicating goals.
2. Management of the instructional program; supervision and evaluation of instruction, coordination of curriculum, and student progress monitoring.
3. The positive school learning environment- protection of instructional time, promotion of professional development, incentivizing teaching and learning, and maintaining high visibility.

As can be seen, these tasks do not directly address themselves to either transformational or transactional leadership models, but are instead a mixture of transactional and transformational methods. For example, setting and communicating goals is related to the visioning component of transformational leadership, however incentivizing teaching and learning can be considered to be a transactional leadership technique. Thus, the instructional leadership model can be said to be a task-based composite model rather than a separate model of leadership.

Further definitions have merged instructional and transformational leadership in order to produce a single model of leadership that encompasses both the administrative leadership tasks of instructional leadership and the transformational efforts of transformational leadership (Marks & Printy, 2003). The study by Marks and Printy (2003) found that transformational leadership was a necessary element to effective instructional leadership, it was also necessary to combine it with shared instructional leadership, in which effective teachers are empowered to lead and develop means of instruction in addition to the leadership of the principal, in order to be effective. Their hypothesis of integrated leadership held that “the efficacious principal works simultaneously at transformational and instructional tasks (Marks & Printy, 2003).

Kathlene L. Bentley (2001) one recent model of instructional leadership is the Participatory School Administration, Leadership and Management (PSALM) model.

## **2.7 Leadership Style and School Principals**

Tannenbaum and Schmidt, (2008) there are four major types of leadership styles that apply to all types of leaders and managers regardless of their fields of professional. The tasks and leadership styles of school principals tend to vary with the nature of their roles which include management, administration, instructional leaders and as curriculum leaders. Buckner (2006).

A major determinant to the type of leadership style in Organizations has to do with attitude; indeed the approach that a leader adopts to manage people is largely influenced by the attitude of the manager towards employees (Hofstede, 1977). This is according to Geert Hofstede, the Germany psychologist who researched the revolutionary findings that provided the first measurable evidence between association of culture and organization in what he termed as power distance (1977). Other factors that influence the type of leadership styles include personality type that is usually determined by the level of education, skills, experience, and previous work environment (Tannenbaum and Schmidt, 2008).

As a manager the roles of a school principle involves student management, discipline enforcement, financial management, managing school assets and chairing of school committees among others responsibilities (Wohlstetter and Mohrman, 2006). It is known School Principle as an Instructional leader is an emerging concept that requires school Principles to be more focused on student academic performance by ensuring high quality of teaching standards.

Finally, School Principles are required to be curriculum leaders by the virtue of their profession; curriculum development and processes is one of the key areas that an effective school Principle should be thoroughly competent in since it is one of the characteristics of high achieving schools (Minehira and Marlow, 2005).

## **2.8 Characteristics of Effective Leadership**

Schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement MOE,( 2008). . Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes.

Effective school principal leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective principal leaders as follows: “Good school principal leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership seldom they can reach their on articulated goals.

Lack of effective principal leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris’ (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations.

Harris found that factors affecting success include the school’s vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people centered and those who give importance to human needs rather than to organizational needs according to personal and professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and are able to combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school principal leadership is a collective endeavor which succeeds by involving all teachers in leadership and tapping their skills. Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others, and providing best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

Effective principal leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school

improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

## **2.9 Functions of School Leaders**

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008). Depending on the school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals. Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan, 2006; Riley & MacBeath, 2003).

As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases. Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Walter, 2003; Everard, 2004, p. 34).

**1. Planning:** among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre thinking, predication and forecasting the future expectations in administration.

**2. Organizing:** this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

**3. Directing:** a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advice a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

**4. Supervision:** a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favorable setting for effective teaching and learning.

**5. Controlling:** this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

**6. Staffing:** this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is

indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

**7. Reporting (Communication):** the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must be able to gain acceptance and articulate the vision to willing followers.

**8. Motivation:** The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.

**9. Evaluation:** Among the major indispensable functions of an educational manager is the program evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

Furthermore, Everard, (2004,) state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating and influencing staff and pupils,

Creation of effective teams, Knowledgeable and innovative leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each individual matters. .

### **2.10. Creating a Vision and School Principals**

A vision should project a “desired future state” for the school, which implies that the school should be striving to attain something different from its current state. A core function of school leadership is to create a common vision for improving students learning. Creating a learning organization requires a deep rethinking of the leader's role. Schools which had attained high levels of academic performance either sought to raise these further by improving the quality of passes obtained, or had re-directed the school's vision to ensure that learners were well-rounded and prepared to play a meaningful role in society. Often the principal's vision had informed or influenced the institutional vision, however as these visions reflected the views of a much larger (and more diverse) group, the visions were often substantially different. The principals' visions were typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach, 2006).

Furthermore, Starratt (2003) states that the articulation of the vision is crucial unless the school community gets its personal visions out on the table for public dialogue, it is difficult for that community to move beyond the customary daily routines into any sense of renewing themselves and their work. Without a communal vision of who they are and where they want to go, the school functions as a shopping mall, with each classroom reflecting the idiosyncratic preferences of each teacher. Inevitably, a vision is imposed from outside. A local vision of schooling endorsed by the staff can serve as an interpretive framework for discussing state curriculum mandates. Often the leader has to take the initiative and put forth a vision statement.

That provides the rest of the staff something to consider, but not necessarily to endorse. Individually and in teams, the staff should be encouraged to come up with their own vision not of where they are now, of how they understand what their work currently consists of, but a vision of who they might become a vision of new understandings of their work, a vision of where they want to go with the students. Because it is not an exercise most staff are comfortable with, some time and space, structure and coaching should be provided. Most university preparation programs do not require its prospective administrators to come up with a vision statement that they are required to defend in some kind of public forum. But that is precisely one of the

leadership skills needed by educational administrators Starratt, R. J. (cited in Hargreaves & Fullan, 1998). Neither are these candidates required to work with a group to generate a group vision again, a key leadership skill needed in the field.

### **2.11 Defining the School Mission**

Mission is what the school desires and tries to accomplish. It guides and controls the school's activities that it values. Krug (1992) emphasized the importance of mission for the success of the leader and the school when he suggested "operating without a clear sense of mission is like beginning a journey without having a destination in mind. Effective schools and effective principal leadership also placed the act of defining a school's mission as the primary task of school leaders. This refers to the leader's role in framing school-wide goals to which the school will focus its resources during a given school year.

Despite the existence of many more goals that pursue school resources, instructionally effective schools generally have a clearly defined mission or sets of goals which focus on student learning and achievement ( Lockheed and Verspoor 1991). Such goals may be stated as: "taking students to their fullest intellectual potential" or "the provision of thorough and systematic intellectual training in the fundamental disciplines ..." .Such emphasis on fewer goals to which staff energy and other school resources are mobilized, increase the effectiveness of the school and the leaders

### **2.12 School Leadership Development in Ethiopia**

Principal ship in schools is one of the influential administrative positions in the success of school plans with respect to the historical back ground of principal ship, authorities give their own argument. As indicated in Knezevich, (in Ahmed, 2006) the origin of principal ship can be traced to 1515 to the time of Johann Sturm in USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces its origin to the introduction of Christianity about fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Teshome in Ahmed, 2006).

However, the western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary School and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by



expatriates was opened. According to Ahmed the history of principal ship in Ethiopia, at its early stage was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. After the restoration of independence in 1941, education was given priority which resulted in opening of schools in different parts of the country. As there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as UK, USA, Canada, Egypt and India (ICDR 1990).

According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and Secondary Schools of different provinces of Ethiopia during the 1930's and 1940s'. During this time Indian was given the principal ship position which may be for their higher educational level and experiences in principal ship. However, the history had developed in to a new phase where Ethiopians began to replace expatriate which started in 1964, According to Teshome (in Ahmed 2006). This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's, documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal ship. After 1960 it was known the Ethiopians who graduated with B.A. BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MOE, 2002; p. 42). However, during the first few years of 1960's it was understood that those graduates of B.A degree in pedagogy were directly assigned in secondary schools.

On the other hands career structure, promotion that secondary school principals were those who held first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences. School improvement program in Ethiopia, since the formulation of new education and Training policy (1994), Ethiopian Government has made different educational reforms. Similarly, Ethiopian has been found implementing the newly

launched school improvement program. It is one of the components of the General Education Quality Improvement Program (GEQIP) (MOE, 2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MOE, 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on it. As it was mentioned before, the program focuses on four major domains of the school namely improving the teaching and learning, creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership(MOE,2007).The Ethiopian education and training policy (1994; p.29-30) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and other educational personnel organized based on professional principle.

### **2.13. Major Factors that Challenging School Leadership**

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers salaries (MOE,2008). Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to Principals and relationship with top to personal characteristics of principals, problems related to time, and problem related to parents. For the sake of convenience, in this study, the problems that would be dealt with are as follow.

#### **1. Problems Related to Instructional Staff**

Lunenburg and Ornsetin, (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

## **2. Lack of vision.**

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

## **3. Lack of support from top authorities.**

Another problem affecting effective instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those round them is clearly barrier to becoming an effective instructional leader (McEwan, 2003).

## **4. Lack of sufficient time.**

Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for instructional leader, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is delivered. Every principal operates with in the same time constrains. One major difference among principals is how they choose to use the time they do available (McEwan, 2003). Rosser, Vicki J. (cited Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

## **5. Personal characteristics of the principals.**

Another impediment of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. it is evident that the principal brings something to his/her principal ship position. His /her energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

## **6. Lack of skilled and experienced teachers.**

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to cooperate and collaborate with their colleagues (Camburn, Rowan & Taylor).

## **7. Decision-making.**

An important component in any organization is decision-making. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse.B. L,2004).

## **CHAPTER THREE**

### **3.1 RESEARCH DESIGN AND METHODOLOGY**

The purpose of this study is to investigate the effectiveness of principals' leadership in secondary schools of Kafa zone. This part of the study includes research design, study population and sampling procedure, sampling and sampling techniques, sources of data; data gathering tools, procedure of data collection and data analysis are mentioned as follows. There are two kinds of approaches employed in scientific studies: quantitative and qualitative approaches. Each approach has its own relative strengths and weaknesses. Hamersley and Lloyd Jones (2006) conclude that no single approach is necessarily an ideal one and that selection inevitably involves loss as well as gain. In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed a mixed method (Cresswell and Clark, 2007). The design is also preferable since the researcher 'feels' interesting in concurrently collecting and analyzing both quantitative and qualitative data in order to come up with more credible results which are also applicable for this study. The qualitative dimension refers to data collected from the school principal, PTSAS, woreda education officials and cluster supervisors through interview, whereas data collected from vice principals, department heads and teachers using questionnaires were quantitative.

### **3.2 The Research Design**

Research design is the plan that describes the conditions and procedures for collecting and analyzing data. The research design used in this inquiry was a descriptive survey study. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions. The design selected with the assumption that it would sufficiently describe the school principals' effectiveness in dimension setting vision and developing mission, setting goals, building relationship with the school community, understanding professional skill development and factors that encounter their effectiveness of secondary school principals' of kafa zone under consideration.

### **3.3 Study population and Sampling procedure**

The school districts involved in this study are located in the Southern Nations, Nationalities, and Peoples' Region of Ethiopia. The region is a multinational and multicultural entity consisting of about 56 ethnic groups with their own distinct geographical location, language, cultures, and social identities. Based on ethnic and linguistic identities, the region before at present regional division, it has 16 Zones (and sub-divided into 166 Woredas), one City Administration and 7 Special Woredas along with about 321 public secondary schools spread all over the sixteen Zones, seven Special Woredas and the City Administration. The target/study population for this study are school principals, teachers and supervisors working in SNNPR. According to the Education Bureau of the region, there are about 321 public secondary schools, consisting of 321 principals (main) along with 13,324 teachers in the region REB, (2020). Kafa was one of the zone among 16 zones and purposively selected in Southern Nation Nationalities and Peoples Regional State (SNNPRS). Kafa zone is located in western part of S.N .N P .R .State. This zone has 12 woredas and 2 town administration along with 58 secondary schools spread all over the twelve woredas and two town administrations.

### **3.4 Sampling and Sampling Techniques**

Choosing a site studied that is a negotiation process to obtained freedom of access to a site that is suitable for the research problem and feasible for the researcher's resource mobility and skill (MC millan and Schumacher (2001). Accordingly, the study conducted in secondary schools of Kafa Zone, which is one of the Zone in Southern Nation Nationalities and Peoples Regional

State (SNNPRS). The study included five schools taking as a target of the study. The schools located in kefa zone of three different woreda's and selected using purposive sampling method. This technique was used because it gave the researcher to obtain schools with more series problems related the title of the study .This study include: Chena secondary school(from Chena woreda),Bita millennium secondary school(from Bita woreda),Shishinda, Butahora, and Wareta secondary schools(from Shisho ende woreda). These secondary schools were purposefully selected for the study. Because the information obtained from kefa zone education department has shown that out of the total secondary schools, the education system in these five schools had been suffering more with ineffectiveness of principals.

Concerning respondents all 9 vice principals and all 5 principals selected based on availability sampling technique. This is because it gives the researcher chance to get more relevant and resourceful individuals (Bogden and Biklen, 2007). In addition 77{31.95% } out of 241 teachers selected using simple random sampling technique. And all 48 members of parents, teacher and student association (PTSA) were selected by availability sampling technique and involved in focus group discussion.

In addition to all 47 department heads were chosen using availability sample technique from five selected secondary schools, Have probability sampling technique (the simple random method) used to gives equal chance for all potential sample frames (as advised by cress well, 2007).Moreover, three woreda education office heads and three cluster supervisors were purposefully selected for interview in this study.

**Table1: Shows population and sample size distribution of the study areas**

Types of respondents	Target population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering instruments
PTSA(parent teacher and student Association).	48	48	100%	Availability sampling	Focus group discussion.
Principals	5	5	100%	Availability sampling	Interview
vice principals	9	9	100%	Availability sampling	Questionnaires
Department heads	47	47	100%	Availability sampling	Questionnaires
Teachers	241	77	31.95%	Simple random sampling	Questionnaires
Woreda Education office heads	3	3	100%	Availability sampling	Interview
Cluster supervisors	3	3	100%	Availability sampling	Interview

Source: Directors office of the schools 2012 academic year.

### **3.4 Source of Data**

Data were collected using two sources: primary and secondary.

#### **3.4.1. Primary source of Data**

The primary source of data gathered from respondents through survey questionnaire, interview and focus group discussion (FGD). School principals and vice principals, teachers, department heads and parent teacher student Association (PTSA) , Cluster supervisors and woreda education office heads included as primary source of data. The selection of school principals as a source of data for this study was unquestionable that they were the main subject of the study. Moreover, the selection of vice principals, department heads and PTSA's selected due to their higher position in school leadership next to the main principals. This is because the researcher believes that they had sufficient understanding about the extent to which principals were effective in serving the role and duties given to them and solving the challenges they face.

#### **3.4.2. Secondary source of Data**

Data collected secondary sources by reviewing relevant books and articles. Literature journals which were related to principals' leadership effectiveness and associated with problems in secondary schools. The data also collected from various documents like school strategic plan, administrative manuals performance evaluation documents; 2 consecutive years report analysis, different training manuals and government training policy documents.



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

#### **3.5.1. Questionnaire**

The first relevant data collecting instrument to be employed in the study is the questionnaire. A total of 40 self-developed questionnaires were prepared and distributed for randomly selected 77 sample teachers, 9 vice principals and 47 department heads who have been purposefully selected as information sources. Questionnaire is more suitable to get large amount of data from large number of respondents with short period of time and minimum cost. It is quick and easy to analyze data using statistical techniques and enabling comparisons to be made across groups. It also helps the respondents to choose one option from the given scales that best aligns with their views. This means it gives opportunity for participants to describe their own idea freely what is on their mind without being influenced by the researcher. The questionnaires were prepared by English language. Following its construction, it was revised by the advisor, the instrument of data collections were pilot tested by two government secondary schools out of the sample study. The feedback on the relevance of the questionnaire content implied that the instrument was consistent. The contents of the questionnaire mainly focused on the practice of secondary school principals. The questionnaire comprised of items using 5-points -likert scale to measure the extent to which roles of leadership of two secondary schools would be practiced. The items were close ended.

#### **3.5.2. Interview**

.Interview was the second important data gathering instrument in this study. This primary data gathering instrument is selected with the belief that deeper information is obtained on issues critical to the study under way. It was also being used to cross-check the responses obtained through questionnaire and interviewee to express her/his feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003)..For this study the qualitative data collected from 5 school principals, , 3 woreda education officials and 3 cluster supervisors. It is clear that interviews, conducted well it can be used to obtain rich data which would never be secured with a questionnaire. Moreover researcher conducted semi structured interview and it embraced similar idea with the content of the questionnaire. This semi structured interview conducted for principals, woreda education office heads, and cluster supervisors. The Interview conducted in each school. A semi-structured interview involves “a set of pre-set questions which initiate the

discussion, followed by further questions which arise from the discussion” (Rule and John, 2011:65). In this study semi-structure interviews were used to provide access to what is ‘inside the person’s head,’ and as such it makes it possible to determine what a person knows, likes or dislikes and thinks. In addition the instruments translated in to Amharic language in order to avoid communication barrier during interview. The researcher did a lot of clarification and probing to get more information, in the course of discussion. So, more extended data obtained. For the purpose of interviews, triggering questions developed and employed. Semi structured interviews items utilized to make the interviews free in providing the data within the short duration of time

### **3.5.3. Focus Group Discussion**

The focus group discussion took place in face - to - face conversation. The researcher collected data from 48 parent teacher student association (PTSAS) using focus group discussion from 5 sample secondary school (five groups in each group in each school). The focus group discussions used to collect large amount of data from respondents with diversified views. The focus group discussion method also increases the quality and richness of the data as group members is stimulated by the preparation and ideas of others within the social environment in which the group situated. From five secondary schools 48 PTSA s members were participated in focus group discussions at arranged class of their respective schools and the discussions lasted 1/2 hours. All the focus group discussions conducted in Amharic and English interchangeably according to the group circumstances. The researcher did a lot of clarification and probing to get more information, in the course of discussion.

### **3.6 Validity and Reliability Test**

Reliability and validity of the instrument were assessed. To test the reliability, Crobach’s alpha was used to analyze the internal consistency of the items. Checking reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. It helped to ensure that the respondents understand what the questionnaire wants to address and had done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information to identify and eliminate problems in collecting data from the target population. Construct validity is selected among the

main types of validity to assure the quality of data. because it accurately measures the data collecting instruments.

The questionnaire pretested in kutashora and wushiwushi Secondary Schools 26 teachers, 8 department heads and 5 vice principals totally 39 participants properly filled and returned. As the result of this pre test some improvement had made. The questionnaire has gone through revisions exhaustively to strengthen its validity. Based on their reflections, the instruments improved before they were administered to the main participants of the study. As a result of the comment, two irrelevant items were removed; two lengthy items were shortened, and some unclear items were made clear.

To check the reliability and validity of the questionnaires, Crobach’s alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 20 and the average result found from both teachers and leaders respondents were (0.82).

**Table:2 Reliability test results with cronbach's alpha**

No	Variables	No of items	Cronbach Alpha
1	Setting vision and defining mission	8	0.796
2	Setting goals	8	0.792
3	Building school Community relationship	8	0.838
4	Leading professional development	8	0.826
5	Factors encounter principal leadership effectiveness	8	0.849
Average Reliability result			0.82

Cronbach’s alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: “\_ > 0.9 – Excellent, \_ > 0.8 – Good, \_ > 0.7 – Acceptable, \_ > 0.6 – Questionable, \_ > 0.5 – Poor and \_ < 0.5 – Unacceptable”. It is noted that an alpha of (0.82) is reasonable good to use the question for the research.

### **3.7. Data Collection Procedures**

#### **3.7 Procedures of Data Collection**

After the necessary corrections were made from the pilot test, the final questionnaires were duplicated. Prior to distributing the questionnaire, conducting interview and focus group discussion and made contact with the principals of the respective schools. The researcher assumed that the principals could be very busy in handling their daily routine activities. To that effect, the schools information and data officers were assigned by the principal as a facilitator in

each school; through that the researchers were introduced to respondents and explain the purpose of the research as well as the content of the questionnaire. After that, the researcher and the officer together distributed the questionnaires to the sampled respondents. The respondents had been given two days to fill out the questionnaires and were requested in two days. Out of 77 copies which were distributed to teachers and 56 copies of questionnaires to vice principals and department heads 100% were returned.

With regard to interview and focus group discussion, the researcher contacted the participants to obtain permission to participate in the interviews and discussion. The researcher collected data by taking note during the interview and focus group discussions. Then the researcher reorganized the data in to categories. In doing so, the researcher stayed one day in each school.

### **3.8 Data analysis**

At this stage is the work of a researcher to generate knowledge from the data gathered. Data in this study, relevant statistical techniques which include tables and descriptive techniques used to present data. Data gathered through questionnaires from the vice principals, department heads and teachers were scored and categorized. Once the quantitative data collection completed and appropriately scored, the data were entered into the statistical package for the social science (SPSS version 20.0) software for analysis. Statistical procedures were performed on quantitative data assembled from the respondents. Data analyzed by using descriptive and inferential statistics i.e Frequency, percentage, mean scores and standard deviation and one sample t-test to determine mean score of statistical significance difference or not by looking p-value. The frequency and percentage used to analyze the characteristics of respondents Such as: age, sex, educational qualifications and experiences. Among the tools mean and standard deviation were used to determine the significant value of the study. These data were used to explain and enhance the statistical data drawn from the quantitative data of the study. Mean score and standard deviations were used for organizing and summarizing sets of numerical data collected by Likert type of scales in the questionnaires. These mean score and standard deviation were used because they are generally considered as the best measures of a sample record on a particular measure (Best and James, 2004). Qualitative data that obtained from interview, FGD, and analyzed for recurring theme and codes accordingly. Coding categories constructed from the concepts and themes pertinent to the review of literature. These data used to explain and enhance the statistical

data drawn from the quantitative portion of the study. To further ensure the integrity and confirmatory purposes of the qualitative data utilized in analyzing the data. According to Cohen & Manion, (2001) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Similarly, Bodgon and Biklen (2003:107), argue that “many sources of data are better in a study than a single source because multiple sources lead to a fuller understanding of phenomena the researcher was studying.”

**Table 3: Likert Scale Coding, & Interpretation Scale has done by the researcher**

No	Coding, & Interpretation	Coding	Mean Scale	Interpretation
1	I don't know	1	< 0..50	Somebody is not know whether the task is implemented or not.
2	Not at all	2	0..50-1.49	Task is not implemented at all.
3	Rarely	3	1.50-2.49	Task implemented infrequently.
4	Mostly	.4	2.50-3.50	Task implemented most of the time.
5	Always	5	>3.50	Task implemented all the time.

### 3.9 Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Accordingly, I were gathering data started in accordance with the informed consent and interest of the respondents. On top of this, for the respondents I assured that the information gathered would never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data collected without asking their names.

Additionally ,since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective . I were also abided by other ethical principles as follow. I started by explaining the purpose of research to subjects. After securing their permission to participate, I introduced the ground rules to be followed during focus group discussion (Bogdan and biklen 2007; cohon, etal 2000; Neumann 2007). practicing the above ethical elements may not only help me to elicit

tangible and adequate data from the subjects but also helped to establish "friendship which is ongoing and over lasting" (Bogda ,and Biklen, 2007 ,P 49). In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources used for this research have been appropriately acknowledged.

## **CHAPTER; FOUR**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter deals with presentation, analysis, and interpretation of the data gathered from the different respondents through questionnaire, interview, focus group discussion and document analysis. It consists of two major parts. The first section deals with the characteristics of those who took part in the study. The second section presents the analysis and interpretation of the main data. The questionnaire data gathered from a total of one hundred thirty three respondents. Those respondents were nine vice principals, forty seven department heads and seventy seven teachers. To this effect nine questionnaires distributed to vice principals, forty seven questionnaires distributed to department heads and seventy seven questionnaires distributed to teachers, then, they filled out properly and returned respectively. Interview information collected from five school principals', three woreda education officials and three cluster supervisors. And also interview data were collected from parent teacher student association (PTSAS) using focus group discussion from five selected schools (five groups, in each school).The results are presented in such a way that data collected from different instruments on the same theme (research question)could be analyzed together for the purpose of triangulation and validation of the finding.

#### 4.1 Respondents Background.

**Table4: Characteristics of Respondents in terms of Sex, Age, Qualification or Level of education and total experience at school**

Variables	Category	Respondents							
		Principals N=5		Vice principals N=9		Department heads N=47		Teachers N=77	
		Freq uenc y	%	Frequ ency	%	Freq uenc y	%	Frequ ency	%
<b>Sex</b>	Male	5	100%	9	100%	41	87.23%	66	86%
	Female	---	----	---	-----	6	12.77%	11	14%
	Total	5	100%	9	100%	47	100%	77	100%
<b>Age</b>	<25years	-----	-----	1	11.11%	7	14.89%	6	7.8%
	26-35years	3	60%	5	55.6%	35	74.46%	53	68.9%
	36-45years	1	20%	1	11.11%	5	10.63%	17	14.28%
	46-55years	1	20%	2	22.18%	----	-----	6	7.8%
	>55years	---	---	-----	-----	----	-----	1	1.22%
	Total	5	100%	9	100%	47	100%	77	100%
<b>, Qualification or Level of education</b>	Diploma			1	11.11%	8	21.42%	7	9.09%
	BA/BED/B C	5	100%	8	88.9%	39	78.6%	67	87.01%
	MA/MSC	----	-----	---	---	----	-----	3	3.9%
	Total	5	100%	9	100%	47	100%	77	100%
<b>Area of specialization</b>	Academic subject	3	60%	6	66.67%	38	80.85%	77	100%
	School leadership	2	40%	3	33.33%	9	19.14%	---	---
	Total	5	100%	9	100%	47	100%	77	100%
<b>Total experience at school</b>	<5 years	-----	-----	---	-----	2	4.25%	6	7.8%
	6-10 years	1	20%	4	44.44%	25	53.19%	37	48.05%
	11-15 years	2	40%	2	22.22%	10	21.27%	25	32.46%
	16-20 years	1	20%	1	11.11%	10	21.27%	5	6.49%
	>20 years	1	20%	2	22.22%	----	-----	4	5.19%
	Total	5	100%	9	100%	47	100%	77	100%

As shown from the above Table-4 with regarding sex 5(100%) principals. 9 (100%) of vice principals, 41(87.23%) of department heads and 66 (86%) of the teachers respondents were males, while the remaining 6 (12.77%) department heads and 11(14%) of the teachers were



female respondents. According to this data, almost 88% of the respondents were males and only 12 % were females in most positions. This show that the females participation, as compared to their male counter parts were very low both in the teaching and leadership position at secondary schools level. This also implies that less proportion of females were participating in school administration.

With regard to the age distribution of the respondents as indicated under item 2 of the same Table 4 shown that 3(60%) principals were between the age of 26- 35 years old. This indicates that principals were more or less matured in both leading the school as well as providing pertinent data for the study. As far as age of vice principals were concerned 5 (55.6)% were the age between 26-35 years old, 2(22.18%) were the between 46-55 years old. This implies most of the vice principals were the age's between 26- 35 years old. Ages of department heads were found that 7(14.89%) were less than 25years old and 35 (74.16 %) were the age between 26-35 years old and Here, most of the department heads were the age between 26- 35 years old. Ages of teachers 53(68.9)% were the age between 26-35 years,17(14.28%) were the age between 36-45 years, , More than 80% of the teachers were younger than 35 years of old. Thus, majority (about 98 %) of the respondents were found above 25years of old. Generally, it could be identified that more proportion of vice principal was older than department heads. In turn more proportion of were older than teachers. This still indicates that nomination of individuals on different leadership positions were found to be based on experience. Therefore, the respondents were well matured to provide the required information. In terms of Qualification or level of education, as shown in Item 3 of the above Table 4, department heads 8(21.42%) and teachers 7(9.09%) were diploma holders respectively; while the next 5(100%) principals, vice principals 7(77.8), department heads and 67 (87.01%) of them were B.A / BED / BSC Degree holders. 3(3.9%)teachers were master holders. Most of the vice principals and department heads were first degree holders and 3.9% of the teachers had second degree. Hence, almost 87% of the respondents in the government secondary schools had achieved the same educational level. This similarity in the level of education shows a corresponding similarity in the perception of how the respective principals exercised their leadership roles. According to the blue print of teachers' development program (MoE, 2007, P-331) in secondary schools principals and teachers are required to have second degree. These data shows that most of leaders (principals, vice

principals and department heads) and teachers under qualified sample secondary schools Kafa zone.

Furthermore, concerning the experience 2 (40%) principals had 11-15 years,. Therefore, it was assumed that the longer exposure on the position of leadership would have its own positive impacts in performing leadership tasks. This assumption is supported by some scholars (like Tannenbaum and Schmidt,2008, Ibukun, 2011) that level of education skills, experience, and previous work environment have direct and positive relation with effectiveness of the principals.

In terms of educational level all of the schools principals and assistant principals have first degree. However, this contradicts with the criteria indicated in the blue print of teachers' development program (MoE, 2007, Pp-30-31). In this program document it is stipulated that academic qualification required for the secondary school principal ship was a master's degree.

Again it can be seen from Table 4 above that specialization in the entire schools three of the principals were academic subject area. This also contravenes what is stipulated in the blue print of teachers' development program (MoE 2007, p.60) that the document states. The school principals need to have adequate knowledge, skills and attitude in the area of educational administration or management.” This might indicate that the principals were made to lead the school without a clear understanding of theories and principles of educational administration.

#### **4.2 Presentation, Analysis and Interpretation of the main Data .**

As the review of the related literature discussed in the foregoing chapters revealed that the effectiveness of principal leadership practices are mainly determined by the extent to which principal leadership dimensions were implemented in the organization. Thus, the dimensions including setting the school vision and defining mission, setting Goals, school community relationship and leading professional development were examined their implementation in the schools. In addition to major challenges that encounter the effectiveness of principals leadership were assessed.

##### **4.2.1 The Practice of Principals' in Setting vision and defining mission.**

According to Ministry of Education (2005:16) principals as educational leader play a pivotal role in the success of the school. Among the school success, leaders; create a strong sense of vision

and mission. Concerning setting school vision and defining school mission, eight items that described the extent of implementation of the dimension were presented leaders and the group of teachers presented and analyzed under table 4. Thus, the mean value, standard deviation, one sample t-test, for the level of agreement of respondents for each variable was calculated and used to interpret the data.

**Table 5: One-Sample t-test for the mean ratings of respondents' response regarding Setting vision and defining mission**

s/n	Item	Leaders N= 56			Teachers N=77		
		Mean value	St.D.	P-value	Mean value	St.D.	P-value
1	Collect data from multiple sources to create a common vision for the school	3.06	.884	.688	3.09	.894	.013*
2	Well express or communicate the school vision of all stake holders	3.04	.893	.604	3.04	.880	.603
3	.Fair distribution of school resources for the effective implementation of School vision and mission	2.43	.843	.001*	2.26	1.05	.000*
4	Encouraging new ideas and creativity	3.43	.945	.038*	2.35	.970	.000*
5	Use student performance results to develop school mission	3.08	.928	.824	3.26	1.05	.913
6	Manage changes constructively	2.26	.964	.001*	2.18	.928	.000*
7	Frame school missions in terms of staff responsibilities	3.43	.945	0.75*	3.02	.963	.000*
8	Develop missions that are easily understood and used by teachers in the school.	2.36	.830	.000*	2.35	.870	.000*
	Grand mean values of response	2.88	.	.	2.69		

The above Table 5; Leaders refer to vice principals and department heads. Mean value < 0.50 = I don't know, 0.50-1.49 = Not at all, 1.50-2.49 = Rarely, 2.50-3.50 = mostly, > 3.50 = Always \* indicates a significant difference

As shown from above table 5, setting the school visions and defining school mission regarding leaders response with mean value of 3.06, 3.04, 3.08 and 3.43 similarly teachers response with mean values of 3.09, 3.04, 3.26 and 3.02 respectively shows that collected data from multiple sources to create a common vision for the school, well express or communicate the school vision all stake holders, use students 'performance results to develop school mission and frame school missions in terms of staff responsibilities were mostly implemented in the schools. Accordingly,

there seems an agreement between the responses of leaders and teachers with regard to the important function of setting the school visions and defining school mission. This implies school leaders were found to be effective with regards these aspects of school operations. However, leaders and teachers showed inconsistent responses that as to the leaders encouraging new ideas and creativity were mostly practiced mean values 3.43 but teachers were not confirmed that all practiced in the schools [the mean values 2.35). In order to triangulate the contravening responses data gathered through interview and focus group discussion. The interview results of the respondents and focus group discussion respondents supporting the response of teachers and replied that encouraging new ideas and creativity was practiced rarely. .In addition, with regard to leaders response with mean value of 2.43, 2.26,2.36 and teachers response with mean values of 2.26,,2.18 and ,2.35 show their agreement that fair distribution of resources for the effective implementation of School vision and mission, and Manage changes constructively, develop missions that are easily understood and used by teachers in the school. respectively were rarely done in secondary schools of principal leadership .

One sample t-test was used to see the significant difference between respondents' response regarding setting vision and defining mission. Eight questions were asked for school leaders and teachers to describe the setting vision and defining mission in secondary schools of Kafa zone. The response of school leaders shows almost all the entire items are statistically significant mean difference ( $P\text{-value} < 0.05$ ) with in the response of school leaders, except item 1, 2 and, 5 these are statistically insignificant mean difference ( $P\text{-value} > 0.05$ ). This indicates leaders given the same response on the item 1, 2, and 5. but the school leaders given various responses for the other items. Regarding to the response of teacher; table 5 shows that almost all the entire items are statistically significant, except items 2 and 5. In general there is a statistical significant different within the response of teachers to describe the setting vision and defining mission. These indicate there were high variations within the response of respondents regarding setting vision and defining mission in secondary schools of Kafa zone.

Generally summarized findings of leaders and teachers response with grand mean values of 2.88 and 2.69 respectively indicates that setting vision and defining mission were mostly implementing in secondary schools of kafa zone. This show that collected data from multiple sources to create a common vision for the school, well express or communicate the school vision

all stake holders, use students ‘performance results to develop school mission and frame school missions in terms of staff responsibilities were mostly implemented in the schools However, setting vision and defining mission have not reached in desired level.

#### 4.4 The Practice of Principals’ in Setting Goals

**Table 6: One-Sample t-test for the mean ratings of respondents’ response regarding Setting Goals**

S/N	Setting goals	Leaders 56			Teachers 77		
		Mean value	St.D	P-value	Mean value	St.D	P-value
1	Developing school goals clearly.	2.57	.730	.015*	2.86	1.02	.000*
2	Articulating clearly the strategic goals of the school.	3.43	.870	.218	2.66	1.23	.457
3	Aligning school goals with the national educational statement.	3.26	.864	.172	2.34	.947	.0008*
4	Creating consensus with stakeholders and staff about the school’s goals	2.46	.876.	.000*	2.17	.968	.000*
5	Capable of setting direction towards the achievement of goals.	3.35	.775	.015*	3.21	1.04	.005*
6	Make the school to use a school improvement plan as a basis for progress.	2.52	.730	.005*	2.94	1.08.	.078.
7	Participating PTSA in designing and planning the school strategic and yearly plan.	2.28	.953	.002*	2.30	.992	.000**
8	Create conducive environment in the school	2.57	.992	.047*	2.79	.1.09	0.80
Grand mean values of response		2.80	.	.	2.65	.	.

From the above table 6: leaders refers to vice principals and department heads. Mean value:<0.50= I don’t know,0.50-1.49=Not at all; 1.50-2.49= rarely; 2.50-3.50=Mostly; > 3.50 = Always; \*=significant difference

Goals were always show the destiny of an organization. In any organization they were too crucial in showing the direction towards future success. School principals communicate school goals in many different ways. Among these are communicating goals through faculty meeting and department chair meetings. They communicating them through individual meetings such as follow up conferences to classroom observations. Frequently, communicating of school goals by principal leaders promote accountability, a sense of personal ownership and instructional improvement (Ubben and Huges, 1997).

A plan setting goal was the most important strategy for a better performance of the intended plan. Appropriately setting goals were one of the indicators for the presence of effective leadership of principals in an organization. Hence, data were collected and analyzed based on the items indicated in the Table 6 above, Accordingly leaders response mean values of 2.57, 3.43, 3.35, 2.52, 2.57 and teachers response mean values of 2.86, 2.66, 3.21, 2.94, 2.79 respectively shows their agreement that defining school goals clearly, articulating clearly the strategic goal of the school, capable of setting direction towards the achievement of goals, make the school to use a school improvement plan and Create conducive environment in the school as a basis for progress were mostly practiced in the schools. This indicates that principal leaders were found to be effective with regard to these aspects of school operations. On other hand, leaders response the mean values of 2.46, 2.28 and teachers response mean values of 2.17, 2.30 have shown their agreement that creating consensus with stakeholders and Participate PTSA in designing and planning the school strategic and yearly plan respectively were rarely done by leadership of the principals in the schools.

Similarly, leaders' responded mean value of 3.26 supported that aligning school goals with the national educational statement was mostly practiced, however, teachers responded mean value with of 2.34 indicated that it was not mostly but rarely practiced in the schools. In order to triangulate the contravening responses data gathered through interview and focus group discussion.

The one sample t-test results in the above table 6 shows that the significant difference between respondents' response regarding the practice of principals' in setting goals. Eight items were asked for school leaders and teachers to describe the practice of principals' in setting goals in secondary schools of Kafa zone. The response of school leaders shows that, all the items are statistically significant mean difference (P-value <0.05) on the response of school leaders, except item 2 and 3, these are statistically insignificant mean difference (P-value >0.05). Regarding to the response of teachers; the P-value of table 6 shows that almost all the entire items are statistically significant, except items 2 and 6. In general, the response of two groups (leaders and teachers) shows that there is statistically significant difference for all the items given in the above table except item 2, which is "articulating clearly the strategic goals of the school".

Accordingly the interview results of the respondents, Schools and school principals had various opportunities to align and modify these national goals to their own practical environment and culture of the school and as a result aligning school goals with the national educational statement were not mostly done. This response was also repeated by focus group discussions in all schools.

Principals are expected to concentrate on setting goals in order to direct the operations of their schools, share leadership with teachers, and influence schools to operate as learning communities (Stronge, 2008). Similarly, work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between school heads and their subordinate developed around the goal and the vision of their schools.

Regarding goal setting , One of the school principals with interview stated that: the mission and goal is standard it is the same as the nationally expected but schools cannot adopt as it is we made some modification and trying to align with nationally stated in this case we had an opportunity to develop our school goal and vision. Similarly every year after accomplishing every activity had been evaluated school principals had a chance to set the school goal and mission ,

From the data indicated above, the school principals had the opportunity to set goals and of their school as indicated in school improvement plan and, hence, the package that insures quality education was evaluated every year. After the accomplished activities had been evaluated new goals were set for the remaining tasks. Accordingly, of the school improvement plans were found to be evaluated and revised (audited) by internal and external stake holders and higher officials. This shows that the leadership practices related to setting goals development were participatory.

Furthermore, the researcher observed documents like the CPD plan, department heads plan, a three year strategic plan, yearly plan for quality education improvement and other related documents. Hence, statements of goals were found to be stated to show the direction on how and who implement the plan but the plan (documents) especially the quality improvement and other short term plan in all schools were almost the same because the document was prepared by M.O.E .

In support to this, one of the school principal also replied, ..we [to mean the school] had experience sharing the best practice of others on how to be effective. Most of the time, we

exchange the best practices among ourselves. However, we usually modify the benchmarked practices so as to make it fit with the specific culture of the schools.

As shown above, it is infer that some principals with less experience had better chance of getting more skill and knowledge on how to set goals and this can also inspire the subordinates of the principals to do their work with the ultimate aim of the school performance. Here, effectiveness of leadership in the schools were found to be fostered not through competition but by maintaining collaboration among the schools. The finding has a confirmation with the suggestion forwarded by the two famous writers, Roach (2006) and Starratt (2003) that thesis scholars recommended that school leadership might be supported by sharing new findings and practices among themselves and building the capacity of themselves one another

Therefore: we summarized from the findings leaders and teachers' response with grand mean values of 2.80 and 2.65 respectively shows that setting goals were mostly implementing in secondary schools. This shows their agreement that developing school goals clearly, articulating clearly the strategic goal of the school, capable of setting direction towards the achievement of goals, make the school to use a school improvement plan and Create conducive environment in the school as a basis for progress were mostly practiced in the schools . However, This implementation indicates that setting goals have not reached desired level.



#### 4.5 The effectiveness of Principals in building School Community Relationship

**Table 7: One-Sample t-test for the mean ratings of respondents' response regarding effectiveness of Principals in building School Community Relationship**

S/N	Leaders towards school community relationship	Leaders 56			Teachers 77		
		Mean value	St.D	P-value	Mean value	St.D	P-value
1	Respectable by parents and school community	2.57	1.01	.228	306	1.01	.096
2	Ensure clear and Open communication within staff.	2.42	.94	.038*	2.27	1.05	.000*
3	Good human relation with all school stake holders	2.30	.81	.000*	2.18	.835	.000*
4	Understand the needs and concerns the staff and the students	2.46	.94	.038*	2.49	1.12	.615
5	Listen and communicate fairly with all academic and administrative staff.	2.52	.928	.824	2.44	1.04	.000*
6	Ensure that fair administration procedures are implemented in the school community	2.48	.820	.000*	2.26	.923	.000*
7	Maintain healthy relationship with the all school stake holders.	2.61	.94	.006*	2.83	.923	.000*
8	Participate stakeholders in decisions making and day to day activities in the school.	2.54	.924	.826	2.42	.968	.000*
Grand mean values of response		2.48			2.49		

Leaders refer to vice principals and department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49= Rarely; 2.50-3.50=Mostly; > 3.50 = Always; \*=significant difference

Under different challenging circumstances, leaders could be successful by building relationships within the community of the school and providing best opportunities for teaching and learning. This is because success in the school cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011:14). Furthermore, principals in their school should form good relationship and work with everyone in the school compound. A formal structure established indicating division of labor among the people in the school in order to attain pre set goals in the organization (Hughes, 1999). Hence, forming relationship with individuals within the school and outside the school is a crucial indicator and supporter for the sustainability of effective leadership. In addition, the dynamic nature of social progress and fast advancement in many spheres of life there is no best leadership it depends the situation and have to use the typology of leadership Glover, 2003; Weindling, P. E. 2004).

Accordingly, as shown from the table 7 above, leaders responded mean values of 2.42, 2.30, 2.46, , 2.48 while teachers responded mean values of 2.27, 2.18,2.49, 2.26 indicated their responses with agreement that principals in the secondary school were rarely demonstrating:

ensure clear open communication within staff, Good human relation with all school stake holders, understanding of the needs of concerned staff and the students, ensure that fair administration procedures are implemented in the school community, respectively both leaders and teachers respondents were confirmed that scarcely practiced in the schools.

Moreover, leaders' responded mean values of 2.57, 2.61 and teachers responded with mean values of 3.06 2.83 respectively replied the same both leaders and teachers respondents were mostly practiced in the schools. This indicates principals 'respectable by parents and school community, Maintain healthy relationship with the all school stake holders had been practiced under the leadership role of the principals secondary schools.

On the other hand, the responses of the leaders and teachers showed disagreement on some aspects of leadership in the school. Leaders' response mean values of 2.52 and 2,54 responded that school principals were mostly listen and communicate with all academic and administrative staff and allowing parents to participate in decisions making. Contrary to the response of the leaders, teachers claimed mean values of 2.44 and 2.42 that listen and communicate fairly with all academic and administrative staff, and participating parents in decisions making had been rarely practiced by the school principals in secondary schools.

Table 7 also shows that the one sample t-test results to see the significant difference between respondents' response regarding school community relationship. Eight questions were asked for school leaders and teachers to describe the school community relationship in secondary schools of Kafa zone. The response of school leaders shows that, all the items are statistically significant mean difference ( $P\text{-value} < 0.05$ ) with in the response of school leaders, except on the item 1,5 and 8 these items are statistically insignificant mean difference ( $P\text{-value} > 0.05$ ). This indicates all the leaders given the same response on the item 1,5 and 8. but the school leaders given various response for the other items. Regarding to the response of teachers table7 shows that almost all the entire items are statistically significant, except item 1 and 4. In general there is a statistical significant different within the response of teachers and school leader to describe the school community relationship in the secondary schools of Kafa zone.

Therefore, the researcher tried to review the data gathered the interview and focus group discussion. Accordingly almost all interviewees and focus group member confirmed and supported the idea of the teachers that listening to and communicating with all academic and

administrative staff, and participating parents in decisions making had been rarely executed by the school principals in the secondary schools.

Furthermore, the result of the interview with two school principals showed that they had healthy relationship with their staff members. Moreover, they believed that their relationship with their staff member significantly affect the effectiveness of the principal ship as well as the school performance.

One school principal for instance, said, as long as I know, I have good relationship with my staff and it is one criterion to be effective school principal. I know that effectiveness in school need interpersonal skill. You [to mean any person] are supposed to positively influence the school through your school community. Therefore, I always strive to build good relationship with my subordinates [to mean vice directors] and among all my staff.

Conversely, one of focus group discussion members loudly told, Here, with regard to the relationship between the leaders of the school and the staff or the teachers, there are so many problems. Some school leaders have no smooth and fair relation with some of the staff. There are some teachers in this school who are working simply to get salary. They are working until they get better school or work. They are dissatisfied with the relationship found in the school.

we may understand the above controversial data the staff had no mutual trust on the relationship made between the school principal and the staff. The focus group discussion members in one of the school came to the agreement that the relationship created within the school was not satisfactory among the staff. This implies that leadership of the principals might have shortage of transformational as well as transactional styles of leadership. This in turn means most principals were not strongly, motivating their staff in forming self-confidence and belongingness on one hand and Mutual trust on the other hand. This finding has a direct contrast with the assertion of Harris (2004) that school principals need to form good relationship and mutual trust among their subordinates and their staff.

Generally summarized findings of leaders and teachers response with grand mean values of 2.48 and 2.49 respectively indicates that principals' rarely implementing in forming school community relationship in secondary schools of kafa zone. Their responses with agreement that principals in the secondary school were rarely demonstrating: ensure clear open communication

within staff, Good human relation with all school stake holders, understanding of the needs of concerned staff and the students, ensure that fair administration procedures are implemented in the school community, respectively both leaders and teachers respondents were confirmed that scarcely practiced in the schools.

#### 4.6 Effectiveness of Principals in Encouraging Professional development

**Table 8. One-Sample t-test for the mean ratings of respondents' response regarding principals encouraging professional skill development**

S/ N	Leading professional development	Leaders 56			Teachers 77		
		Mean value	St.D	P-value	Mean value	St.D	P-value
1	Encourage teachers to use different instructional methods in the class rooms.	2.66	1.04	.228	2.57	1.01	.096
2	Encourage teachers to conduct action research in the school.	2.52	.935	.088	2.62	.934	.001*
3	Organize professional development programs (workshops ,coaching ) for teachers	2.30.	.810	.000*	2.26	1.06	.000*
4	Encourage staff training opportunities to improve the quality of teaching and learning.	2.26	.765	.000*	2.38	.923	.000*
5	organize experience sharing programs among teachers	2.42	.89	.006*	2.44	.891	.000*
6	Encourage inbuilt supervision in the school	2.26	.81	.00*	2.35	.835	.000*
7	Encourage collaboratively Solving problems in the schools	2.68	.94	.015*	2.53	1.02	.000*
8	. Provide constructive comments to teachers through evaluation.	2.57.	.935	.088	2.66	.968	.000*
.Grand mean values		2.45			2.47		

Leaders refer to vice principals and department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49= rarely; 2.50-3.50=Mostly; > 3.50 = Always; \*= Significant difference

Teacher's professional development is the result of the learning opportunities organized for teachers in the school system. The best way to help staff members change and update their practices, learn new skills and approaches, and function more productively to plan and implement professional development programs Data were gathered and analyzed on this issues as follows.

As it can be seen from table 8 leaders response mean values of 2.66, 2.52, 2.68, 2.57 while teachers response mean values of, 2.57, 2.62, 2.53, 2.66, confirmed with almost nearer responses that the principals of the selected secondary school were mostly encourage teachers to use different instructional methods, encourage teachers to conduct action research, encourage collaboratively Solving problems and providing constructive comments to teachers through evaluation in their schools respectively. Still as one can view from table 8 that leaders response with mean values of 2.30, 2.26, 2.42, 2.26 and teachers response with mean value of 2.26, 2.38, 2.44, 2.35, provided a confirmable responses that the principals of the selected school were rarely encourage to organize professional development programs (workshops, coaching) for teachers, encourage staff training opportunities to improve the quality of teaching and learning, organize experience sharing programs among teachers, encourage inbuilt supervision in the class rooms respectively.

Table 8 also indicates that the one sample t-test results to see the significant difference between respondents' response regarding professional development. Eight questions asked for school leaders and teachers to describe professional development in the secondary schools of Kafa zone. The response of school leaders shows that, all the items are statistically significant mean difference ( $P\text{-value} < 0.05$ ) with in the response of school leaders, except on the item 1, 2 and 8, these items are statistically insignificant mean difference ( $P\text{-value} > 0.05$ ). This indicates all the leaders given the same response on the item 1, 2 and 8, but the school leaders given various response for the other items. Regarding to the response of teacher; table 8 shows that almost all the entire items are statistically significant, except item 1. In general there is a statistical significant different in the response of teachers and school leaders to describe the professional development. These indicate there were high variations on the response regarding professional development of the respondents in the selected secondary schools of Kafa zone.

Additionally, successive interviews with principals and education officers as well as supervisors indicated that there were minor endeavors in planning and executing training programs on professional development. In support to this one of the principals responded, In my school different skill development programs have been practices. The main focus of the professional development program in our school is build up the capacity of teachers by scaling up their knowledge and skills, improving the teaching learning atmosphere, and promoting the

significance of school improvement packages. The trainings are given through continuous professional development program (CPD) on: school based workshop, \school improvement programs, how to produce teachers' portfolio, and how to carryout continuous assessment. Here, role of principals is to plan CPD by conducting need assessment and facilitating the program.

Contrary to the above one of the teachers in focus group discussion of PTSAs indicated with a feeling of depression, Principals require their teachers to participate in various staff development activities such as short and long-term in service courses organized by the state (the Federal and Regional education departments and city education office). But in general, the courses were non-contextualized and sometimes they were irrelevant. Some of the training were directly related to generic instructional skills, instructional models. But most often, they were conducted based on the principle of 'one size fits all' and thus do not suit individual needs even in some instances, the staff development programs made (through CPD) were based not on needs but the module (the course) availability. Participants consider such programs as a waste of time and resources, and this can generate much frustration and disappointment.

To sum up, data clearly indicated that there were no organized professional development programs but programs but there was some promotion of school based staff development activities during staff inter departmental meetings focused on evaluating the teaching and learning process and on an understanding of students' academic performance and behavior. Generally there were no well-organized workshops and seminar conducted at the school level. Moreover, the data analyzed indicated that the training program was neither participatory nor need based. Hence, it is possible to infer that the leadership of principals with regards to professional training and development program was not effectively linked with effectiveness of the schools.

Additionally, the data obtained from the supervisors indicated that, schools had been encouraging their staff to carry out some action researches and providing them necessary recourses and training. On the other hand, Hughes, (1999) stated that the school principal is a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though principals, as mentioned above, were encouraging the staff to carry out action research and investigate what was happening in their classrooms and school aimed, they were not much supported by their principals. However, the finding indicated that partly the

conditions in the school were found to be coinciding with the idea of Bolden (2003) that principals facilitate changes in their school by facilitating teachers' inquiry, providing research resources to teachers, and coaching changes in instructional strategies.

However, the results from interview with principals clearly revealed that majority of teachers had carried out action research regardless of its implementation for which it was intended. Additionally, document analyzed showed that there were a number of action researches made by teachers but put on the shelf with no implementation. But principal of one school stated, Action research is a required activity, as stipulated by a ministry of education all higher teachers to transfer to the next level through career structure Therefore, we encourage and support teachers do the research; as a result they are solving problems encountered by the teachers during teaching and learning process as well as student performance and the research is selected by woreda officials as best work to expand the experience and the result of the research.

From the data indicated above, it is possible to examine that leadership effectiveness of principals in undertaking professional development was found to be moderate. Therefore, it was assumed that the longer exposure to the school would have its own positive impacts in effectiveness of in undertaking professional endeavors.

Generally summarized findings of leaders and teachers response with grand value of 2.45 and 2.47 respectively shows that both principal leaders and teachers professional development rarely implementing in secondary schools. The principals of the secondary schools were rarely encourage to organize professional development programs (workshops ,coaching ) for teachers , encourage staff training opportunities to improve the quality of teaching and learning, organize experience sharing programs among teachers, encourage inbuilt supervision in the class rooms respectively. This scarcely implementing professional development influencing principals' leadership effectiveness.

#### 4.7 Factors encounter Leadership Effectiveness of the Principals

**Table 9 One-Sample t-test for the mean ratings of respondents' response regarding Factors encounter Leadership of the Principals.**

S/ N	Problems that have affected principals' effectiveness.	Leaders 56			Teachers 77		
		Mean value	St.D	P-value	Mean value	St.D	P-value
1	Principals 'more time engaging routine administrative work	2.74	.822	.001*	2.68	1.01	.000*
2	In school Shortage of financial resources	3.68	.925	.000*	3.94	.926	.000*
3	Lack of Qualified teachers in all subject area.	3.06	1.14	.000*	2.96	1.04	.000*
4	Time budgeting Problem for each activity in the school	2.96	1.01	.228	2.83	.95	.014*
5	Inadequate teaching materials such as text book, stationary.	3.96	.822	.000*	4.00	.925	.000*
6	Lack of Leadership Competency and commitment	3.26	.928	.824	4.17	.965	.000*
7	Inadequate guidance and support from higher officials.	2.38	.937	.000*	2.27	.772	.000*
8	Shortage of principal training on school leadership	3.36	.896	.038*	4.06	.932	.000*
Grand mean values of response		3.17	.		3.36		.

Leaders refer to vice principals and department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49= rarely; 2.50-3.50=Mostly; > 3.50 = Always;\*=Significant difference

The data indicated in the table 9 and the result of interviews conducted with principals, education officers, and supervisors, as well as focus group discussions conducted among PTSA members various factors hampering principals' leadership effectiveness were identified and analyzed with mean values.

One sample t-test was used to see the significant difference between respondents' response regarding factors influencing leadership of the principals. Eight questions were asked for school leaders and teachers to identify the influencing factors for leadership of the principals in the secondary schools of Kafa zone. The response of school leaders shows that, all the items are statistically significant mean difference (P-value < 0.05) with in the response of school leaders, except on the item 4 and 6 these item are statistically insignificant mean difference (P-value>0.05).This indicates all the leaders given the same response on the item 4 and 6, but the school leaders given various response for the other items. Regarding to the response of teacher; table 9 shows that almost all the entire items are statistically significant. In general there is a statistical significant different in the response of teachers and school leaders to describe the professional development. These indicate there were high variations on the response regarding



factors influencing leadership of the principals of the respondents in the secondary schools of Kafa zone.

Work Effective principals delegate most routine less value adding works to their subordinate and focus on strategic issues of their school. However, the data in the table 9 item number 1 indicated that leaders and teachers responses with mean value of 2.74 and 2.68 agreed that principals of their school were mostly engaged on routine works. This, according to the principals, would negatively affect the quality and the amount of work done by their schools.

On the other hand, Rosser as cited in Roaden (1970) explained that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service. Unless the principals reduce using more time for doing the routine chores of their office, they can never achieve the vision of their schools. This is because, spending more time to routine activities, that have less strategic relevance for the materialization of the schools' missions, forces principals to be deficient in time they need to work on key functions of the institution which ultimately influences the realization of institutional missions negatively.

Effectiveness in leadership requires resources and power to make use of these resources as well. Nonetheless, the data in the table 9 shows that leaders response the mean value of 3.68, 3.06, 3.96 and teachers response with the mean values of 3.94 2.96, 4.06 indicated with consensus that shortage of financial resources, and in adequate teaching materials such as text book, stationary were always constraining the effectiveness of leadership of the principals in the secondary schools.

Similarly, leaders response the mean values of 2.96, 3.06 and teachers response mean values of 2.83, 2.96 and clearly indicated their agreement that effectiveness of leadership of the principals had been negatively influenced mostly by problem of budgeting time to each activity, lack of qualified teachers in all subject area and Supporting the above data, most of the school principals indicated that there was shortage of resources in their respective schools. According to these principals, there is a shortage of qualified man power. One of the school principal stated,

In our school there is shortage of teachers. Most qualified and experienced teachers are searching better job in another institute to get better salary. Some of teacher who are more competent are still searching for the better job

And another principal also confirmed,

In the school where I working not only shortage of well qualified teachers but also, some of the laboratories and workshops are not well equipped with the necessary instruments and machine and this may negatively influence principals' effort to ensure the quality as well as effectiveness of leaders

Therefore, it is possible to infer that principals had been facing shortage of crucial resources on practicing their leadership. Additionally leaders' response mean values of 2.38 and teachers response mean values of 2.27 agreed that principals were rarely influencing their leadership effectiveness by Shortage of adequate guidance and support from higher officials.

Training is very important in making the principals update their knowledge and skill and improve their leadership effectiveness. Here, assessing the gap with regard to leadership and developing training program makes not only principals effective but also make the schools successful. Accordingly, leaders response mean values of 3.26 replied that shortage of principal training on school leadership had been mostly affecting the effectiveness of the principals. In addition to these teachers with the mean value of similarly teachers' response with mean values of 4.17 indicated that shortage of training on the school leadership was always negatively influencing the effectiveness of the principals. In order to triangulate the reality behind the two contravening responses, the interview with the principals, education officers and supervisors clearly indicated that shortage of pertinent training for the principals had been always influencing the achievement of leadership of the principals in the selected secondary schools.

On the other hand, the document analysis indicated that all school principals had educational backgrounds that were less relevant to the duties and responsibilities of school leadership. Among the five principals except two the rest of other three principals have not taken any training related to school leadership, though three of the principals are first degree holders in different subject area. According to the focus group discussion members, even though the principals had taken short-term training related to higher education leadership, the training was insufficient and lacked sustainability.

Therefore, it was understood that except two principals the rest of other three principals have no school leadership training . They also reported that most of their leadership skills had been developed through experience and intuition rather than training.

Commitment is a crucial behavior that makes individuals with all the potential they have. It is the product of motivation and competency. The data indicated in the table 9 above have shown that leaders response with mean values of 3.26 replied that lack of competency and commitment on the part of the principals was mostly affecting their effectiveness while teachers response with mean values of 4.06 confirmed that the problem of competency and commitment of principals in influencing their leadership effectiveness as found to be observed always in the schools where this study was conducted.

On top of this both the interviewees and focus group members agreed that not only lack of commitment from the principals but also from their subordinates and from some teachers were seriously harming the effectiveness of the leadership role of the principals.

Generally the summarized findings of leaders and teachers response with grand mean values of 3.26 and 3.38 respectively indicates that their agreement of all over factors mostly influencing principals' leadership effectiveness in secondary schools kafa zone. They agreed that principals of their school engaged on routine works, problem of budgeting time to each activity, lack of qualified teachers in all subject area, shortage of principal training on school leadership, lack of competency and commitment on the part of the principals was mostly affecting their effectiveness.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study was an investigate in to principals' leadership effectiveness; in secondary schools of kafa zone. With this regards, major findings of the research were summarized, the conclusions reached at and the recommendations forwarded on the basis of findings.

#### 5.1 Summary of Major Findings

As we know effective principal leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective principal leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise". School principals are being effective when they are visionary and clear about their mission. However, the main intention of this study is to investigate in to principals' leadership effectiveness of secondary schools on shouldering their leadership responsibilities in a participatory manner starting from vision setting up to the realization of the vision and achieving of the goals.

Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent the effectiveness of principals' leadership in setting vision, goals, defining mission and building school community relationship of the schools?
2. To what extent principals' leadership are successful in professional developments?
3. What are the major challenges encounter principals' leadership effectiveness in the schools?

The study was conducted in secondary schools of Kafa Zone, which is one of the Zones in Southern Nation Nationalities and Peoples Regional State (SNNPRS). The study included five schools taking as a target of the study. For the purpose of investigation, descriptive survey approach employed as an appropriate methodology. To this effect, the schools were located in kefa zone of three different woreda's and selected using purposive sampling method. This

technique was used because it gave the researcher to obtain schools with more series problems related the title of the study. Accordingly, 3 Woredas 3 cluster supervisors, 5 school principals, 9 vice principals, 47 department heads, 48 PTSA members and 77 teachers were included by using different sampling techniques.

Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire analyzed and interpreted by using mean scores, standard deviation and one sample t-test. Frequency and Percentage were also used during the analysis of the background information of the respondents. The qualitative data collected through interview and focus group discussion were analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified.

- With regarding to the sex of respondents, almost 88% were males and only 12 % were females in most positions. This show that the females“ participation, as compared to their male counter parts were very low both in the teaching and leadership position at secondary schools level. This also implies that less proportion of females were participating in school administration.
- With regard to the age distribution of the respondents as indicated under Item 2 of the same Table 4 shown that 3(60%) principals and vice principals 5 (55.6)% were between the age of 26- 35 years old. This indicates that they were more or less matured in both leading the school as well as providing pertinent data for the study.
- In terms of Qualification or level of education, as shown 5(100%) principals, vice principals 7(77.8), department heads 67 (87.01%) of them were B.A / BED / BSC Degree holders. Almost 87% of the respondents in the selected government secondary schools had achieved the same educational level. According to the blue print of teachers’ development program (MoE, 2007, P-331), in secondary schools principals and teachers are required to have second degree. These data shows that most of leaders (principals, vice principals and department heads) and teachers under qualified sample secondary schools Kafa zone. On the other hand concerning principals’ years of experience, 83.3% of the school principals served only five and bellow five years as school principals.

- The role of principals in setting vision, and defining mission, leaders and teachers response with grand mean values of 2.88 and 2.69 respectively were mostly executed in selected secondary schools of kafa zone. This show that collected data from multiple sources to create a common vision for the school, well express or communicate the school vision all stake holders, use students 'performance results to develop school mission and frame school missions in terms of staff responsibilities were mostly implemented in the schools. However, it was also indicated that principals encouraging new ideas and creativity were rarely practiced.
- Regarding principals' practice to setting goals, leaders and teachers' response with grand mean values of 2.80 and 2.65 respectively were mostly executed goals in selected secondary schools. . This shows their agreement that developing school goals clearly, articulating clearly the strategic goal of the school, capable of setting direction towards the achievement of goals, make the school to use a school improvement plan and Create conducive environment in the school as a basis for progress were mostly practiced in the schools . However, it was also identified that aligning the school goal and vision with national vision and mission were not done to the desired level.
- As indicated from findings principals practice to community relationship, leaders and teachers response with grand mean values of 2.48 and 2.49 respectively indicates that principals good interpersonal communication, human relationship with all school community, understanding of the needs of concerned staff and the students were rarely done among the staff of the schools. This again indicated that lack of interpersonal relationship between the principals and the teachers were the integrated problems in the schools and outside the schools.
- As far as practicing professional development is concerned, principals were found to be arranging various training to improve staffs' instructional skill with the ultimate aim of improving the quality of education and training offered by the schools, undertaking valuable research, and encouraging teachers to use different instructional methods and skills. However, the result of this study showed that end result of the principals' efforts in this regard leaders and teachers response with grand mean values of 2.45 and 2.47 respectively were rarely implemented in selected secondary schools of kafa zone. The

main reason, as indicated in the study was irrelevance of the training programs. The training programs were not based on the need assessments made on the skill gaps of the leaders and teachers in the schools.

- As indicated from the findings effectiveness of school principals is being influenced by different contingent factors both within and outside the schools. In this regard, leaders and teachers response with grand mean values of 3.17 and 3.36 respectively were their agreement indicates that over all factors mostly influenced principals' leadership effectiveness. These included Lack of Qualified teachers in all subject area, shortage of the needed resources, principals' engaging and using more time for routine works, lower commitment of both teachers and principals, lower of competencies of the principals due to the shortage of relevant and timely professional training.

## **5.2 Conclusions**

- ✓ Regarding the requirement of principals' qualification in secondary schools needs to have second degree in school leadership'. Whereas, all school principals have first degree in school leadership and subject area in selected secondary schools of kafa zone. Therefore, it is possible to conclude from the finding effectiveness of principals leadership is highly influenced by the miss match between their qualification and educational levels that were rated to be below the standard set by Ethiopian Ministry of Education.
- ✓ Regarding principals' role in setting vision, goals and developing mission as the effectiveness of the principal was analyzed. It was found out that setting vision, goal and developing mission found to be mostly executed. However, it was possible to conclude from the finding that aligning the goal and vision with national vision and mission was not done to the desired level. In addition to it was also indicated that principals encouraging new ideas and creativity were rarely practiced. Hence, still it is found that the outputs of the schools were not made to be planned with the expected inputs needed, from the school to other system. From this we can infer that the direction of school performance and leadership was not linked with the national direction.
- ✓ From the finding we conclude that practicing community relationship of principals' interpersonal communication and human relationship with all school community were rarely done among the staff and outside of the schools. This again indicated that lack of

strong interpersonal relationship between the principals and their subordinates and the teachers were shortage of integrated efforts in the schools. Hence, lack of interpersonal relationship among the staff might have been causing unorganized efforts of the school towards the vision, goals and mission of the school.

- ✓ From the finding, as one conclude that practicing professional development principals were found to be low. The main reason, as indicated in the study was irrelevance of the training programs. The training programs were not based on the need assessments made on the skill gaps of the leaders and teachers in the schools. Thus, shortage of relevant training program on one hand might be wasting the resources allocated for organizing less value adding training programs including workshops and affecting the transformational leadership practices of the school leaders on the other hand.
- ✓ The study concluded that effectiveness of school principals were mostly influenced by different contingent factors both within and outside the selected secondary schools kafa zone .These factors are shortage of financial and material resources and shortage principal training on school leadership and being busy routine administrative works.

### **5.3 Recommendations**

As shown the study above, principals leadership effectiveness in the selected secondary schools were found to be moderate due to various reasons, as already discussed above. The major factors that affecting principal leadership effectiveness were; lack of sufficient experience and training on instructional leadership and being busy with Routines works that have less `strategic relevance for the realization of schools mission on the part of principals in the schools. The researcher has a strong belief that by addressing the aforementioned problems it would be possible to improve principals' leadership effectiveness.

However, the researcher is not doubtful from the fact that addressing these problems is not an easy business and requires the commitment of education officials like cluster supervisors and educational professionals, who are responsible to take part leading the sector. Therefore, it is believed that the following recommendations can help the specified bodies to improve principals' leadership effectiveness in the schools.



- ❖ ,Assigning principals in secondary schools made through competition on merit. Effectiveness of principals in school needs various managerial and instructional leadership skills. Hence, woreda education offices are advised in assigning of principals' based on level of education, prior training qualifications and experiences on leadership or related matters including effectively working as unit leader, department head, ,head of pedagogical center, committee coordinator, vice principal, and member of PTSAs. To this effect, the selection criteria of school principals based on regulation set by the ministry of education as stipulated in "A blue print of teachers' development program.
- ❖ After assigning school principals they continuously monitored, guided and helped by more competent and committed bodies are advisable. Hence, their skill and knowledge gaps must be continuously assessed, identified and fulfilled with providing different training opportunities. These might through provision of organizing sufficient and pertinent on the job as well as off the job short and long term training on issues like effective school leadership, transactional and transformational leadership, effective leadership of institutional change and reformation, forms of leadership etc. through combined forms of training. The forms of training can involve organizing forum, workshop, experience sharing, benchmarking, formal training, etc.
- ❖ Here, It was studied that setting vision, goal and defining mission at school level was not strongly linked to national educational missions and visions. Hence, aligning the visions and goal of the secondary schools with the national ones directly and indirectly by forming integrated linkage with the goals and visions of primary and secondary educations and then aligning with the educational goals and vision of the nation is advisable.
- ❖ As indicated in this study most of the school principals were found to be working continuously on routines that were less value adding to the realization of the vision and mission of their schools. Hence, principals are advised to use at least two third of their working time in order to realize the strategic vision, goal and mission of the school
- ❖ For the realization of vision and meeting mission qualified teachers are backbones in the schools through active participation of these teachers directly on school leadership mainly in leading the students and some related clubs. Thus, woreda education office in collaboration with the schools needs to work more to attract and retain qualified teachers.

The concerned bodies are advised to initiate a study on remuneration /salary/ and benefit package that would take into account prevailing labor market.

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**APPENDIX- A**

**JIMMA UNIVERSITY**  
**POST GRADUATE PROGRAM**  
**EDUCATIONAL PLANNING AND BEHAUORIAL STUDIES**  
**DEPRETEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**  
**IN SCHOOL LEADERSHIP(SCL)**

Questionnaire to be filled by vice principals, department heads and teachers.

**Dear respondents,**

The purpose of this questionnaire is to investigate Principal Leadership Effectiveness in selected Secondary Schools of Kafa zone. Through this questionnaire, I would like to get your view regarding the leadership effectiveness of your principals at your school. Since the information you provide will serve as a basis to identify Principals Leadership effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study. I would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your responses to the best of your knowledge.

Thank you in advance for all your cooperation.

**Part I: Background information**

This part of questionnaire contains the personal information. Please respond each items properly by putting(x) marking the box and write on the space provided. A. Name of the

school \_\_\_\_\_

B. Sex 1. Male  2. Female

C. Age 1. 25.yea  below  3. 36-45 years

2. 26 -35 years  4. 46-55 years  5. above 55 years

D. Level of education

1. Diploma  2. BA/BED/BSc  3. MA/MSc 4. Other

E. Total years of service as a teacher at the end of this school year.

1. 5 years and below  2. 6-10 years  3. 11-15 years  4. 16-20 years  5. Above 20 years

F. your capacity/position in the school

1. vice principal  2. Department head

3. Teacher 4. Other .....

**Part II:** The following are the major dimensions which suppose to measure Principals effectiveness at your school. Please read each statement carefully and put tick “x” mark against each rating scale.

For each response, 5= Always, 4= Mostly 3= Rarely, 2= Not at all, 1= I do not know

**No. 1. Setting Vision and Developing mission**

No	Item	5	4	3	2	1
	<b>Your school principal leader effective at</b>					
1	Collect data from multiple sources to create a common vision for the school					
2	Well express or communicate the vision to all stake holders.					
3	.Fair distribution resources for the effective implementation of School vision and mission.					
4	Encouraging new ideas and creativity					
5	Use student performance results to develop school mission					
6	Manage changes constructively.					
7	Frame school missions in terms of staff responsibilities					
8	Develop missions that are easily understood and used by teachers in the school.					

**2.setting Goals**

For each response 5=always 4=mostly 3 Rarely 2=Not at all 1=I don't know

No	Item	5	4	3	2	1
	<b>Your school principal leader effective at</b>					
1	Developing school goals clearly					
2	Articulating clearly the strategic goals of the school.					
3	Aligning school goals with the national educational statement					
4	Creating consensus with stakeholders and staff about the school's goals					
5	Capable of setting direction towards the achievement of goals.					
6	Make the school to use a school improvement plan as a basis for progress					
7	Participate PTSA in designing and planning the school strategic and yearly plan					
8	Create conducive environment in the school.					

### 3. Building School community Relationship

For each response 5=always 4=most 3=Rarely 2= Not all 1=I don't know

No	Item	5	4	3	2	1
	<b>Your school principal leader effective at</b>					
1	Respectable by parents and school community					
2	Good human relationship with all school community.					
3	Understand the needs and concerns of the staff and the students.					
4	Maintain healthy relationship with all the school community					
5	Listen to and communicate with all academic and administrative staff					
6	Ensure that fair administration procedures are implemented in the school community					
7	Communicate with school stake holders to obtain resources					
8	participate school stakeholders to Participate in decisions making and day today activities					

### 4 /Directing Professional Development

For each response 5=always 4=mostly 3=Rarely 2=Not at all 1=I don't know

No	Item	5	4	3	2	1
	<b>Your school principal leader effective at</b>					
1	Motivate teachers to use different instructional method in the classroom					
2	Motivate teachers to conduct action research in the school					
3	organize professional development programs (workshops ,coaching ) for teachers					
4	Encourage staff training opportunities to improve the quality of teaching and learning					
5	prepare teachers experience sharing programs.					
6	Encourage inbuilt supervision in the school.					
7	Encourage collaboratively Solving problems in the school.					
8	Giving constructive comments to teachers through evaluation					

## 5/Challenges to effectiveness of principals

For each response 5=always 4=mostly 3=Rarely 2=Not at all 1=I don't know

No	Item	5	4	3	2	1
1	Principal more engaging routine administrative work					
2	In school Shortage of financial resources					
3	Lack of qualified teachers in all subject area,					
4	Problem of budgeting time to each activity					
5	shortage of stationary materials and text book for teaching					
6	Lack of Leadership Competency and commitment.					
7	Shortage of adequate guidance and support from higher official					
8	Shortage of principal training on school leadership					

## APPENDIX -B

### JIMMA UNIVERSITY

#### POST GRADUATE PROGRAMME EDUCATIONAL PLANNING AND MANGEMENT IN SCHOOL LEADERSHIP

##### Interview questions for school principals

The main purpose of this interview is to gather relevant data to investigate the principals' leadership effectiveness in some selected secondary schools of kafa zone. The response you provide will have constructive and paramount importance for successful accomplishment of this study, so you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your corporation

##### Part I. Back ground information

Name of the schools\_\_\_\_\_

2.sex\_\_\_\_\_

3.Age\_\_\_\_\_

4.level of education \_\_\_\_\_

5.Qualification\_\_\_\_\_

6.Do you have specialized professional training for secondary school principal ship?\_\_\_\_\_

7.Total service years in secondary school in different position-----

8.service year at the end of 2010E.C academic year-----

**Part II** Give your responses for ,the following questions

- 1 Have you ever had the opportunity to set vision, goals and developing mission of your school?
- 2 Have .you successful in setting your school vision and goals?
3. How your school improvement plan goal closely align with the national goals?
4. How would the relationship between you and all school community be described?
5. Do you think that your leadership style is effective on areas like delegation of work,
6. Have you ever organized staff development activities in your school? If you have organized professional development program what was the main focus of the program?
7. Do you support practice of new skills, innovation and Creativity?
8. It is obvious that the principals encounter a lot of problems in carrying out leadership functions.Please specify some of the major problems that negatively affect leadership effectiveness and the possible solutions you think.

## **APPENDIX -C**

### **JIMMA UNIVERSITY**

#### **POST GRADUATE PROGRAM**

#### **EDUCATIONAL PLANNING AND MANGEMENT**

#### **IN SCHOOL LEADERSHIP Guide questions for focused group discussion with PTSAs**

The main purpose of this focused group discussion is to gather relevant and pertinent information regarding the principals' leadership effectiveness. Therefore, you as the participant of the discussion are kindly requested to provide the necessary information.

All the information you provided will be confidential and used only for this research purposes

1. Do you think that your principal has been successful in setting your school vision, mission and goals?  
How?

2/. Do you think that you as PTSAs member are actively involved in designing and planning the school strategic and yearly plan?

3. How do you as PTSAs contribute to enhance the school leadership effectiveness?

4. Do you think that your principal has interpersonal communication and relationship with all school community? Can you describe the relationship? How do you judge your principal interpersonal skill?

5. Do you think that your principal is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?

6. Do you think that as PTSAs you have a leadership role? What role do you play to influence the climate of the school in an informal way?

7. What problems does your school principal face in performing his/her tasks as school leader? What solutions do you propose to solve the encountered problems?



## APPENDIX-D

JIMMA UNIVERSITY  
POST GRADUATE PROGRAMME  
EDUCATIONAL PLANNING AND MANGEMENT  
IN SCHOOL LEADERSHIP

Interview questions for education office heads and supervisors. The main purpose of this interview is to gather relevant data to investigate the principals' leadership effectiveness in some selected secondary schools of Kefa zone. The response you provide will have constructive and paramount importance for successful accomplishment of this study, so you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your corporation

Give your responses for the following questions

1. Do you think that school principals' have been successful in setting their school vision, mission and goals? Have you cross checked how closely school goal align with the national goal? What is your role?
2. How would you describe the relationship of school principals within their subordinates and staff as a whole? How do you judge their interpersonal skill? Are they good in producing comprehensive report and report on time? Can you support your response with practical evidence?
3. How do judge school principals in undertaking professional development like staff development activities , encouraging teachers to carry out action research, to use different instructional strategies and skills, arranged experience sharing program (s) among colleagues in their schools ?
4. It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership effectiveness and the possible solutions you think