

**EDUCATIONAL LEADERSHIP DEVELOPMENT
PRACTICES, OPPORTUNITIES AND PROSPECTS IN
WOREDA EDUCATION OFFICES OF BUNOBEDELE ZONE:
LEADERS PERSPECTIVE**



**JIMMA UNIVERSITY
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JIMMA, ETHIOPIA

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I hereby declare that this thesis “*Educational Leadership Development Practices, Opportunities and Prospects in Education Offices of Buno Bedele Zone: Leaders Perspective*” has been carried out by me under the guidance and supervisions of Dr.Mebratu Tafesse and Dr.Desalegn Beyene

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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This is to certify that the thesis entitles “*Educational Leadership Development Practices, Opportunities and Prospects in Education Offices of Buno Bedele Zone: Leaders Perspective*”, submitted to Jimma University for the award of the Degree of Arts in Educational Leadership and is a record of confide research work carried out by Bogale Hambisa under my guidance and supervision.

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Acronyms

CLD	Continuing Leadership Development
EEDR	Ethiopian Education Development Roadmap
HE	Higher Education
KPI	Key Performance Indicators
LDP	Leadership Development Practices
NCSL	National College of School Leadership
OECD	Organizational For Economic Co-operation and Development
WEO	Woreda Education Office

Abstract

The aim of this study was to assess the practice, opportunities and prospects of leadership development in the Woreda Education Offices of Buno Bedele Zone. The descriptive survey was adopted with both qualitative and quantitative research approach. The study population comprised a totalling 111 employees' from selected education offices and 87 employees were sampled for this study. Questionnaires and interview were served as data collection instruments. The data were analyzed using descriptive (mean and standard deviation) and one sample T- test. The analysis was supported by the statistical software Statistical Package for Social Scientists 20 versions. The findings of the study revealed that need assessment, work environment on the job training, on mentoring and feedback were poorly practiced in Woreda education offices of the zone by (M=1.94, SD= 1.05), (M=1.75, SD= 1.03), (M=2.02, SD= 1.05), (M=1.73, SD= .95) and (M=1.96, SD= 1.12). Further one sample T-test analysis was found that need assessment perception difference was $df=87, t=-7.65, p<0.05$, work environment perception difference was $df=87, t=-9.21, p<0.05$, on the job training ,perception difference was $df=87, t=-7.08, p<0.05$, on mentoring perception difference was $df=87, t=-10.17, p<0.05$, and feedback perception difference was $df=87, t=-6.74, p<0.05$, were statistically significant difference among respondents. The study concluded that need assessment, work environment on the job training, on mentoring and feedback were poor in Woreda education offices of the zone. There is an opportunities, challenges and also there are prospects on Woreda education offices of the zone. Finally, the study recommended that Woreda administration and heads of Woreda education offices should incorporate to improve need assessment, work environment, on the job training and feedback in their offices. Leaders of Woreda education offices of the zone should have used all the existing opportunities in achieving their intended objectives and they should have a tactics used to overcome the challenges in their offices.

CHAPTER ONE

1. Introduction

This chapter deals with overall the information of background, statement of the problem, basic research questions, main objective, specific objectives, significance, scope and organization of the study.

1.1. Background of the Study

Different scholars had defined leadership in many ways. Yukl (2002, p 12-13) notes “the definition of leadership was arbitrary and very subjective”. Some definitions emphasize change or moving forward, such as Lip hams (1979, p 15) leadership was defined as “that behavior of an individual which initiates a new structure in interaction within a social system. To Clark (1992), leadership is an activity - an influence process - in which an individual gain the trust and commitment of others and without recourse to formal position or authority, moves the group to the accomplishment of one or more tasks. Leadership involves influence, it occurs among people, those people intentionally desire significance changes and the changes reflect purposes shared by leaders and followers. Bush (2003) summarizes three dimensions of leadership as a basis for developing a working definition. These are leadership as exerting influence, setting values, and inspiring vision.

The term educational leadership and management came into popularity in the twentieth century as a result of growing complexity of education systems and expansion of the role of leaders, giving rise to demands and expectations that necessitated a move from the prevailing organizational culture of status quo maintenance to transformational leadership for improvement, reforms, exhibition of practice, production of best results and accountability. The need for training in educational leadership has thus been widely recognized in the 21st century (Commonwealth Secretariat, 1996) as crucial for effective leadership and successful functioning of educational systems, for building effective institutions and the production of best results.

Leadership development can be considered a strategic priority for contemporary organizations (McCauley, Kanaga, & Lafferty, 2010). This is because skilled leaders are necessary for the effective design and implementation of business strategy (Augier & Teece, 2009), management of follower attitudes and behaviors (Avolio, Gardner, Walumbwa, Luthans, & May, 2004), regulation of team processes and outcomes (Morgeson, DeRue, & Karam, 2010), and overall organizational performance (Waldman, Ramirez, House, & Puranam, 2001). One indicator of the value placed on leadership development is the reaction of stock markets to the appointment (as CEOs) of ex-managers from organizations that are known for systematically developing their leaders (Lehmberg, Rowe, White, & Phillips, 2009). Educational Leadership is Demonstrated capacity to lead, manage and monitor the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning in every classroom in the school (OECD 2008)

Given the widespread perception of the importance of leadership development, it is not surprising that various studies have tried to evaluate the effectiveness of different types of developmental programs and experiences (e.g., the meta-analyses of Burke & Day, 1986; Collins & Holton, 2004; Powell & Yalcin, 2010). These results suggest that individual managers experiencing developmental assignments and participating in various developmental programs including formal training, mentoring, and action learning acquire a variety of managerial skills (Dragoni, Tesluk, Russell, & Oh, 2009; McCauley, Ruderman, Ohlott, & Morrow, 1994). In other words, leadership development practices (LDPs) appear to indeed help individual managers become better leaders, and the relative effectiveness of various LDPs in this regard continues to be explored (Day & Dragoni, 2015). However, to date, the effects of LDPs on organizational performance remain largely unexplored, both theoretically and empirically (Collins & Holton, 2004; Richard, Holton, & Katsioloudes, 2014).

Day (2001: 582) defines leadership development as 'expanding the collective capacity of organizational members to engage effectively in leadership roles and processes'. From an educational perspective (Padgett, 1993), it is generally agreed that leadership development refers to the process by which individuals improve their capabilities through different trainings like, coaching, mentoring, performance management, and learn to perform effectively in

managerial roles. Leadership Development also means that managers (often working in groups, organizations and systems) have to change the way they do things and interact in a changing environment.

According to (Dearly, 1990), Leadership development practices are becoming more complex and important through time. Its complexity of the job, results in burden for school leader's administrative task. In this era of accountability, educational offices are expected to make important decision; this demands the schools to develop their employees by skill, knowledge and experience. Inconsistent, incoherent, lack of practice and research based educational leadership development is major challenge (EEDR 2018-30) so, it is important that the leaders to have the capability to deliver the objectives of the organizational plan, mission, and vision. The internal and external environments of the educational organizations are changing at an ever-faster rate. The community expectations are increasing year by year. The ability of any organization to meet these challenges is directly linked to the skills and capabilities of the people they employ. Therefore, leaders must have a clear understanding of their role and function. They must rethink their historical views and cultivate a new configuration of attitudes skills and knowledge of their employee through leadership development practices the organization's plan for formal and informal development of leaders at all levels to ensure they, individually and collectively, have the essential skills, knowledge, and experience to lead the organization successfully now and in the future organizational culture and leadership are two sides of the same coin, and neither can be understood by itself. Organizational culture influences leaders' ability to effectively lead, and impacts leadership development practices. Likewise, effective leaders must constantly consider their organizational culture when identifying future leaders, developing them, and retaining them in the organization. At organizations with higher levels of leadership development impact, overall cultures are more creative and collaborative. Cultures at lower impact organizations tend to be more competing and controlling (OECD 2009)

Monetary as well as nonmonetary rewards can be used to improve the retention of any leaders, but particular attention needs to be paid to high performers and future leaders. A Taleo Research survey polled working adults over the age of 18 to test some monetary versus nonmonetary reward systems. Salary and bonuses ranked as the top rewards for doing a good job, but promotions and work/life balance were also important. Linking pay to performance can

be a motivator for an employee, but goal alignment helps potential leaders stay focused on what is important to the organization. Recognize excellent performance, and base the upside of bonus potential on the success of both the employee and the company. Another way to retain and motivate future leaders is to involve them in the decision-making process (Taleo Research 2008).

In the case of Ethiopia, an attempt has been made to make the educational leadership system decentralized and professional. As stated in the Education and Training Policy, it encompasses overall and specific objectives, implementation strategies, including formal and informal from kindergarten to higher and special education. Educational leadership will be decentralized to create the necessary condition to expand, enrich and improve the relevance of quality (TGE, 1994). Includes issues of recruitment, selection appointment, compensation, promotion, development. However the ministry of Education attempt to improve the leadership development problem by using different mechanism such as on the job and off the job training, selection, promotion and development the problem is still not resolved and research based. Research based independent higher learning institutions for teacher education and leadership development may help to address the current and future challenges (EER 2018-30). Also different finding stated that leadership development practices were in sufficient and low. The whole leadership development practices process starting from needs assessments, leadership development practice implementation, and strategies in the city Addis Ababa Government Education Bureau were not carried out systematically and in sustainable manner(Ibrahim Dula 2018)

In order to make on organization a better performing place, and provide opportunities and prospects for organizational leaders, leadership development activities become more important especially at educational sectors; as they are the dynamics of change for the society in which they operate. Yet it is a matter of question, how much of these activities are exercised by educational leaders during their daily practices. In this regard, this study aimed to assess the practices, opportunities and prospects of leadership development in the Buno Bedele Zone of Education Office in the path of change and reforms.

1.2. Statement of the Problem

The base of empirical evidence demonstrating impact of leadership training and development on leadership effectiveness is small (Davis *et al.*, 2005) and it does not demonstrate a direct

impact of leadership training and development on organization outcomes. Nevertheless, there is widespread consensus among practitioners, researchers and policymakers that professional training and development have an impact on participants by improving leaders' knowledge, skills and dispositions. This can contribute to more competent and effective leadership behaviours and eventually lead to improvements in teaching and learning (Moorman, 1997; Evans & Mohr, 1999; U.S. Department of Education, 1999; Davis *et al.*, 2005; Darling-Hammond *et al.*, 2007).

A more appropriate view is that leadership development should be ongoing, in tune with the contemporary interest in lifelong learning. Pre service preparation needs to be followed by an effective induction programme, to facilitate organizational socialization (Crow 2004). Subsequently, appropriate ongoing development opportunities should be made available to leaders so that they can update their knowledge and refine their leadership skills. The best example of continuing leadership development (CLD) is that provided by the NCSL, whose Leadership Development Framework (NCSL2001) outlines five stages of provision from middle leaders to consultant headship.

In developing countries, however, funding is rarely sufficient to underpin preparation and training for all educational leaders. In such circumstances, it makes sense to deploy the limited resources on principals. Bush and Oduro (2006) advocate focusing on in-service development because it targets funding on people who are already holding the position rather than those who may do so at some point in the future. This stance is taken in Botswana, where head teachers may apply for training only after they have been in post for a minimum of two years (Pheko, 2008). The role of educational leadership is very essential and hence it is non - negotiable as it is one of the major factors that identify successful educational organizations from unsuccessful ones. The educational leadership faces many problems as it is operating in affinity complex environment. In this respect, Mauriel (1989) argued that educational leaders inevitably find themselves facing many challenges, uncertainties and ambiguities in their education practice and management.

In Ethiopia the capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analyzing and managing educational information at all levels of the system. In strategic planning and management, policy making, implementation, monitoring and evaluation hamper the education system. In the same way there is a problem of

planning, leading, monitoring and evaluation which is resulted from weak leadership capacity, limited managerial capacities of educational authorities at the zone, Woreda and school levels (Buno woreda zone education office 2019). The education leadership and management overwhelmed by routine tasks rather than focusing on strategizing organization core mission, and the selection and appointment process is, competitive and merit base(EERM, 2018).

Leaders and managers of educational institutions were nominated or appointed without any competitive process. Lack of objective criteria, absence of transparency in selection and appointment based on competitive and merit erode professionalism and democratization. Inconsistent, incoherent, lack of practice and research based educational leadership development is major challenge (EERM, 2018).

Professionalizing leadership and management is necessary for efficiency and effectiveness. Continuous training and leadership development is needed. The leadership and management recruitment, selection and appointment have to be based on transparent and objective criteria/key performance indicators/KPI. Alternative accreditation pathway linking leadership preparation, research, teaching and policy to challenge universities to refine their curriculum, thereby making it mirror the world of work, but also create a greater alignment among the various functions of academia including research, teaching, and service. Research institutions for teacher education and leadership development may help to address the current and future challenges. Moreover, the leadership through merit, knowledge and skill, competency based assignment. Continuous professional development and incentive schemes need to be in place for leadership at all levels. The benchmarking experiences suggest specialized institutes for leadership and teacher education (EERM, 2018). There is now increasing recognition that leadership development is an ongoing process, beginning with middle managers, progressing through pre-service preparation for leaders, and followed by induction and in-service development. Developing better career prospects for leaders can make the profession more attractive to future applicants, increase the motivation of serving organizational leaders on the job and bring benefits to the system by using Educational leaders' knowledge and skills in advisory, consultant or coordination activities (OECD, 2008).

However, previous local studies conducted by different researchers indicate that leaders are lacking the necessary professional qualities. For instance, Afework (2015) he found that 'educational leaders have no adequate knowledge and skill on recent leadership theories and

practices. Oumer and Kejela (2017) also concluded from their study that had a narrow view of educational leader on leadership orientation. Wondemetegn (2017) also explicated that leaders', Leadership, coordination and management capacity and their planning and implementation skills at institutional level remain weak. However, from researcher's own experience of elementary school as a principal for the past two years in the Buno Bedele Zone and from observation at different educational conferences and during performance evaluation the Buno Bedele Zone Woreda Education Office are faced problems in leadership development practices, opportunities and prospects. As well as there was a gap on encouraging leaders to develop their capacity, knowledge and skills by their own activities. However Woreda Education Office of Buno Bedele Zone are tried to give different on job and off job training but still there are a gap on giving sufficient training and career structure, adequate salaries and working condition, enhancing the quality and sustainability of organizational leadership and the leadership development practice and opportunities are yet remains. So this study different from previous research by methodology, variables, statical tool and study cite. There is a limitation of studies regarding to this title and even those few research conducted before were not focused on opportunities and prospects of leadership development. So this research has its own contribution in fill the research restraint and focusing on opportunities and prospects of leadership development in addition practice. Therefore, the researcher is interested to make analysis on leadership development Practices, Opportunities and Prospects of the Woreda Education Office of Buno Bedele Zone.

1.3. Research Questions

Thus the research focused on answering the following basic questions:

1. To what extent leadership development is effectively practiced in Woreda Education Offices of Buno Bedele Zone?
2. What opportunities and prospects are there to develop leaders in Woreda Education Offices of Buno Bedele Zone?
3. What strategies have been used to develop leaders in Woreda Education Offices of Buno Bedele Zone?
4. What are the major challenges which affect the leadership development practices in Woreda Education Offices of Buno Bedele Zone?

1.4. Objectives

1.4.1. General Objectives

The main objectives of the thesis are to assess the practice, opportunities and prospects of leadership development in the Woreda Education Office of Buno Bedele Zone.

1.4.2. Specific Objectives

The specific objectives of the thesis are:

1. To identify the extent to which the practice of leadership development is effective in the Woreda Education Offices of Bun Bedele Zone
2. To assess the opportunities and prospects of leadership development in Woreda Education Office of Buno Bedele Zone
3. To identify the strategies used to practice leadership development in Woreda education office of Buno Bedele Zone.
4. To assess the challenges to practice leadership development in Woreda education office of Buno Bedele Zone.

1.5. Significance of the study

The study was concerned with the practice, opportunities and prospects of Leadership development in Woreda Education Office of Buno Bedele Zone. The result of the study will help the following stake holders in the educational system in the Buno Bedele Zone Woreda Education Bureau. The researcher himself has an opportunity to develop experience in practices of Leadership development It would also expected that researchers and students of educational leadership out of it for further studies. Leaders of education institutions get some ideas on how to practices leadership development, the opportunities it has, and the prospects of leadership development.

1.6. Delimitation of the Study

This research more conclusive and it was carried out at Woreda Education Office of Buno Bedele Zone. However, because of finical problem and time constraint, it is delimited to study educational Leadership Development practice, opportunities and prospects of Woreda Education Office of Buno Bedele Zone. More over as mentioned earlier this study focused on investigating participation of Woreda education experts, Zonal education experts, Woreda education head and Zonal education head in planning practicing, providing opportunities and

prospects of leadership development for better achievement of leaders in Woreda Education Office of Buno Bedele Zone. The study included five Woreda Education Offices namely, Chora Kumbabe, Bedele village, Bedele town, Dega, Mako and Buno Bedele Zone. Other zone and Woreda education offices were not included.

1.7. Limitation of the Study

This study has some limitations such as inadequate budget and challenges concerning with the pandemic (COVID-19) to collect data easily. Also challenge to handle with the technicality of the data analysis tools like Statistical Package for Social Sciences (SPSS) this is due to the researcher have no enough experience by working with this data analysis tools before. Another, there is also some difficulties in getting the employees responses to the survey questions because of their workload and responsibility they have.

Having these things in mind the researcher was collected the data by using protections tools of COVID-19 like mask, sanitizer and keeping distance that stated by WHO standard. Also the researcher was handled with the technicality of data analysis tools by asking experienced researchers and trying to work with this SPSS by taking a long time. Regarding the workload of the respondents the researcher was resolved the limitation by frequently goes to the Woreda education offices of the zone, so they couldn't affect the result of the study.

1.8. Operational Definitions of key terms

Leadership:- is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

Leader development: Leader development is that part of leadership development that focuses on developing a person with the attending characteristics that enhance leadership.

Leadership development: refers to the process from which managers learn and improve their skills not only to benefit themselves but also their organization and their employee (Merriam Webster Dictionary).

Educational expert: a person with extensive knowledge based on experience or occupation.

Opportunities: a good chance for advancement or progress (Merriam-Webster Dictionary).

1.9. Organizational of the Study

The study is organized in to five chapters where chapter one deals with introduction and background of the study, Statement of the problem, objective , basic research questions, specific objectives of the study, significance of the study, delimitation limitation and definition of key terms. Chapter two deals with the related review of literature, conceptual frame work and theoretical framework while chapter three concerned with the research design and methodology. Chapter four is about presentation, analysis and interpretation of the data and chapter five deals with a summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains literature review, review, empirical review and conceptual framework which deals with referring different written materials and documents related to the study. Theories associated to the purpose of this research were presented. Several theorists who belong to this school of thoughts and empirical review were stated under this chapter

2.1. Leadership Development Theory

2.1.1. Traditional Leader Theory

Historically, organizations have operated in a top-down leadership style: That is, senior executives gave orders and workers followed them (Hickman, 1998). Organizational hierarchies were built to encourage centralized decision making, and communication occurred through layered departmental structures. This type of leadership by centralizing authority and information helped managers differentiate talents and functions (Toregas, 2002) Current challenges, such as expansions, downsizing, and a global economy, have forced organizations to examine the traditional leadership approach (Yukl, 2002). Organizations are now shifting from traditional hierarchal leadership to various forms of open networks comprised of people who work together closely to achieve interrelated goals (Hickman, 1998). This new model of leadership focuses on the value of people and recognizes everyone involved in an organization can contribute to and help mold the vision of the company (Bowen and Ostroff, 2004).Corporations have been becoming less hierarchical and more collaborative and have required that responsibility and initiative be distributed more widely. It is now possible for large groups of people to coordinate their actions, not just by bringing lots of information to a few centralized places but also by bringing lots of information to lots of places through ever-growing networks within and beyond the firm (Ancona, Malone, Orlikowski, andSenge, 2007)

2.1.2. Charismatic Leader Theory

Sociologists, political historians, and political scientists have widely accepted the theory of charismatic leadership (Choi, 2006). Originally advanced by Weber (1947), charismatic leadership is effective and lends itself to many other leadership styles and it can manifest itself

in two different forms: (a) personalized leadership and (b) socialized leadership (Howell and Shamir, 2005).

2.1.3. Transactional Leadership Theory

Transactional leadership theory suggests that leaders use simple organizational frameworks to tell subordinates what to do and what rewards they get for following orders. Transactional leadership's use of rewards can be effective in routine situations and lead to high performance and follower satisfaction. In this relationship, —the leader provides a benefit by directing the group toward desirable results. In return, the followers provide the leader with status, the privileges of authority, influence, and prestige (Bass, 1997). Burns (1978) suggested that although transactional leadership has its place, it can also be very limiting: A leadership act took place, but it was not one that binds leader and follower together in a mutual and continuing pursuit of a higher purpose. Bass (1985) argued that transactional leadership works as long as the leader is —a rational and economic being. For example, when workers complete an important job assignment on time and under budget, the transactional leader may reward workers monetarily, but if a deadline is missed or a project goes over budget, then the leader may make it very uncomfortable for workers (Bass, 1997). They reward people who follow orders and reprimand people who do not follow orders. It is important for organizations to recognize this type of leadership and understand that it will yield only short-term gains and cannot be used long term.

2.1.4. Transformational Leadership Theory

Burns introduced the theory of transformational leadership in 1978 and suggested that leaders and followers engage in a social exchange in order to reach a desired goal. Burns (1978) defined transformational leadership as a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Burns added to his definition and stated that a transformational leader is someone who elevates followers and him or herself to a higher level of motivation and morality. The transformational leader also recognizes the need for a potential follower, but he or she goes further, seeking to satisfy higher needs...to engage the full person of the follower (Bass, 1990,). Smith, Montagno, and Kuzmen summed up the characteristics of a transformational leader in 2004. Transformational leadership

occurs when a leader inspires followers to share a vision, empowers them to achieve the vision, and provides the resources necessary for developing their personal potential.

Other researchers (Bass 1985; Bennis and Nanus, 1985) pointed out that transformational leadership goes beyond individual needs and focuses on a common purpose, intrinsic rewards, and developing commitment with the followers. Bass (1990) described a transformational leader as —someone who shows charisma by demonstrating complete faith in a co-worker, encourages inspiration through high performance expectations, is intellectually stimulating with creative and innovative problem-solving abilities, and provides individualized consideration by offering needed personal attention.

Geroy, Bray, and Venneberg (2005) suggested that transformational leaders have an internal locus of control that allows them to lead through change, and this ability enables them to handle stress better than transactional leaders: —Transformational leaders lead by motivating others and by appealing to higher ideals and moral values (Mason and Wetherbee, 2004). Therefore becoming a transformational leader is a process that does not happen overnight, and developing a Leadership that produces transformational leaders is something that takes time, planning, research, and an organization’s long-term commitment to developing its people need guidelines and training.

2.2. Concepts of Leadership and Leadership Development

2.2.1. Leadership

Coming up with a universal definition of leadership in exact terms is a difficult task and the term „leadership“ has been given divergent meanings and definitions in various academic fields. According to Stogdill (1974), “there are almost as many definitions of leadership as there are persons who have attempted to define the concept”. (Stogdill R. M., 1974:259) One study based on a review of literature uncovered over 90 variables that may comprise the whole of leadership. (Winston and Patterson, 2006) In the words of Karmel (1978): “It is consequently very difficult to settle on a single definition of leadership that is general enough to accommodate these many meanings and specific enough to serve as an operational variable”. (Karmel, 1978: 476) Janda (1960:358) understood leadership in relational terms and defined the term as a “particular type of power relationship characterized by a group member’s perception that another group member has the right to prescribe behaviour patterns for the

former regarding his activity as a group member”. Similarly, Tanenbaum et al (1961) and Hersey and Blanchard (1977) acknowledged the relationship but went further by elaborating on the process and intended results of leadership. For them, leadership is “interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals”. (Tannenbaum, Wechsler, and Massarik, 1961:24)(Hersey and Blanchard, 1977) on the other hand, other authors accorded more weight to the context for leadership. For instance, Stogdill (1974:411) conceptualized leadership in terms of its structural context as “the initiation and maintenance of structure in expectation and interaction”. Bass (1985) also came up with a similar definition incorporating the group context for leadership, but focused on distinguishing between leaders and others. For him: “*Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people’s acts affect them*”. (Bass B. 1985:16) The group as the setting is also reflected by Rauch and Behling (1984) for whom leadership is “the process of influencing the activities of an organized group toward goal achievement” (Rauch and Behling, 1984: 46). within the plethora of definitions of leadership competing for attention, one can detect a few shared elements. One such element incorporated in most definitions of leadership is the conception of leadership as a process through which one person exerts intentional influence over other people to guide, structure, and facilitate activities and relationships in a group or organization. Similarly, the identification of the person exerting influence, or the leader, and another person or group on the receiving end of such influence permeates almost all of these definitions. Finally, leadership is, for the most part, conceived as an intentional process of interaction between the leader and the followers.

2.2.2. Leader and Leadership Development

Leader development can be defined as “*the expansion of a person’s capacity to be effective in leadership roles and processes*”. (McCauley, Velsor, & Ruderman, 2010:3) This is about developing the individual in terms of inculcating or enhancing the attitudes, information, skills and attributes that would enhance her or his effectiveness as a leader in the future. In this context, the core issue is how to go about developing leaders. Leadership development, on the other hand, is a broader concept “*the expansion of a collective’s capacity to produce direction, alignment, and commitment*”. (McCauley, Velsor, and Ruderman, 2010:20)

Understood as such, leadership development has faced some basic challenges in recent times. According to one study, the current challenges include a changing environment that is “more complex, volatile, and unpredictable” with corresponding demands on the skills necessary for leadership while the methods for leadership development have not changed in par (Petrie, 2014:5). In addition, there is evidence to show that the future holds grimmer and more complex challenges to the field of leadership development.

Accordingly, the concept and practice of leadership development constitute one of the key areas of concern for all organizations thereby prompting the need for a context specific examination of current understanding and practices as well as their efficacy in achieving organizational objectives and goals. This, in turn, would require examining the theory and practice in the literature to draw relevant lessons and, if possible, identify applicable standards for the assessment of existing practice and guiding future development within specific organizational contexts. Such an endeavor would have to start with the general theories and styles of leadership covered in the subsequent section.

2.2.3. Rationale for Leadership Development

Recent studies on leadership focus on examining leadership and abilities in education reform context and some of the impacts of educational leadership on the effectiveness of the institutions. Leadership development is credible in several places. In Asia, Australia, Europe and North America and it is widely organized (Huber, 2003). It means that leadership development becomes a key focus in educational Government and management at all levels of education.

Educational leaders require to develop leadership and management skills in order to provide high-quality learning experience to students. Leadership development is necessary for all educational leaders who are primary keys for organizational success. In addition, due to the reason that the ultimate goal of educational leaders is to provide quality learning and teaching in order to enhance student outcomes, this tenet requires persistently guiding the framework and content of leadership preparation and development (Dimmock, 2012). In turn, high achievements of student learning are derived from good teaching and professional development which both depend on effective leadership (Bush, 2010). It means that leadership development should place an emphasis on developing the knowledge and skills of leaders.

2.2.4. Leadership Development Practices

In order select which developmental activities are perceived as more effective and preferable based on through literature review on leadership development, the practice have been divided into cluster. It suggests that there are three main clusters of leadership development practices: Challenges, Relationships and Training. The challenges cluster is further divided into short or longer-term job rotation assignments across function or unit, shorter or longer-term assignments across border, and change management through start up or reorganization. Development through Relation is delivered in the shape of coaching, mentoring relationships, feedback from the boss and from multiple sources (360 degree feedback). Training is further broken down to action learning projects and other types of training.

2.2.4.1. Relationships with Others and Feedback

According to the leadership development activities described above, relationships with others and feedback is acting as a bridge between on-the-job experiences and formal learning programs. This cluster of developmental practices includes all kinds of sources, formal and qualitative as well as more formal and quantitative such as a 360-feedback process. The essence of this category is that it provides skills with a different perspective of how well or poorly they are doing and helps to identify behavioural changes needed to continue their development process (Oliver et al. 2009). Relationships programs typically include coaching, mentoring by the superiors or consultants. Other types of developmental practices in this cluster are relationships with the boss and 360-degree feedback.

2.2.4.2. Coaching

While decades ago coaching was perceived as professional embarrassment, a signal that something was wrong with a person, now it is a perk, indicating that a person is on the fast track to the executive floor and many new organization have sprung up to offer coaching services. Leadership coaching became a tool for leadership development over the last decade, when the growth in coaches, coaching programs and literature, accelerated (Ely et al. 2010). Leadership coaching is in essence a relationship between a coach and a client, who is in need of facilitation to become a more effective leader (Ely et al. 2010). According to Hall, Otazo and Hollenbeck (1999) coaching fills a gap, left by 360 feedback and training courses, with guidance. 360-degree feedback is often used to 'diagnose' developmental needs and

collects data on areas to be addressed in coaching meetings. Coaching, as well as mentoring, is different from other developmental activities in a way that it focuses on individuals 'needs, characteristics and is tailored around a specific organizational setting (Ely et al.2010). In addition, coaching is used as an effective way to support learning from challenging tasks (Oliver et al. 2009). Usually only higher-level managers are provided with an opportunity to receive coaching by internal or external consultants, perhaps due to high costs of coaching (Yukl, 2006).Internal coaches are beneficial when there is a critical need for knowledge of corporate culture and internal politics, and when personal trust and comfort are desired. External coaches are preferable in situations when there is a need for extreme confidentiality, broad business experience or extreme objectivity, in other words "to speak the unspeakable" (Hallet al. 1999).

2.2.4.3. Mentoring

Mentoring is a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor. Research on mentorship proposes two distinct functions for a protégé: psychosocial and career facilitation functions. The psychosocial function refers to acceptance, encouragement, coaching and counseling. The career facilitation function takes the form of sponsorship, protection, challenging assignments, exposure and visibility. Numerous studies show that mentoring results in more career advancement and success of the protégé (Yukl, 2006).The benefits associated with mentoring relationship include facilitation of adjustment and learning, stress reduction during relocation across borders or units, and promotion to the first managerial position or during the times of reorganization or downsizing. Interestingly, mentoring relationship brings mutual benefits, therefore mentors also benefit from the experience: their job satisfaction is likely to improve, as well as their own leadership skills (Yukl, 2006).the difference between formal and informal mentoring is that the former occurs between assigned pairs, and in the latter, senior executive or a protégé are free to approach each other to initiate mentoring relationship (Yukl, 2006). Also, informal mentoring is voluntary, which might be a reason for informal mentoring being more effective (Noel et al. 1988).

2.2.4.4.360-Degree Feedback

Behavioural feedback from multiple sources has many names, including “multilateral feedback” and “360-degree feedback”, and is primarily aimed at assessing strengths and identifying developmental needs of the managers. Feedback is collected by structured questionnaires filled out by managers themselves, their subordinates, peers, superiors and often clients. The report is produced to compare the self-ratings to ratings by others as well as to the norms for other managers. Typically, significantly overrated self-ratings and ratings by others below the norm are an indication of a potential developmental need. In order for a manager to get the most out of feedback, they should be provided with aids to interpret it, followed by a one-on-one meeting with a facilitator and if possible, attendance at a workshop with a group of managers and a facilitator to help interpret their feedback reports (Yukl 2006).

Given the reluctance of managers to seek honest feedback and the tendency to reject the feedback that is inconsistent with self-perceptions, Kets de Varies et al. (2007) suggest that properly designed 360 feedback questionnaires can be very useful. They can launch an introspective journey and provide a useful way to initiate changes for developmental needs.

2.2.4.5. Formal Training

The last cluster of developmental practices is formal training. Effective formal training takes into account learning theory, specific learning objectives, characteristics of the trainees and organization’s strategic objectives. External training of leadership skills is provided through universities or consultancy firms, where trainees come from different organizations. Such training can be also used as a comparison against other managers from other firms and used to build confidence. Also, courses can serve as a networking medium, a forum for trading tips, and sharing problem-solving methods (Lombardo and Eichinger 1989). Internal training is provided by in-house training centres for participants from all parts of an organization. There appears to be relatively little research on the effectiveness of formal training. The most prevalent formal techniques for enhancing leadership skills are action learning projects, behaviour role modelling, case discussions, business games and simulations (Yukl 2006). These techniques can be provided both by internal and external training centres. Although formal training is often used as an auxiliary tool to development of a leader, it is important to get this element right. In most of the formal training activities trainers act as facilitators and provide feedback, which helps trainees to gain introspection (Adair 2006).

2.2.5.5. Action Learning Projects

Action learning projects combine formal management training with learning from experience. Revans, considered the ‘father’ of action learning, defines it as “a means of development, intellectual, emotional or physical that requires its subjects, through responsible involvement in some real, complex and stressful problem, to achieve intended change to improve their observable behaviour...” (Revans 1982). Typically, action learning program takes several months to complete and individually or in teams, trainees conduct field projects on solving complex organizational problems requiring application of skills learned in the formal seminar sessions. Action learning projects are typically designed to develop cognitive and interpersonal skills rather than technical knowledge. Periodical meetings are facilitated by a trained professional who leads the discussion, and analysis of lessons learned from the experiences. Optimally the teams are composed of people from different professional backgrounds to allow exposure of diverse perspectives. While generally action learning is part of formal training, it can be linked to real organizational problems and a manager can seek help of mentors and other colleagues to find solutions. However, the impact of action learning projects on leadership skills development highly depends on the project, its scope, the team and the coaching provided. Commonly the projects that do not pose significant challenges are unlikely believed to provide much learning of leadership skills (Yukl 2006)

2.2.5.6. Other Forms of Formal Training

Another kind of training, behaviour role modelling, incorporates two methods, namely demonstration and role playing, and is also typically aimed at enhancing interpersonal skills. Behaviour role modelling has its roots in social learning theory, which posits that learning occurs via observation, imitation, and modelling (Bandura 1986). Training takes place in small groups and starts with demonstration of handling a particular interpersonal situation. Subsequently, the trainer explains the learning points and the trainees participate in a role-play to practice applying the learning points. After the enactment, which is often videotaped, the trainer and other trainees provide feedback to obtain guidance and encouragement. Such training appears to be useful for certain behaviours that are crucial in certain situations. It is important to ensure that trainees understand the general principles upon which the learning points are based to avoid rigid, arbitrary learning (Yukl 2006).

Case discussions are aimed at developing decision-making, analytical and management skills through analyzing detailed descriptions of actual business situations in organizations. Trainees are often divided into small groups and asked to discuss the situations and present recommendations based on their findings. Consequently, the proposed recommendations are evaluated and compared to the actual proceedings of the actual actions taken by the organization in question. Through case discussions trainees' gain broader understanding of situations that managers often face and effective managerial behaviour (Yukl 2006). In business games and simulations, similarly like in cases, trainees are given the task to analyze complex problems and make decisions. However, the stakes are higher in business games, because the losers of the game have to deal with consequences of their resolutions. Business games are used to practice interpersonal, analytical and decision-making skills, assess training needs or trainees' mental models. The games usually require participants to make decisions, individually or in groups, on pricing, advertising, production, or capital investment among others. After the game or the simulation observers provide trainees with feedback on their individual and group performance (Yukl 2006).

2.2.5.7. Leadership Development Needs Assessment

Unless leadership development needs can be observed and articulated there can be no effective demand for leadership development Gibb, (2006). This indicates organizations should give due attention to the assessment of the needs identifying whether they are training needs or non-training needs to meet the present and future needs. There are different approaches to carry out the leadership development needs assessment in an organization. As mentioned in Sinha, (2009) "there are two approaches to carry out a training need assessment that is proactive and reactive". The practice of proactive leadership development need assessment is according to dictionary of human resource and personnel management "taking the initiatives in doing something in advance" Black (2006). So, in the organization to assess the needs proactively means taking the initiatives in doing leadership practices to maximize the objectives of the programs. On the contemporary, every leadership development practitioner can gather the relevant information about the needs of management development in the organization by using reactive approaches in the organization that indicates when the problems happened and reacting to them.

2.2.5. Strategies in Leadership Development

According to Griener (1967), for the organization change, there are various ways in which to drive the change process. Depending upon the type of business, the organization, the age of the enterprise and the average age of its employee, the management has to decide which strategy should be applied to get the best results.

2.2.6.1. Directive Strategies

This strategy highlights the manager's right to manage change and the use of authority to impose change with little or no involvement of other people. The advantage of the directive approach is that change can be undertaken quickly. However, the disadvantage of this approach is that it does not take into consideration the views or feelings of those involved in, or affected by, the imposed change. This approach may lead to valuable information and ideas being missed and there is usually strong resentment from staff when changes are imposed rather than discussed and agreed.

2.2.6.2. Expert Strategies

This approach sees the management of change as a problem-solving process that needs to be resolved by an 'expert'. This approach is mainly applied to more technical problems, such as the introduction of a new, leaner management system, and will normally be led by as specialist project team or senior manager. There is likely to be little involvement with those affected by the change. The advantages to utilizing this strategy are that experts play a major role in the solution and the solution can be implemented quickly as a small number of 'experts' are involved. Again, there are some issues in relation to this strategy as those affected may have different views than those of the expert and may not appreciate the solution being imposed or the outcomes of the changes made.

2.2.6.3. Negotiating Strategies

Senior managers must also accept that adjustments and concessions may need to be made in order to implement change. This approach acknowledges that those affected by change have the right to have a say in what changes are made, how they are implemented and the expected outcomes. The disadvantage to this approach is that it takes more time to effect change, the outcomes cannot be predicted and the changes made may not fulfil the total expectations of the

managers affecting the change. The advantage is that individuals will feel involved in the change and be more supportive of the changes made.

2.2.6.4. Educative Strategies

This approach involves changing people's values and beliefs - 'winning hearts and minds', in order for them to fully support the changes being made and move toward the development of a shared set of organizational values which individuals are willing, and able to support. A mixture of activities will be used: advice; education; training and selection, led by consultants, specialists and in-house experts. Again, the disadvantage of this approach is that it takes longer to implement. The advantage is that individuals within the organization will have positive commitment to the changes being made.

2.2.6.5. Participative Strategies

This strategy stresses the full involvement of all of those involved in, and affected by, the anticipated changes. Although driven by senior managers, the process will be less management-dominated and driven more by groups or individuals within the organization. The views of all will be taken into account before changes are made. Outside consultants and experts can be used to facilitate the process but they will not make any decisions as to the outcomes. The main disadvantages of this process are the length of time taken before any changes are made. It can be costlier due to the number of meetings that take place, the payment of consultants/experts over a longer time period and the outcomes cannot be predicted. However, the benefits of this approach are that any changes made are more likely to be supported due to the involvement of all those affected, the commitment of individuals and groups within the organization will increase as those individuals and groups feel ownership over the changes being implemented. The organization and individuals also have the opportunity to learn from this experience and will know more about the organization and how it functions, thus increasing their skills, knowledge and effectiveness and therefore the individuals' value to the organization. These change strategies are not mutually exclusive and a range of strategies can be employed to effect change. Part of the skill of effective change management is to recognize what strategy or strategies to employ, when, where and how to use it or use them. Other issues such as health and safety, accessibility and union representation may also need to be taken into consideration when deciding what strategy to adopt.

2.2.7. Challenges in Leadership Development

According to Elizabeth Wistrom, 2010 leadership development entails developing leadership abilities and attitudes of individuals. The key challenges leadership development faces include dealing with unfamiliar responsibilities, handling accountability, managing diversity, and effecting trade-offs.

2.2.7.1. Dealing with Unfamiliar Responsibilities

The primary challenges leadership development face includes new leaders equipping themselves with the necessary leadership skills and handling unfamiliar responsibilities. Peter's Principle holds people tend to rise to their level of incompetence. Most organizations reward key performers with promotions, and as such those promoted as leaders would invariably be top functional performers. The problem arises when good performers excelling in their technical or functional area do not have the skills required to become good leaders. Leadership requires specific skill sets such as people management skills, communication skills, tactfulness, decisiveness, empathy, pro activity, time management, and the like.

Leadership also entails additional responsibilities such as coordinating the team effort, carrying along non-performers, speaking for the team, motivating team members, and other unfamiliar tasks. The leader would also have to collaborate across functions and business units, and influence people in other departments or external agencies. All these may be alien to an otherwise competent technical professional. The key to success as a leader lies in making a determined effort to inculcate the required new skills and practice into familiarity the new responsibilities. Eagerness to learn and remaining open to feedback and positive criticisms without feeling threatened by subordinates' help overcome these challenges leadership development face.

2.2.7.2. Dealing with Diversity

Managing diversity is an important leadership development challenges. A diverse workforce is inevitable in an increasingly globalized economy, and this raise the challenge of interacting with people of other cultures, gender, background and the like for the leader. The successful leader inculcates diversity awareness and sensitivity to different cultures and people. People from different cultures have different outlooks, orientations, and expectations, and the onus is

on the leader to reconcile these disparities and persuade people of different backgrounds to work together to facilitate organizational interests.

2.2.7.3. Managing Trade-Offs

Developing the ability to effect trade-offs between conflicting interests ranks among the major challenges leadership development face. The trade-offs pertain to issues such as reconciling individual interests of subordinates and organizational goals, resisting the temptations for short-term gain and fame for long-term benefits and power, balancing corporate profitability with ethical standards, and the like. Leaders, who cultivate the art of making such trade-offs effectively and in a time bound manner overcome a major challenge of leadership development,.

The importance of leadership development for organizations stems from the fact that almost eighty percent of problems experienced in any organization are people-related. With the importance of human resources rising and organizations competing for talent, developing leaders to manage the existing talent has become more important than ever before. Good leaders ensure solutions to such problems and help drive the bottom line.

In some countries, leadership development is seen as a lifelong learning process, related to the continuum of school leadership. Leaders need formal and informal support processes throughout the different stages in their career, with particular support when important changes occur. This support can be aligned with a leadership framework that has been developed through an open, rigorous and objective process. Leadership development provision should be part of a larger, ongoing and coherent set of experiences for career-long personal growth and professional skill enhancement, and should be available during and suited to the three different stages of a leader's career (OECD, 2009).

2.2.8. Opportunities and Prospects of leadership development

In some countries, leadership development is seen as a lifelong learning process, related to the continuum of school leadership. Leaders need formal and informal support processes throughout the different stages in their career, with particular support when important changes occur. This support can be aligned with a leadership framework that has been developed through an open, rigorous and objective process. Leadership development provision should be part of a larger, ongoing and coherent set of experiences for career-long personal growth and

professional skill enhancement, and should be available during and suited to the three different stages of a leader's career (OECD 2009).

2.2.3. Empirical Review

According to Ashly (H., 2011) study conducted on the leadership development in the public, private and not-for-profit sectors and assesses the extent that they constitute distinctive contexts for leadership approaches and practices. The results of an empirical survey issued that charismatic and transformational approaches do not appear to discriminate effectively between private and public sector leadership. However, interpretation of the data strongly suggests that leadership theories and practices should be more flexible to the sectoral contexts. Private sector models of leadership development superficially appear to be adequate in so far as they share substantial commonality with the public and not-for-profit sectors in their development practices.

As Tewoldebrhan (2018), research carried out on Practice and Challenges of Leadership Development in Military Higher Education. This study used descriptive research type of design incorporating both quantitative and qualitative approach. The study identified low levels of frequencies in reference to visionary leadership; charismatic leadership and delegation and there were limited focuses on leadership development, lack of long term leadership development plans, lack of performance standards for leadership development, and lack of clear guidance on leadership development.

Kelley-Jean (2011), by his study on transformational classroom leadership: adding a new piece of fabric to the educational leadership quilt, The major findings from the first research question regarding effective leadership practices within the classroom are that learning is lifelong and the goal of teaching should be to build autonomous students. Major findings that arose from research question such as: reflection, collaboration, and administrative influences. All three of these findings relate to effective leadership training within the classroom. These beliefs of collaboration and involvement have been corroborated as well throughout this current study s literature review and study findings with regard to the teacher leaders in this research project. The PAR process ties directly into the program objectives of the doctoral program as well.

MihreteabJovanni (2014), by his research on instructional leadership effectiveness of secondary school principals and its challenges in Mekkele town of Tigray region, He was revealed that,

the effectiveness of principals in the areas of motivating teachers, creating conducive climate, implementing and improving curriculum were below average. On the other hand, the role of the school principals in the areas of school based supervision and delegation was moderately effective. Finally, recommendations were drawn based on the findings. Continuous training for principals, knowledgeable teachers should be assigned and no political interference in the schools were some of the recommendations forwarded. Moreover, suggestions were forwarded to alleviate/solve the factors that hinder the practices of school principals in the schools.

As Girma Mekuria (2018), by his study on leadership development in Ethiopia's public universities: policy, practices, and challenges. In contrast, the role mix conflicts, lack of novelty, lack of clear goal, lack of commitments, the emerging invisible rules domination over legal rules, and the growing conflicts of personal interest against the collective interest are the sources of challenges that require immediate alteration. Transforming the emerging challenges into developmental challenges are gaining through deriving the expansion processes of setting goals, aligning the academic task and competencies, and subsuming individual interest in collectives' interest towards institutional goal. In sum, the legislative policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of academic leadership development partially support the on-going academic leadership development practices in Ethiopia's public university context.

Habtamu Disasa (2017), he conducted study on Indigenous Knowledge and Practices of Leader and Leadership Development in the Gadaa System of Borana Oromo Community of Ethiopia. The findings show that leader and leadership development is a lifelong process where individuals are made to develop general gifts of leadership and learn knowledge, skills, and attitudes of leadership both individually and in groups before they assume power. Knowledge and practices of leadership development is ingrained into the belief and value system of the community. The very objective of leader and leadership development is to maintain culture, peace, wealth, health and security of the community. The process has seven major progressive periods of development: care and support, preliminary service, initial team building, team building and teamwork exercise, leadership service, being educator and law makers, and spiritual devotion. Parents, lawmen, Abba Gadaa men, peer members, elders, religious leaders, and the community at large educate the prospective leaders about history, cultural values,

religion, socio-political structure, ritual performances, and geography using different development strategies.

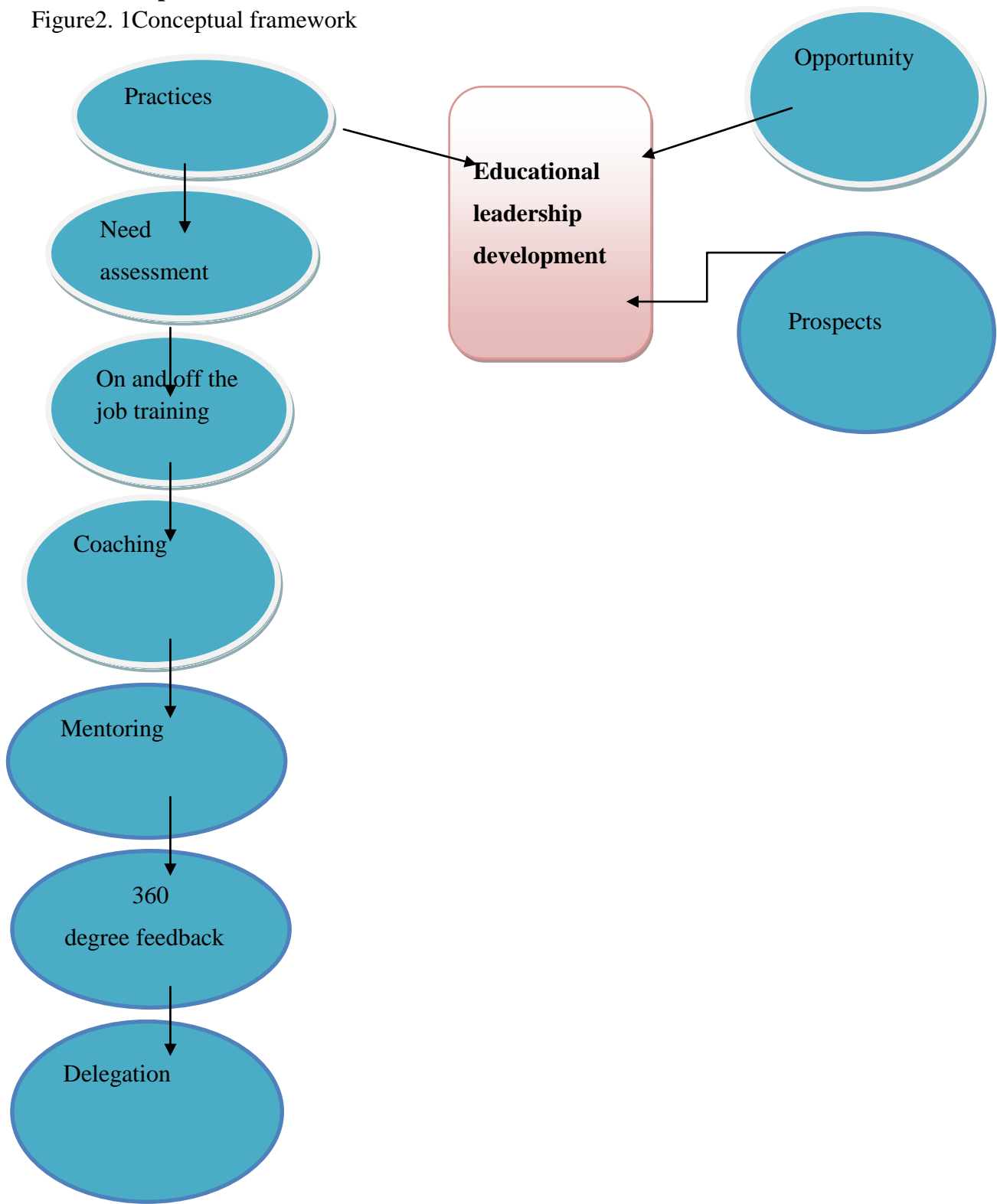
Ibrahim Dual (2018), he carried out on practices and challenges of leadership development in Addis Ababa city government education bureau. In this study both qualitative and quantitative method were employed in order to reach to the results. The data were collected using a questionnaire and interview. The finding shows leadership development practice in identifying the need assessment of employee based on their working environment and individuals were not properly implemented, leadership development practice activities on challenging developmental assignment, relationship with boss, and formal training implementation were insufficient. Finally, it was recommended that the Education Bureau would plan a systematic individual and organizational leadership development gap analysis at different level using the appropriate methods by taking the given context in to consideration, form a concerned leadership development department to further strengthen the existing leadership development practices, and identify the leadership development skill gaps of the leaders help to plan and conduct efficient that promote the City Government Education Bureau to a better level that produce quality output for better future generation.

Tesfaye Gemechu (2019), by his investigation on development of the Ethiopian school leadership: foundation, self-dependence, and historical erratic evolution. It states that during the evolution, the dominant model of decision making for initiating school leaders' development programmes was political command. Unfortunately, those decisions didn't involve educational stakeholders and, most often, it didn't incorporate the will and concerns of the principals'. Furthermore, evolution of the school leadership was erratic in that it fluctuated back and forth rather than consistently advancing forward. Hence, school leadership of the nation couldn't contribute what it must contribute to the Ethiopian education.

Finally, based on the finding the recommendations were made in the areas of school leaders should motivated by in service training to take responsibility, leaders should change strategic plan to action, the government and leaders should prepare in-service training to motivate experts, Government should take responsibility to hire graduates, maintain plasma TV, revise leaders' salary.

2.2.4. Conceptual framework

Figure 2.1 Conceptual framework



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter is about the descriptive of the study area, research design, source, and type of data, sampling design, data-collection instruments, validity, reliability methods of data analysis and ethical consideration.

3.1. Research Design

The descriptive survey was used in this research as mentioned by (Seyoum and Ayalew 1989) cited by Adugna (2014) descriptive survey becomes useful when the purpose of the research was to picture the current situations .It also allows collection of the data using tools and documentary analysis describes and interprets what it was. This because the intention of the study is to assess the existing situation ,to describe opinions that were held on leadership development practices, opportunities and prospects by the subjects of the study and to get the degree of leadership development problem. In the same line of argument ,Best and Kahn,(2003) had argued that a descriptive study was concerned with conditions or relationship that exist ,opinions that were held ,process that were going on ,effectiveness that are evident, or trends that are developing.

Basically survey design helps to obtain first- hand information representing large size population and also enables researcher to have access to multiple methods of collecting information (Kahn,2003). The major purpose of this research was to assess the Educational Leadership Development practices, opportunities and prospects in Woreda Education Offices of Buno Bedele Zone.

3.2. Research Method

The research was followed a quantitative and qualitative approach. The basic assumption was that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. It was a good design to use and the researcher seek to build on the strengths of both quantitative and qualitative data. This implies that both quantitative and qualitative approaches of gathering and analyzing data will be used. In quantitative research questions, the researcher ask was specific, narrow questions to obtain measurable and observable data on variables.(Creswell 2012: p.14)

The questionnaires were distributed for some group selected participants from Woreda Education and Zonal Experts in the quantitative phase. For this study to taking 87 questionnaires were distributed to 87 respondents and fully collected.

On the other hand qualitative research was best suited to address a research problem in which the researcher do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and the researcher need to learn more from participants through exploration Creswell, (2012: p.16). This improvement in inquiries will come from blending the strengths of one type of method and neutralizing the weaknesses of the other. For the qualitative phase interviews were conducted with the quantitative results. The aim is to gain an in depth understanding of the results from the questions asked in the quantitative phase of the research and Individual interview was conducted with Woreda and zone education office heads. The collected quantitative data was analysed with SPSS and the response from the interviewer were interpreted in form of triangulation.

3.3. Sources of Data

The study used both primary and secondary data. The primary data was given the higher priority because it is more reliable. Source of the primary data were leaders and heads of Woreda and zone education offices. Similarly secondary data would be collected from different reports, previous research and others.

3.4. Sampling Design

3.4.1. Target Population

The study population refers the total collection of elements which one would like to study. The population aspects, however, refer to the individual participant or object on which the measurement is taken (Cooper D. , 2011). The total population of the study was 111 including leaders of selected five Woreda of education offices, zonal experts, zonal head and head of selected Woreda education offices (selected five Woreda Education office, 2019).

3.4.2. Sample Size and Sampling Techniques

Due to the population does constitute heterogeneity, the experts in the study area, stratified random sampling technique was applied to collect information from respondents. The maximum distance of woreda education offices from zone education office was 86kms.

Therefore, leaders in selected five woreda education offices and one zonal education experts were divided into six. Accordingly, the first stratum consist Meko education office which was far from zone education office by 86kms distance and has poor work environment , the second stratum included Dega Woreda education office it was far from zone education office by 68kms and has no conducive work environment, the third stratum entail Chora Woreda education office it was closed to zone education office by 34kms and has conducive work environment to some extent, the fourth and fifth strata included Bedele rural and urban education offices both Woreda education offices were found in the zonal education office town and has good work environment, whereas zonal education office was the sixth stratum.

Sample was determined by using Yamane (1967). The sample size was decided based on sample size determination formula, which is given a care to have the sample size of the study to be as representative as possible in accordance with the time and budget billed. Having this into consideration, out of total population the sample size of the study was selected as follows.

$$n = \frac{N}{1 + N(e)^2}$$

Where: N= the total population that had been studied

n= the required sample size

e= the precision level which is = (±5%) Precision Levels

Where, Confidence Level is 95%.

As Education offices of selected Woreda' data indicate totally there are 111 respondents, including zonal experts, zonal education head.

Therefore N=111

$$n = \frac{111}{1 + 111(e)^2}$$

$$n = \frac{111}{1 + 111(0.05)^2}$$

$$n = 87$$

From each stratum, based on the number of respondents were selected by proportionate stratified random sampling which is calculated by $P=n(N1/N)$, $P=n(N2/N)$, $P=n(N3/N)$, $P=n(N4/N)$, $P=n(N5/N)$ and $P=n(N6/N)$ where, P = sample size of stratum, n = total sample size, N = total population of the study, and $N1$ $N2$, $N3$, $N4$, $N5$ and $N6$ are sample frame of 1st , 2nd , 3rd , 4th , 5th and 6th stratums, respectively (Kotheri,1990).

Table 3.1 Proportionate Stratified Random Sampling

No	Strata	Numbers of total population in each stratum	Sample size
1	1 st stratum	15	12
2	2 nd stratum	17	13
3	3 rd stratum	23	18
4	4 th stratum	30	24
5	5 th stratum	10	8
6	6 th stratum	16	12
Total		111	87

3.4.3. Sampling Techniques

Further, from total population of identified respondents, systematic random sampling was used to identify each respondent and list of total population accessed from each selected Woreda education offices and zonal education office.

3.5. Instrument of Data Collection

3.5.1 Questionnaires

Close –ended questions items along with very limited number of open –ended items would be used. Close-ended questionnaire was easy to process and in this “closed ended questions were useful for sensitive questions because participants might feel more comfortable knowing the parameters of response options. They also provide a means for coding responses or assigning a numeric value and statistically analyzing the data (Creswell, J, W, 2012: p; 386).On the other hand, “in an open-ended question, the participant supplies an answer. This question does not constrain individual responses. It is ideal when the researcher does not know the response possibilities and wants to explore the options. Further, open-ended questions allow participants

to create responses within their cultural and social experiences instead of the researcher's experiences (Creswell, 2012:387)". Questionnaires were used as the basic tool in the study to obtain information from the Zonal and Woreda Education Experts with the assumption that it would enable to get sufficient information from a large number of respondents in a relatively short time and with minimum cost. Questionnaires questions were administered in English language for experts, heads of Woreda and zone education offices because they are educated and professionals. Totally, the entire questionnaire consists one part, i.e. the background as well as detail question items.

3.5.2 Interview

In order to acquire more in-depth information that may not be easily obtained through a questionnaire, interview used with focus on leadership development practice, opportunities and prospects leader need identification at organizational level ways of providing opportunities for leaders and on their futurities. It was conducted with Zonal Education and Woreda Education Head and it was administered in English Language.

3.5.3 Document Analysis

For further information, document like career development plan, individual profile of leaders, training program profile and document on collaborative work with surrounding Woreda and Zonal Education Office were assessed with the structured checklist

3.6. Procedure of Data Collection

First of all, the intended questionnaires, interview, and document analysis were prepared and then evaluated and commented by the study advisors and other experts like the statistician before actual use. After having done this, the researcher was collected official letter of authorization from JmmaUniversity would go to study area and then communicated authorized bodies. After reaching an agreement, the researcher then would go to each group of respondents and introduced objectives and purpose of the study. The researcher was assigned a person and was provided orientation for him to facilitate the data gathering process. Questionnaires were administered to sample Woreda Education Office and Zonal Education Office Experts within the given schedule by the facilitator under close supervision of the researcher. While data gathering was going on, the interview, and document analysis were undertaken by the

researcher. Finally the data gathered through different instrument were checked by the researcher himself based on his own check list before leaving the site.

The handwritten notes was collected through the semi structured interview, and the document analyses were transcribed; categorized and compiled together into themes and summary sheets and then analyzed and interpreted with word expression and narration.

3.6 Validity and Reliability Check

3.6.1 Validity

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). In this research content, the researcher has used questionnaire that its validity was checked and modified according to literatures within the specific topic and the objective of the research. Approval from advisor and consultations from other HR professionals were applied in order to increase the content validity.

3.6.2 Reliability

The Cronbach Alpha method of internal consistency was used to compute the reliability of the variables of the study using the various questionnaire items administered to employees and tested by using SPSS software. Accordingly, the alpha coefficients for need assessment 0.72, coaching 0.79, off and on the job training 0.85, mentoring 0.83, 360 degree feedback 0.77, delegation 0.84, opportunities 0.71, and educational leadership development practices was 0.79. Cronbach's Alpha range from 0.5 - 0.8 is strong and above 0.8 is very strong over (Cohen, 2007). Thus, Cronpach Alpha above 0.7 implies that the instruments were sufficiently reliable for the measurement.

3.7. Method of data analysis

Based up on the nature of the study and the basic question used, the logical statically tools were selected to be suitable and used for the analysis of the study. Both the quantitative and qualitative data were analyzed and then described or narrated based on the methods best suited to their nature. Accordingly, the quantitative data are analyzed using descriptive statistics like frequency count and percentage to describe the extent of various responses on the issue raised. SPSS statistical data processer software was used with one sample T-Test. The response of the respondents for the questionnaires, which were designed into 5 points Likert scales and rating scales were arranged in the form of tables.

3.8. Ethical Considerations

Since the aim of the study was for the improvement of the issue under the study, it's all process accomplished at the participants voluntarily consent without harming and threatening their personal and institutional wellbeing. Thus, all communication with institutions and participants undertake with open and honest way in considering the research ethical codes issues like anonymity (not the use of any names and address in the final report) and confidentiality (not disclose directly any information to the third party).The main purpose of research ethics was to protect the welfare and rights of respondents (Blanche &Durrheim, 1999).

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains response rate, general information, data analysis, findings, and their interpretations.

4.1. Response Rate

Response rate is how much the final set of data includes all sample members. So for this study all respondents selected for this research were returned the questionnaires administered to them.

4.2. General Information

In section one of the questionnaires, the researcher asked the respondents some basic information in order to establish the grounds of the study. The followings are some results that were obtained with regard to the general information.

Table 4.1: Background of the respondents.

Level of Agreement	Frequency	Percent
Gender		
Male	76	87.35
Female	11	12.64
Work Experience		
Below 5 years	8	9.2
11-15 years	15	17.2
16-20 years	42	48.3
Above 21	22	25.3
Academic Qualifications		
Diploma	21	24.1
First degree	52	59.8
Masters	14	16.1
Total	87	100

Source: Field data 2020 G.C

The above figure 4.1 indicates that while 87.35 percent (n=76) of the respondents of the study were male, the remaining 12.64 percent (n=11) were female.

The findings of the study display that 42 (48.3%) of the respondents' had 16-20 years work experience. This event means that there were relatively few experienced employees who can serve as mentors and provide professional support and good leadership. So it implies most of the employees in Woreda education office of the zone require training.

The above results of the study show that 21 (24.1%) of the respondents had Diploma, 52 (59.8%) had first degree and 14 (16.1%) had masters' in education.

4.3. Descriptive Analysis

The data were analyzed in forms of mean scores and standard deviation. According to Wendimu Umar (2014) the interpretation of research analysis through Likert intervals scales using mean and standard deviation are generally interpreted as follows: mean scored below 3 show low practice and above 3 shows high. The standard deviation indicates the degree of variation of responses from group of the respondents.

Table 4.2. Responses on Leadership Development need assessment based on individuals.

No	Items	Test Value = 3				
		df	Mean	Std	T	Sig.
1	Needs for training	87	1.91	.93	-8.923	.000
2	Needs training through performance evaluation	87	1.67	.72	-13.917	.000
3	Gives opportunities to you to assess yourself	87	2.08	1.30	-5.393	.000
4	Identifies your training need on your skill, attitude and knowledge gaps	87	1.89	1.22	-6.894	.000
5	Needs for training based on professional development	87	2.08	1.23	-5.689	.000
6	Needs of training based on the job description	87	2.00	1.24	-6.166	.000

As can be seen from table 4.2 respondents replied that needs for training with the mean ratings (M=1.91, SD= .93). Further, one sample T-test analysis revealed that needs for training score

was statistically significantly lower than the population normal needs for training score, $t(87) = -8.92$, $p = .000$ means the p -value ($p < 0.05$). Another the respondents replied that needs for training through performance evaluation with the mean ratings ($M = 1.67$, $SD = .729$). Also one sample T-test indicated that needs for training through performance evaluation was statistically significantly lower than the population normal needs for training through performance evaluation score, $t(87) = -13.917$, $p = .000$ with the p -value ($p < 0.05$).

As can be perceived from needs for training based on professional development respondents replied with the mean ratings ($M = 2.08$, $SD = 1.23$). Similarly needs for training based on professional development score was statistically significantly lower than the population normal needs for training based on professional development score, $t(87) = -5.689$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from needs of training based on the job description respondents replied with the mean ratings ($M = 2.00$, $SD = 1.24$). Likewise needs of training based on the job description was statistically significantly lower than the population normal needs of training based on the job description score, $t(87) = -6.166$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.2 indicated that poorly practiced of need assessment items in Woreda education offices in the zone.

Table 4.3 Responses on Leadership Development need assessment on working environment.

Items	Test Value = 3				
	Df	Mean	Std.	T	Sig.
1 Needs of training based on the working culture of the organization	87	1.62	.945	-11.159	.000
2 Needs of training based on the major task of the organization	87	1.61	.947	-11.271	.000
3 Identifies the training needs based on the changes that your organization has gone through	87	1.61	.98	-10.861	.000
4 Needs of training based on the mission and vision of the organization	87	2.18	1.39	-4.478	.000

As can be seen from table 4.3 respondents replied that needs of training based on the working culture of the organization with the mean ratings ($M = 1.62$, $SD = .94$). Further, one sample T-

test analysis revealed that needs for training based on the working culture of the organizations core was statistically significantly lower than the population normal needs for training based on the working culture of the organization score, $t(87) = -11.15, p = .000$ means the p-value ($p < 0.05$). Another the respondents replied that needs for training based on the major task of the organization with the mean ratings ($M = 1.61, SD = .98$). Also one sample T-test indicated that needs for training based on the major task of the organization was statistically significantly lower than the population normal needs for training based on the major task of the organization score, $t(87) = -11.27, p = .000$ with the p-value ($p < 0.05$).

As can be perceived from needs for training based on the mission and vision of the organization respondents replied with the mean ratings ($M = 2.18, SD = 1.39$). Similarly needs for training based on the mission and vision of the organization score was statistically significantly lower than the population normal needs for training based on the mission and vision of the organization score, $t(87) = -4.478, p = .000$ with the p-value ($p < 0.05$). Usually, the above table 4.3 specified that work environment was found to be not suitable in Woreda education offices in the zone.

. Table 4.4. Responses on Leadership Development practices on-the-job training.

No	Items	Test Value = 3				
		df	Mean	Std	T	Sig.
1	Leaders in some real ,complex and stressful problem	87	1.71	1.11	-8.874	.000
2	Encourage leaders to conduct field projects to solve complex organizational problems	87	2.10	1.36	-5.071	.000
3	Encourage leaders to conduct research to solve organizational problems	87	1.74	1.13	-8.462	.000
4	Training to develop interpersonal skills of leaders	87	1.77	1.16	-8.076	.000
5	Opportunities to learn from each other	87	1.88	.93	-9.239	.000
6	Training on the organizational mission and vision	87	2.91	1.16	-.559	.000

As can be seen from table 4.4 respondents replied that leaders in some real complex and stressful problem with the mean ratings ($M = 1.71, SD = 1.11$). Further, one sample T-test analysis revealed that leaders in some real, complex and stressful problem score was

statistically significantly lower than the population normal leaders in some real complex and stressful problem score, $t(87) = -8.874$, $p = .000$ means the p -value ($p < 0.05$). Another the respondents replied that encourage leaders to conduct field projects to solve complex organizational problems with the mean ratings ($M = 2.1$, $SD = 1.36$). Also one sample T-test indicated that encourage leaders to conduct field projects to solve complex organizational problems was statistically significantly lower than the population normal encourage leaders to conduct field projects to solve complex organizational problems score, $t(87) = -5.07$, $p = .000$ with the p -value ($p < 0.05$).

As can be perceived from training to develop interpersonal skills of leaders respondents replied with the mean ratings ($M = 1.77$, $SD = 1.16$). Similarly training to develop interpersonal skills of leaders score was statistically significantly lower than the population normal needs for training score, $t(87) = -8.07$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from table 4.4 opportunities to learn from each other respondents replied with the mean ratings ($M = 1.88$, $SD = .93$). Likewise opportunities to learn from each other was statistically significantly lower than the population normal opportunities to learn from each other score, $t(87) = -9.23$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.4 indicated that poorly practiced of on the job training items in Woreda education offices in the zone.

Table 4.5. Responses on Leadership Development off-the-job training.

No	Items	Test Value = 3				
		df	Mean	Std	T	Sig.
1	Increase leaders level of education by creating learning opportunities	87	2.47	1.48	-2.709	.000
2	Leaders are encouraged to develop their leadership practices	87	2.18	1.37	-4.560	.000
3	Training provided through University	87	2.76	1.19	-1.527	.000
4	The relevant training to builds leaders capacity	87	2.94	1.27	-.305	.000

As can be seen from table 4.5 respondents replied that increase leaders level of education by creating learning opportunities with the mean ratings ($M = 2.47$, $SD = 1.48$). Further, one sample T-test analysis revealed that increase leaders level of education by creating learning opportunities score was statistically significantly lower than the population normal increase

leaders level of education by creating learning opportunities score, $t(87) = -2.70$, $p = .000$ means the p -value ($p < 0.05$). In addition to this respondents replied that leaders are encouraged to develop their leadership practices with the mean ratings ($M = 2.18$, $SD = 1.37$). Also one sample T-test indicated that leaders are encouraged to develop their leadership practices was statistically significantly lower than the population normal needs for training score, $t(87) = -4.56$, $p = .000$ with the p -value ($p < 0.05$).

As can be perceived from table 4.5 training provided through University respondents replied with the mean ratings ($M = 2.76$, $SD = 1.19$). Similarly training provided through University score was statistically significantly lower than the population normal training provided through University score, $t(87) = -1.52$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from the relevant training to builds leaders capacity respondents replied with the mean ratings ($M = 2.94$, $SD = 1.27$). Likewise the relevant training to builds leaders capacity was statistically significantly lower than the population normal the relevant training to builds leaders capacity score, $t(87) = -3.05$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.5 indicated that poorly practiced of off the job training items in Woreda education offices in the zone.

Table 4.6. Responses on Leadership Development practices on coaching.

No	Items	Test Value = 3				
		Df	Mean	Std	t	Sig.
1	Experienced experts knowledge and skill for advisory activities	87	2.33	1.46	-3.456	.000
2	Coaching fill skill and knowledge gap of leaders	87	1.69	1.07	-9.361	.000
3	Providing guidance to make decisions in dependently	87	1.81	1.07	-8.482	.000
4	Leader can learn from difficult task or procedure	87	2.64	1.06	-2.572	.000
5	Leader to learn how to solve a problem rather than providing the answer	87	1.55	.856	-12.92	.000
6	Provide opportunities for leaders to practice difficult procedures before they are used in the work	87	1.86	.899	-9.699	.000

As can be seen from table 4.6 respondents replied that experienced experts knowledge and skill for advisory activities with the mean ratings (M=2.33, SD= 1.46). Further, one sample T-test analysis revealed that experienced experts knowledge and skill for advisory activities score was statistically significantly lower than the population normal experienced experts knowledge and skill for advisory activities score, $t(87) = -3.45$, $p = .000$ means the p-value ($p < 0.05$). Another the respondents replied that coaching fill skill and knowledge gap of leaders with the mean ratings (M=1.07, SD= -9.36). Also one sample T-test indicated that coaching fill skill and knowledge gap of leaders was statistically significantly lower than the population normal coaching fill skill and knowledge gap of leaders score, $t(87) = -9.361$, $p = .000$ with the p-value ($p < 0.05$).

As can be perceived from providing guidance to make decisions in dependently respondents replied with the mean ratings (M=1.81, SD= 1.07). Similarly providing guidance to make decisions in dependently score was statistically significantly lower than the population normal providing guidance to make decisions in dependently score, $t(87) = -8.482$, $p = .000$ with the p-value ($p < 0.05$). As can be seen from table 4.6 leader to learn how to solve a problem rather than providing the answer respondents replied with the mean ratings (M=1.55, SD= .856). Likewise leader to learn how to solve a problem rather than providing the answer was statistically significantly lower than the population normal leader to learn how to solve a problem rather than providing the answers core, $t(87) = -9.699$, $p = .000$ with the p-value ($p < 0.05$). Generally, the above table 4.6 indicated that poorly practiced of on coaching items in Woreda education offices in the zone..

Table 4.7. Responses on Leadership Development practices on mentoring.

No	Items	Test Value = 3				
		df	Mean	Std	t	Sig.
1	leaders to find ways to acquire necessary skill and knowledge	87	1.76	1.08	-8.734	.000
2	Opportunities for leaders to learn from experience	87	1.81	1.13	-8.017	.000
3	Helpful career advice for leaders	87	1.69	.87	-11.443	.000
4	Encourage leaders to attend at relevant training courses	87	1.66	.93	-10.944	.000

As can be seen from table 4.7 respondents replied that leaders to find ways to acquire necessary skill and knowledge with the mean ratings (M=1.76, SD= 1.08). Further, one sample T-test analysis revealed that leaders to find ways to acquire necessary skill and knowledge score was statistically significantly lower than the population normal leaders to find ways to acquire necessary skill and knowledge score, $t(87) = -8.734$, $p = .000$ means the p-value ($p < 0.05$). Another the respondents replied that opportunities for leaders to learn from experience with the mean ratings (M=1.81, SD= 1.13). Also one sample T-test indicated that opportunities for leaders to learn from experience was statistically significantly lower than the population normal opportunities for leaders to learn from experience score, $t(87) = -8.017$, $p = .000$ with the p-value ($p < 0.05$).

As can be perceived from table 4.7 provide helpful career advice for leaders respondents replied with the mean ratings (M=2.08, SD= 1.23). Similarly provide helpful career advice for leaders score was statistically significantly lower than the population normal provide helpful career advice for leaders score, $t(87) = -11.443$, $p = .000$ with the p-value ($p < 0.05$). As can be seen the above table encourage leaders to attend at relevant training courses respondents replied with the mean ratings (M=1.66, SD= .93). Likewise encourage leaders to attend at relevant training courses was statistically significantly lower than the population normal encourage leaders to attend at relevant training courses score, $t(87) = -10.944$, $p = .000$ with the p-value ($p < 0.05$). Generally, the above table 4.7 indicated that poorly practiced of on mentoring items in Woreda education offices in the zone.

Table 4.8. Responses on Leadership Development practices on 360 degree feedback.

No	Items	Test Value = 3				
		df	Mean	Std	t	Sig.
1	Feedback through structured questionnaires to develop leaders	87	1.94	1.26	-6.380	.000
2	Chances to assess yourself and make self-rating feedback	87	1.66	1.04	-9.851	.000
3	Experts are committed to assess individual performance and give feedback	87	1.91	1.20	-6.900	.000
4	It gives a better information about the skill, performance and working relationships	87	2.28	1.39	-3.933	.000

As can be seen from table 4.8 respondents replied that feedback through structured questionnaires to develop leaders with the mean ratings (M=1.94, SD= 1.26). Further, one sample T-test analysis revealed that feedback through structured questionnaires to develop leaders score was statistically significantly lower than the population normal feedback through structured questionnaires to develop leaders score, $t(87) = -6.38, p = .000$ means the p-value ($p < 0.05$). Another, the respondents replied that chances to assess yourself and make self-rating feedback with the mean ratings (M=1.66, SD= 1.04). Also one sample T-test indicated that chances to assess yourself and make self-rating feedback was statistically significantly lower than the population normal chances to assess yourself and make self-rating feedback score, $t(87) = -9.85, p = .000$ with the p-value ($p < 0.05$).

As can be perceived from table 4.8 experts are committed to assess individual performance and give feedback respondents replied with the mean ratings (M=1.91, SD= 1.20). Similarly experts are committed to assess individual performance and give feedback score was statistically significantly lower than the population normal experts are committed to assess individual performance and give feedback score, $t(87) = -6.9, p = .000$ with the p-value ($p < 0.05$). Generally, the above table 4.8 indicated that poorly practiced of feedback items in Woreda education offices in the zone.

Table 4.9. Responses on Leadership Development practices on Delegation.

No	Items	Test Value = 3				
		df	Mean	Std	t	Sig.
1	Specify responsibilities clearly for leaders	87	3.01	1.01	.129	.000
2	Provide adequate authority and specify limits of discretion for leaders	87	2.84	.943	-1.242	.000
3	Ensure leaders acceptance of responsibilities	87	2.52	.878	-4.152	.000
4	Specify reporting requirement for leaders	87	1.79	1.06	-8.694	.000
5	Monitoring progress in appropriate ways	87	2.01	1.45	-5.186	.000
6	Make a mistake as a learning experiences	87	2.28	1.45	-3.769	.000

As can be seen from table 4.9 respondents replied that specify responsibilities clearly for leaders with the mean ratings (M=3.01, SD= .1.01). Further, one sample T-test analysis revealed that specify responsibilities clearly for leaders score was statistically significantly lower than the population normal specify responsibilities clearly for leaders score, $t(87) = .129$, $p = .000$ means the p- value ($p < 0.05$). Another, the respondents replied that leaders acceptance of responsibilities with the mean ratings (M=2.52, SD= .878). Also one sample T-test indicated that leaders acceptance of responsibilities was statistically significantly lower than the population normal needs for training score, $t(87) = -4.152$, $p = .000$ with the p- value ($p < 0.05$).

As can be perceived from the above table monitoring progress in appropriate ways respondents replied with the mean ratings (M=2.01, SD= 1.45). Similarly monitoring progress in appropriate ways score was statistically significantly lower than the population normal needs for training score, $t(87) = -5.186$, $p = .000$ with the p- value ($p < 0.05$). As can be seen from make a mistake as a learning experiences respondents replied with the mean ratings (M=2.28, SD= 1.45). Likewise make a mistake as a learning experiences was statistically significantly lower than the population normal make a mistake as a learning experiences score, $t(87) = -3.769$, $p = .000$ with the p- value ($p < 0.05$). Generally, the above table 4.9 indicated that poorly practiced of delegation items except specify responsibilities clearly for leaders in Woreda education offices in the zone.

Table 4.10. Responses on Leadership Development Opportunities.

No	Items	Test Value = 3				
		df	Mean	Std	T	Sig.
1	The fulfilment of learning resources and services for leaders development	87	2.76	.970	-1.877	.000
2	Financial capacity of the Woreda education offices of Buno Bedele Zone to develop leaders	87	1.84	1.18	-7.462	.000
3	Workplace learning to develop leaders knowledge and skills	87	1.91	1.27	-6.525	.000
4	The social and organizational culture to run leaders development	87	2.76	1.02	-1.782	.000

5	The formal career development structure for learning advancement and work experience to develop leaders	87	1.76	.988	-9.614	.000
6	Experienced and committed leaders to learn from other and to teach others	87	2.79	.978	-1.596	.000
7	The attractive working environment of the organization	87	2.64	1.06	-2.572	.000
8	The government pays sufficient salary and give incentives for leaders	87	2.03	1.28	-5.770	.000

As can be seen from table 4.10 respondents replied that financial capacity of the Woreda education offices of Buno Bedele Zone to develop leaders with the mean ratings ($M=1.84$, $SD=1.18$). Further, one sample T-test analysis revealed that that financial capacity of the Woreda education offices of Buno Bedele Zone to develop leaders score was statistically significantly lower than the population normal that financial capacity of the Woreda education offices of Buno Bedele Zone to develop leaders score, $t(87) = -7.462$, $p = .000$ means the p-value ($p < 0.05$). Another, the respondents replied that workplace learning to develop leaders knowledge and skills with the mean ratings ($M=1.91$, $SD=1.27$). Also one sample T-test indicated that workplace learning to develop leaders knowledge and skills was statistically significantly lower than the population normal workplace learning to develop leaders knowledge and skills score, $t(87) = -6.525$, $p = .000$ with the p-value ($p < 0.05$).

As can be perceived from table 4.10 the social and organizational culture to run leaders development respondents replied with the mean ratings ($M=2.76$, $SD=1.02$). Similarly the social and organizational culture to run leaders development score was statistically significantly lower than the population normal the social and organizational culture to run leaders development score, $t(87) = -1.782$, $p = .000$ with the p-value ($p < 0.05$). As can be seen from the above table experienced and committed leaders to learn from other and to teach others respondents replied with the mean ratings ($M=2.79$, $SD=.978$). Likewise experienced and committed leaders to learn from other and to teach others was statistically significantly lower than the population normal experienced and committed leaders to learn from other and to teach others score, $t(87) = -1.596$, $p = .000$ with the p-value ($p < 0.05$). Also, the respondents replied that the government pays sufficient salary and give incentives for leaders with the mean ratings ($M=2.03$, $SD=1.28$). Also one sample T-test indicated that the government pays sufficient

salary and give incentives for leaders was statistically significantly lower than the population normal that the government pays sufficient salary and give incentives for leaders score, $t(87) = -5.77$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.10 indicated that poorly practiced of opportunities items in Woreda education offices in the zone.

Table 4.11. Responses on Leadership Development strategies.

No	Items	Test Value = 3				
		df	Mean	Std	t	Sig.
1	Involvements of experts in organizational decision making.	87	2.76	.916	-1.990	.000
2	Involves ones capacity to collaboratively work with others.	87	2.55	1.02	-3.313	.000
3	Leaders learned with the right experiences	87	2.57	.813	-4.000	.000
4	Enhancing self-development of leaders	87	1.61	.743	-14.365	.000
5	Facilitating to participate in problem solving	87	2.69	.793	-2.954	.000
6	Encouraging individual to conduct research to develop their skills	87	1.72	.979	-9.967	.000

As can be seen from table 4.11 respondents replied that involves ones capacity to collaboratively work with others with the mean ratings ($M=2.55$, $SD= 1.02$). Further, one sample T-test analysis revealed that involves ones capacity to collaboratively work with others score was statistically significantly lower than the population normal involves ones capacity to collaboratively work with others score, $t(87) = -3.313$, $p = .000$ means the p -value ($p < 0.05$). Another, the respondents replied that leaders learned with the right experiences with the mean ratings ($M=2.57$, $SD= .813$). Also one sample T-test indicated that leaders learned with the right experiences was statistically significantly lower than the population normal needs for training score, $t(87) = -4.0$, $p = .000$ with the p -value ($p < 0.05$).

As can be perceived from table 4.11 enhancing self-development of leaders respondents replied with the mean ratings ($M=1.61$, $SD= .743$). Similarly enhancing self-development of leaders score was statistically significantly lower than the population normal needs for training score, $t(87) = -14.365$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from encouraging individual to conduct research to develop their skills respondents replied with the mean ratings ($M=1.72$, $SD= .979$). Likewise encouraging individual to conduct research to develop their skills was statistically significantly lower than the population normal encouraging individual to

conduct research to develop their skills score, $t(87) = -9.967$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.11 indicated that poorly practiced of strategy items in Woreda education offices in the zone.

Table 4.12. Responses on Leadership Development Challenges.

No	Items	Test Value = 3				
		df	Mean	Std	T	Sig.
1	A lack of organizational setting for helps leaders development	87	2.79	1.07	-1.448	.000
2	Inadequate employee motivation	87	2.67	.879	-2.812	.000
3	A problem of making decisions based on individual interest	87	1.81	1.15	-7.912	.000
4	Inadequate allocate financial resource	87	2.11	1.27	-5.313	.000
5	Alack of update subordinates with new technology advancement	87	1.84	1.06	-8.323	.000
6	A lack of develop leaders through supervision and feedback	87	1.84	1.11	-7.966	.000

As can be seen from table 4.12 respondents replied that lack of organizational setting for helps leaders development with the mean ratings ($M=2.79$, $SD= 1.07$). Further, one sample T-test analysis revealed that lack of organizational setting for helps leaders development score was statistically significantly lower than the population normal lack of organizational setting for helps leaders development score, $t(87) = -1.448$, $p = .000$ means the p -value ($p < 0.05$). Another, the respondents replied that inadequate employee motivation with the mean ratings ($M=2.67$, $SD= .879$). Also one sample T-test indicated that inadequate employee motivation was statistically significantly lower than the population normal that inadequate employee motivation score, $t(87) = -2.812$, $p = .000$ with the p -value ($p < 0.05$).

As can be perceived from the above table problem of making decisions based on individual interest respondents replied with the mean ratings ($M=1.81$, $SD= 1.15$). Similarly problem of making decisions based on individual interest score was statistically significantly lower than the population normal problem of making decisions based on individual interest score, $t(87) = -7.912$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from table 4.12 inadequate allocate financial resource respondents replied with the mean ratings ($M=2.11$, $SD= 1.27$). Likewise inadequate allocate financial resource was statistically significantly lower than the population

normal inadequate allocate financial resource score, $t(87) = -5.313$, $p = .000$ with the p -value ($p < 0.05$).

Also response perceived from the respondents revealed that low mean ratings of lack of update subordinates with new technology advancement by ($M=1.84$, $SD= 1.06$). Similarly lack of update subordinates with new technology advancement score was statistically significantly lower than the population normal lack of update subordinates with new technology advancement score, $t(87) = -8.323$, $p = .000$ with the p -value ($p < 0.05$). As can be seen from the above result lack of develop leaders through supervision and feedback with the mean ratings ($M=1.84$, $SD= 1.11$). Likewise lack of develop leaders through supervision and feedback was statistically significantly lower than the population normal lack of develop leaders through supervision and feedback score, $t(87) = -7.966$, $p = .000$ with the p -value ($p < 0.05$). Generally, the above table 4.12 indicated that poorly practiced of challenge items in Woreda education offices in the zone.

Table 4.13. Overall responses on the Variables of the study practices

No	Variables	Test Value = 3				
		Df	Mean	Std.	T	Sig.
1	Need assessment	87	1.94	1.05	-7.657	.000
2	Work environment	87	1.75	1.03	-9.215	.000
3	On the job training	87	2.02	1.05	-7.084	.000
4	Off the job training	87	2.59	1.29	-2.421	.019
5	On coaching	87	1.98	.994	-7.830	.000
6	On mentoring	87	1.73	.956	-10.170	.000
7	Feedback	87	1.96	1.12	-6.746	.000
8	Delegation	87	2.41	1.06	-4.206	.000
9	Opportunity	87	2.31	1.06	-4.951	.000
10	Strategy	87	2.32	.846	-6.149	.000
11	Challenge	87	2.18	1.04	-5.999	.000

Also response perceived from the respondents revealed that low mean scores of need assessment by ($M=1.94$, $SD= 1.05$). Similarly need assessment score was statistically significantly lower than the population normal need assessment score, $t(87) = -7.657$, $p= .000$ with the p- value ($p<0.05$). In addition to this, information acquired from interview and document analysis in this area also reflects that the practice of leadership development on need assessment was insufficient. In association with the above idea, one of the WEO heads states that the practices of leadership development on need assessment have their own problem because there is a badly-behaved to identify the needs of employees from the leader of education office (WEO #1, April, 12, 2020). The data obtained from the minutes of the discussion also revealed that complaints of the employees due to lack of need assessment of each employee. Generally, the above quantitative and qualitative data imply that the practice of leadership development on need assessment was inadequate.

Moreover the total mean rating of work environment was ($M=1.75$, $SD= 1.03$) that work environment was unwell practiced in Woreda education offices of the zone. Correspondingly work environment score was statistically significantly lower than the population normal work environment score, $t(87) = -9.215$, $p= .000$ with the p- value ($p<0.05$). Similarly the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on work environment was inappropriate. In addition to the above idea, three Woreda education offices heads state that the practice of leadership development on work environment has its own problem because there is a badly-behaved to make conducive work environment from the leader of education office (WEO #3, April, 13, 2020). The data obtained from the minutes of the discussion also revealed that grumbles of the employees due to lack of good work environment. Generally, the above quantitative and qualitative data show that the practice of leadership development on work environment was inadequate.

The total mean score of on the job training was ($M=2.02$, $SD= 1.05$) that on the job training was unwell practiced in Woreda education offices of the zone. In the same way on the job training score was statistically significantly lower than the population normal on the job training score, $t(87) = -7.084$, $p= .000$ with the p- value ($p<0.05$). Similarly the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on the job training was insufficient. However, one of the WEO heads

states that the practice of leadership development on the job training was good because there is a opportunities to provide on the job training for the employees' of education office (WEO #1, April, 12, 2020).The data obtained from the documents of two Woreda education offices also revealed that complain of the employees due to in sufficient on the job training. Usually, the above quantitative and qualitative data illustrate that the practice of leadership development on the job training was scarce.

Also the total mean rating of off the job training was ($M=2.59$, $SD= 1.29$) that off the job training was unwell practiced in Woreda education offices of the zone. Correspondingly off the job training score was statistically significantly lower than the population normal off the job training score, $t(87) = -2.421$, $p= .000$ with the p- value ($p<0.05$). Likewise the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on off the job training was in appropriate. In associate the above idea, one of the WEO head states that the practice of leadership development on off the job training have its own problem because there is a few chance to get off the job training because the higher education office was focused on job rather than employees. (WEO #1, April, 13, 2020).The data obtained from the minutes of the discussion also discovered that complain of the employees due to lack of off the job training. Totally, the above quantitative and qualitative data show that the practice of leadership development on off the job training was inadequate.

As well the total mean rating of on coaching was ($M=1.98$, $SD= .994$) that on coaching was unwell practiced in Woreda education offices of the zone. Correspondingly on coaching score was statistically significantly lower than the population normal on coaching score, $t(87) = -7.83$, $p= .000$ with the p- value ($p<0.05$). Similarly the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on coaching was in sufficient. In relation the above idea, two Woreda education offices head states that the practice of leadership development on coaching have its own problem because there is no preparation near to the leaders of the office because the leader of Woreda education office believed that the employees' of Woreda education offices knows what they do or not to do (WEO #2, April, 13,2020). Yet, there is no data obtained from the documents which revealed that educational leadership development practices on coaching. Generally, except the document analysis the above quantitative and qualitative data imply that the practice of leadership development on coaching was poor.

Furthermore the total mean rating of on mentoring was ($M=1.73$, $SD= .956$) that on mentoring was unwell practiced in Woreda education offices of the zone. Correspondingly on mentoring score was statistically significantly lower than the population normal on mentoring score, $t(87) = -10.17$, $p= .000$ with the p - value ($p<0.05$). Similarly the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on mentoring was in sufficient. In associate the above idea, one of the WEO head states that the practice of leadership development on mentoring has its own problem because of the workload and the responsibility that the leaders have. (WEO #1, April, 14, 2020). Also there is no documents show about educational leadership development practices on mentoring in woreda education offices. Generally, except the document analysis the above quantitative and qualitative data show that the practice of leadership development on mentoring was not good.

Also the total mean rating of feedback was ($M=1.96$, $SD= 1.12$) that feedback was unwell practiced in Woreda education offices of the zone. Correspondingly feedback score was statistically significantly lower than the population normal feedback score, $t(87) = -6.746$, $p= .000$ with the p - value ($p<0.05$). Alike, the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on feedback was in sufficient. In associate the above idea, four Woreda education offices head states that the practice of leadership development on feedback was poor because giving quality and continuous feedback for employees' need enough time, so it is difficult with the broad activities of Woreda education offices head (WEO #4, April, 14, 2020). The data obtained from the minutes of the discussion of Woreda education offices also revealed that complain of the employees due to lack of continuous feedback each employees. Generally, the above quantitative and qualitative data show /imply that the practice of leadership development on feedback was poor.

Besides the total mean rating of delegation was ($M=2.41$, $SD= 1.06$) that delegation was unwell practiced in Woreda education offices of the zone. Correspondingly delegation score was statistically significantly lower than the population normal delegation score, $t(87) = -4.206$, $p= .000$ with the p - value ($p<0.05$). Likewise, the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on delegation was inadequate. In associate the above idea, one of the WEO head states that the practice of leadership development on delegation have some problem because still the

understanding of Woreda education offices head on delegation was low (WEO #1, April ,13,2020). The data obtained from the minutes of the discussion also revealed that as there is not that much delegation in their education office. Generally, the above quantitative and qualitative data imply that the practice of leadership development on delegation was inadequate.

Also the total mean rating of opportunity was ($M=2.31$, $SD= 1.06$) that opportunity was unwell practiced in Woreda education offices of the zone. Correspondingly opportunity score was statistically significantly lower than the population normal opportunity score, $t(87) = -4.951$, $p= .000$ with the p - value ($p<0.05$). However, the response from Woreda education offices and zone heads revealed that they have opportunities like, educated subordinates, good relation between Woreda education offices and other stake holders like Woreda administration office; they have a program of exchanging experiences from Woreda education offices within the zone. As the prospect the interviewees mentioned that the current concern of the government on an education office may develop educational leadership practices in Woreda education offices of the zone in the future, moreover the new policy of education may also improve educational leadership development practices in Woreda education offices of the zone. Generally, the above quantitative and qualitative data show that the practice of leadership development on opportunity was inadequate.

Also the total mean rating of strategy was ($M=2.32$, $SD= .846$) that strategy was unwell practiced in Woreda education offices of the zone. Correspondingly strategy score was statistically significantly lower than the population normal strategy score, $t(87) = -6.149$, $p= .000$ with the p - value ($p<0.05$). Similarly the information acquired from interview and document analysis in this area also reflects that the practice of leadership development on strategy was insufficient. In associate the above idea, one of the WEO head states that the practice of leadership development on strategy has its own problem because of inadequate skill leader and employees' to formulate proper strategy (WEO #1, April, 12, 2020). The data obtained from the documents and reports shows that as there is poor strategy in Woreda education offices. Generally, the above quantitative and qualitative data imply that the practice of leadership development on strategy was poor.

Besides the total mean rating of challenge was ($M=2.18$, $SD= 1.04$) that challenge was unwell practiced in Woreda education offices of the zone. Correspondingly challenge score was statistically significantly lower than the population normal challenge score, $t(87) = -5.999$, $p=.000$ with the p -value ($p<0.05$). In the same way, the interviewees stated many challenges that affect the leadership development practices in Education Offices of BunoBedele Zone. For instance, lack of their own offices, including zone education office and most of Woreda education offices were in rent office still. The political attitudes in several employees might also affect the educational leadership development practices in Woreda education offices of the zone, insufficient of training opportunities for employees, the interference of politics in education, low attitudes of communities on education sectors, appointment of leaders in education by those who have no direct profession, shortage of budget, unwilling of workers in doing things as per their responsibilities without monitoring and controlling of leaders. Generally, the above quantitative and qualitative data show that the practice of leadership development on strategy was inadequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with summary of findings, conclusion, and recommendation. Thus, the findings of the study were summarized in the following research questions: To what extent leadership development is effectively practiced in Education Office of Buno Bedele Zone?, What opportunities and prospects are there to develop leaders in Education Offices of Buno Bedele Zone?, What are the major challenges which affect the leadership development practices in Education Offices of Buno Bedele Zone?

5.1. Summary of the Findings

To give the answer for to what extent leadership development is effectively practiced in Education Office of Buno Bedele Zone, the findings of the study were found that ineffective educational leadership development practice in Woreda education offices of the zone. Thus it was revealed by poor practices of need assessment, work environment, on the job training, mentoring and delegation which was indicated by low mean score (M=1.94, SD= 1.05),(M=1.75, SD= 1.03), (M=2.02, SD= 1.05) (M=1.73, SD= .956) and (M=2.41, SD= 1.06) respectively. Also the result from one sample T-test of need assessment, work environment, on the job training, mentoring and delegation shows that statistically significant difference among respondents. In addition to this information acquired from interview and document analysis in this area also reflects that the practice of leadership development on need assessment, work environment, on the job training, mentoring and delegation were in sufficient. Generally, the overhead quantitative and qualitative data show that the practice of leadership development on need assessment, work environment, on the job training, mentoring and delegation was inadequate.

Regarding with the second basic research question of the study the total mean rating of opportunity was (M=2.31, SD= 1.06) that opportunity was unwell practiced in Woreda education offices of the zone. As analysis of one sample T-test opportunity score was statistically significant different among respondents. However, the response from Woreda education offices and zone heads revealed that they have an opportunities like, educated subordinates, good relation between Woreda education offices and other stake holders like

Woreda administration office, they have a program of exchanging experiences from Woreda education offices within the zone and from another zone, there is a chance of training for leaders, good association between Woreda education offices and zone education office to take the direction and ask the way to develop educational leadership development practices. As the prospect the interviewees mentioned that the current concern of the government on an education office may develop educational leadership practices in Woreda education offices of the zone in the future, moreover the new policy of education may also improve educational leadership development practices in Woreda education offices of the zone.

The third basic research question looked at the strategies have been used to develop leaders in Education Offices of Buno Bedele Zone. Also the total mean rating of strategy was ($M=2.32$, $SD= .846$) that strategy was unwell practiced in Woreda education offices of the zone. Correspondingly strategy score was statistically significantly lower than the population normal strategy score. Regarding this question the heads of Woreda education offices and zone declared that certain strategies they have been used to develop leaders in Education Offices of Buno Bedele Zone. Those were creating opportunity of training for leaders and followers, bring professionals and visionary subordinators to the leadership positions, learning from the experience of previous leaders and encouraging leaders and workers creativity and innovation capacity, formulating and working with new technologies those helps to develop educational leadership practices like, skills of computers, kaizen, internet and documentations of different reports in modern styles.

On the subject of the fourth basic research question the study was found that the low mean score of challenge by ($M=2.18$, $SD= 1.04$). Also challenge score was statistically significant difference among respondents. In the same way, the interviewees stated many challenges those affect the leadership development practices in Woreda Education Offices of Buno Bedele Zone. For instance, lack of their own offices, including zone education office and most of Woreda education offices were in rent office still. The political attitudes in several employees might also affect the educational leadership development practices in Woreda education offices of the zone, insufficient of training opportunities for employees, the interference of politics in education, low attitudes of communities on education sectors, appointment of leaders in education by those who have no direct profession, shortage of budget, unwilling of workers in doing things as per their responsibilities without monitoring and controlling of leaders.

5.2. Conclusions

Most of employees of selected Woreda education offices and zonal experts are declared that the need assessment, work environment, on the job training, on coaching, on mentoring, feedback, challenge and strategy. Particularly, from the findings of the study it can be concluded that need assessment, work environment, on the job training, on coaching, on mentoring, feedback, were poorly practiced in Woreda education offices of the zone. Thus it makes a challenge in achieving the intended aims the organization in which there is no good work environment, need assessment, feedback and shortage of training opportunity. So to handle these determinants of employees in Woreda education offices and zone, it is important for the managers have to know what are on-going right or not in their organizations. Ultimately, fulfilling and making conducive environment and increasing training opportunity for employees in each selected Woreda education offices and zonal improved productivity of employees and managers.

From the findings of the study opportunity was unwell practiced in Woreda education offices of the zone. Yet, Woreda education offices and zone heads mentioned that they have an opportunities like, educated subordinates, good relation between Woreda education offices and other stake holders like Woreda administration office, they have a program of exchanging experiences from Woreda education offices within the zone and from another zone. As the prospect the interviewees mentioned that the current concern of the government on an education office may develop educational leadership practices in Woreda education offices of the zone in the future, moreover the new policy of education may also improve educational leadership development practices in Woreda education offices of the zone. The opportunities have a great role in developing leadership style of one organization. Opportunity was maximizing the production and makes a successful the intended objectives of one organization. So Woreda education offices of Buno Bedele zone must use existing opportunities in order to increase educational leadership practices.

To whole development of a given organization was determined by the strategies it was follow. Strategy shows a line in which one organization was achieved its projected aims. Regarding strategies the heads of Woreda education offices and zone declared that certain strategies they have been used to develop leaders in Education Offices of Buno Bedele Zone. Those were creating opportunity of training for leaders and followers, bring professionals and visionary

subordinators to the leadership positions, learning from the experience of previous leaders and encouraging leaders and workers creativity and innovation capacity, formulating and working with new technologies those helps to develop educational leadership practices like, skills of computers, kaizen, internet and documentations of different reports in modern styles.

Regarding challenges in Woreda education offices of the zone, the interviewees stated many challenges those affect the leadership development practices in Education Offices of Buno Bedele Zone like, lack of their own offices, including zone education office and most of Woreda education offices were in rent office still, the political attitudes in several employees. Challenge is very important for leaders especially for those who have a talent to create solutions for challenges. In preventing challenges a leaders are accumulate the skills and talents used to create new thing and mind generate new ideas. So it is wrong to take challenge in a negative way.

5.3. Recommendations

In this research several issues of concern about assess the practice, opportunities and prospects of leadership development in the Woreda Education Office of Buno Bedele Zone. The following are recommendations to address them separately.

5.3.1. Recommendations for Improvement

First, the study revealed that poor training need assessment, work environment, on the job training, mentoring and feedback. Thus, zone education office, Woreda administration and heads of Woreda education office should incorporate to improve training need assessment, work environment, on the job training and mentoring. For instance they should identify the interest of their workers because if they identified their feeling they may generate motivation in their employees, facilitate on the job training employees in order to upgrade their skills and knowledge and give timely and right feedback for the employees.

From the findings of the study opportunity was unwell practiced in Woreda education offices of the zone. Yet, Woreda education offices and zone heads mentioned that they have an opportunities like, educated subordinates, good relation between Woreda education offices and other stake holders like Woreda administration office, they have a program of exchanging experiences from Woreda education offices within the zone and from another zone. As the

prospect the interviewees mentioned that the current concern of the government on an education office may develop educational leadership practices in Woreda education offices of the zone in the future. So each Woreda education offices of the zone should have used the existing opportunities to accomplish their objectives in a short time with a low cost and a few man powers. Another they should find more opportunities and effectively use it in order to bring more success in effective and efficient way.

To whole development of a given organization was determined by the strategies it was follow. From the findings of the study there is a certain strategy in Woreda education offices of the zone. But Woreda education offices of the zone hire more talented employees and have to introduce about strategy those existing workers. Strategy shows a line in which one organization was achieved its projected aims, so it should have a great target of each Woreda education offices of the zone to compute with the current education world and to give a response for the grievances of the societies, especially on the quality of education.

Another the study was found some challenges in Woreda education offices of the zone, So zone and Woreda education offices of the zone come together and work on preventing and minimizing challenges. This is in two ways on the first they should forecast the challenges may come to their organization and put a solution for those challenges. The second is preventing the challenges from the beginning by identifying each and individuals' challenges. In addition to this the leaders of Woreda education offices should have maximize the tactics used to overcome the challenges in their organization.

5.3.2. Recommendations for Future Research

This study was carried out in selected Woreda education offices of Buno Bedele zone, Ethiopia country to about assess the practice, opportunities and prospects of leadership development in the Woreda Education Office of Buno Bedele Zone. The researcher recommends that another study be done in other district, zone or region of the country on those areas that were not touched in this study.

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APPENDIX A
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING
ANDMANAGEMENT

QUESTIONNAIRES TO BE FILLED BY EXPERTS

Dear Respondents:

The purpose of this questionnaire is to collect primary data on the topic, “Educational Leadership Development Practice, Opportunities and Prospects in Education Offices of BunoBedele Zone” as partial fulfillment research for the masters degree in Educational Leadership at JimmaUniversity. In this regard I kindly request you to provide me with reliable information so that the findings of this study would meet the intended outcome. I strongly assure you for the confidentiality treatment of your answer. I like to thank you for voluntary participation for the success of my research study.

Thank you very much for your time and support.

Instruction: please write „√“ mark in the box whenever applicable

Part 1 Demographic Questions

1. Sex: A. Male B. Female

2. Age: A.20–25years B.26-30years C.31-35years
D.36-40years E. above 40 years

3. Work experience: A. below 5 years B.5-10 years C. 11-15years D. 16-20 years E.
more than21 years

4. Level of education: A. Diploma B. Bachelor Degree C. Master's

Part 2

Instruction: This questionnaire provides a description of leadership development practice and Create opportunities. Please indicate your level of agreement on to extent to which how Woreda Education Offices of BunoBedele Zone uses leadership development

practice and create the opportunities. Please think about each type of activity separately, and do not allow your general evaluation of the Education Bureau to bias your answers about specific activity. Please use the following rating scales for all the items.

1= very low 2 = Low 3= Medium 4 = High 5 = Very high

4. Rate each of the following lists of activities by putting a (√) mark

4.1 Leadership Development Need Assessment Based on Individuals

No	Items	1	2	3	4	5
1	The Woreda Education Office of BunoBedele Zone asks individual leaders about their training needs					
2	Collects your training needs through performance evaluation					
3	Gives opportunities to you to assess yourself					
4	Identifies your training need on your skill, attitude and knowledge gaps					
5	Identifies the training needs based on your professional development					
6	Identifies the training needs based on the job description you are entitled to work					

2.2 Leadership Development Need Assessment on working environment

No	Items	1	2	3	4	5
1	Woreda Education Offices of BunoBedele Zone identifies the training needs based on the working culture of the organization					
2	Identifies the training needs based on the major task of the organization					

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- 3 Identifies the training needs based on the changes that your organization has gone through
 - 4 Identifies the training needs based on the mission and vision of the organization
-

2.3 Leadership Developments Practices on- the- job training

No	Items	1	2	3	4	5
1	Woreda Education of BunoBedele Zone involve Leaders in some real ,complex and stressful problem					
2	Encourage Leaders to conduct field projects to solve complex organizational problems					
3	Encourage Leaders to conduct research to solve organizational problems					
4	Give training to develop interpersonal skills of leaders					
5	Create opportunities to learn from each other					
6	Give training on the organizational mission and vision					

2.4 Leadership Development off- the- Job Training

No	Items	1	2	3	4	5
1	Woreda Education Offices of BunoBedele Zone enhance leaders to increase their level of education by creating learning opportunities					
2	Potential leaders are identified and encouraged to develop their leadership practices					
3	Training is provided through University					
4	Training is relevant and it builds Leaders capacity					

2.5 Leadership Development Practices on Coaching

No	Items	1	2	3	4	5
1	Use experienced experts knowledge and skill for advisory activities					
2	Use coaching to fill skill and knowledge gap of leaders					
3	Providing guidance to make decisions in dependently					
4	Express confidence that the leader can learn difficult task or procedure					
5	Help the leader to learn how to solve a problem rather than providing the answer					
6	Provide opportunities for leaders to practice difficult procedures before they are used in the work					

2.6 Leadership Development Practices on mentoring

No	Items	1	2	3	4	5
1	Help the leaders to find ways to acquire necessary skill and knowledge					
2	Provide opportunities for leaders to learn from experience					
3	Provide helpful career advice for leaders					
4	Encourage leaders to attend at relevant training courses					

2.7 Leadership Development Practice on 360 degree feedback

No	Items	1	2	3	4	5
1	Woreda Education Offices of BunoBedele Zone collect feedback through structured questionnaires to develop leaders					
2	Gives chances to you to assess yourself and make self-rating feedback					
3	Experts are committed to assess individual performance and give feedback					
4	It gives a better information about the skill, performance and working relationships					

2.8 Leadership Development Practices on delegation

No	Items	1	2	3	4	5
1	Specify responsibilities clearly for leaders					
	Provide adequate authority and specify limits of discretion for					
2	leaders					
3	Ensure leaders acceptance of responsibilities					
4	Specify reporting requirement for leaders					
5	Monitoring progress in appropriate ways					
6	Make a mistake as a learning experiences					

2.9 To what level opportunities are there in leadership development practices?

No	Items	1	2	3	4	5
1	The fulfillment of learning resources and services for leaders development					
2	Financial capacity of the Woreda education offices of BunoBedele Zone to develop leaders					
3	Workplace learning to develop leaders knowledge and skills					
4	The social and organizational culture to run leaders development					
5	The formal career development structure for learning advancement and work experience to develop leaders					
6	Experienced and committed leaders to learn from other and to teach others					
7	The attractive working environment of the organization					
8	The government pays sufficient salary and give incentives for leaders					

2.10 Strategies on Leadership Development Practice

No	Items	1	2	3	4	5
1	Woreda Education Offices of BunoBedele Zone involves experts in organizational decision making.					
2	Involves ones capacity to collaboratively work with others.					
3	Leaders learned with the Wright experiences					
4	Enhancing self-development of leaders					
5	Facilitating to participate in problem solving					
6	Encouraging individual to conduct research to develop their skills					

2.11 Challenges of Leadership Development Practice

No	Items	1	2	3	4	5
1	A lack of organizational setting for helps leaders development					
2	Inadequate employee motivation					
3	A problem of making decisions based on individual interest					
4	Inadequate allocate financial resource					
5	Alack of update subordinates with new technology advancement					
6	A lack of develop leaders through supervision and feedback					

APPENDIX B
JIMMA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

INTERVIEW GUIDE FOR ZONAL EDUCATION HEAD AND
WOREDA EDUCATION OFFICE HEAD

GENERAL DIRECTIONS:

The main purpose of this interview is to gather the basic information for the study on “The practices opportunities and prospects of Educational Leadership Development in Woreda Education Office BunoBedele Zone.” Thus, your genuine cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

Name of your Organization: _____

Sex: a) Male b) Female

Age range: a) below 20-24 years b) 25-30 years c) 31-40 years d) 40 and above

Your education qualification: _____

Field of your qualification: _____

Years of work experience: _____

Part Two

The purpose of this **interview** is to gather information about practices, opportunities and prospects of leadership development in the BunoBedele Zone of Educational Bureau.

1. How do you see the practice of leadership development in your organization?
2. What opportunities are there in Leadership development practice in your organization?
 - A. On the job and off the job training is given adequately for leaders
 - B. Sufficient learning resources are fulfilled
 - C. The fulfillment of information technology in your organization
 - D. Learning sponsorship to upgrade leaders' education quality
 - E. Good working place
 - f. Experienced and committed expert for advisory and guidance service
3. How do you express the prospects of leadership development in your organization?

APPENDIX C
JIMMA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
PART THREE

Document Analysis

1. Leaders individual portfolio and profile
2. Document on continuous training for leaders development
3. Career development plan document for leader's development
4. Document on encouraging and supporting leaders to develop their future capacity