THE STATUS OF PARTICIPATORY LEADERSHIP IN WEST WOLLEGA ZONE SECONDARY SCHOOLS

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LETTER OF APPROVAL

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Department of educational planning and management the thesis on the status of participatory leadership in west Wollega zone secondary schools was approved as the original work of Yadechu Kebede.

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DECLARATION

This thesis has been submitted in partial fulfillment of the requirement for M.A degree in "school leadership" at Jimma University. I declared that this thesis is not submitted to another institute anywhere for the award of any academic degree, diploma or certificate. And I affirm that this thesis is my original work. I have followed all ethical, technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis.

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ABSTRACT

The main purpose of this study was to investigate the status of participatory leadership in secondary schools of West Wollega Zone. To conduct this study a descriptive survey research design *was employed. A total of 173 respondents (147 teachers, 7 principals, 7 vice principals, 5 supervisors and 7 PTAs heads) were included in the study. The teacher respondents were selected by simple random sampling method while principals, vice principals, supervisors and PTA heads were selected by purposive sampling method. The data were gathered through questionnaire and interview. Data gathered through questionnaire were analyzed and summarized using statistical tools. Descriptive statistics such as frequency count, Percentage, mean, weighted mean, standard deviation and inferential such as t-test was employed. Data obtained through interview were qualitatively analyzed. The findings of the study revealed that the status of participatory leadership in secondary schools was found to be low and they participated most in issues related to school curriculum and decreased school planning budget and income generation and school building respectively. Stakeholders' participation in school leadership were found to be low. Failure of delegate authority and sharing responsibility to teachers and staff, lack of transparency between school principals and teacher, unfair assignment of principals, lack of proper supervision was some of the factors that were found to have influence participatory leadership. This is likely to affect the overall activities of school in general and participatory leadership activities in particular. Finally, it was recommended that school leaders need to identify knowledge, skills and attitude gaps of stakeholders and should have to provide continual training to resolve related problems. Furthermore, leader creating transparency and positive relationship is significant to facilitate condition in which all school stakeholders are committed to participate in different school leadership activities.*

ACKNOWLEDGEMENTS

ACRONYMS AND ABBREVIATIONS

UNESCO: United Nation Educational Scientific Cultural Organization

ESDP   :   Educational Sector Development Program

GEQIP   :   General Education Quality Improvement Package

MOE: Ministry of Education

PTA: Parents and Teachers Association

SD: Standard Deviation

SIP :   School Improvement Program

SPSS :   Statistical Package for the Social Science

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CHAPTER ONE

1.INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and operational definition of key terms.

1.1.Background of the Study

According to Kyungu (1999) a school as an organization has a very crucial role to perform in terms of shaping human behaviour. There is need to make every member of the organization to be participative in carrying out duties of the organization.

According to Zanjoc (1966) humans are social beings and as such they should work in partnership. The presence of others tends to improve performance of tasks. The present real situations in secondary schools showed that some had a greater participation while others do not want to involve. It is the responsibility of the educational administrator to identify the capabilities and interest of individuals and assign each staff member according to the desired level of participation (Drah, 2011).

Education is regarded as the center of every civilization. It is an important sector for economic, social and cultural development aimed at satisfying needs, desires and hopes of society. Regarding this, UNESCO (2010) emphasized that education broadens people's freedom of choice and action, empowering them to participate in social and political lives of their society, and equipping them with the skill they need to develop their livelihood.

In today's complex and changing environment leadership is a highly valued commodity. And it is a major determinant of success or failure of an organization, group or even a country. The concept of leadership has gained a lot of attention from managers to researchers worldwide. Leadership can be defined as social process in which the leader seeks the participation of subordinates in order to reach organizational goals and objectives (Omolayo, 2000). A review of the available literature indicates that there is a wide variety of different theoretical approaches to explain leadership process (Northouse, 2010). Participatory management style shares good communication, delegation of authority and responsibility to stakeholders. This makes the stakeholders to feel themselves as part of the school.

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche & Moorman, and 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). Therefore, participatory leadership play important role with the intension to make teaching and learning more effective and to give quality education to students.

In order to make any organization a better performing place, administrators' participatory leadership behaviors become more important especially at schools; 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 characteristics are demonstrated by principals during their daily practices. In this regard, this study will propose the intensity of practices and problems of school leadership behaviors that secondary school Principals demonstrate during their administrative practices on daily basis (Fullan, 2001).

School is a place where transmitting knowledge, skills and good ethics to students for the purpose of producing educated, accountable, competent, cooperative and productive citizens. To achieve this purpose, there must be coordination, cooperation, delegation of authority and responsibility, transparency, good communication and motivation among principals, vice principals, teachers and other staff members through participatory leadership process. Supporting this idea, Robertson, Wohlstetter and Mohrman (1995) pointed out that, in school-based management, the leadership process need to be participatory to involve stakeholders such as administrators, teachers, parents, community members and students. If these stakeholders take parts in formulating school plans, policies, rules, regulations and decisions, they will solve problems at school level.

According to Owens (1998)), participative decision- making requires the interaction of power and influence from two faces: the administrator on one hand and the teacher, students and or community members on the other hand. Owens further explains that participative decision making is believed to have two potential benefits; arriving at better decision and enhancing the growth and development of the school in sharing goals,

improving motivation, communicating and better development group organizations participants' skills.

The leader who employs participatory leadership style consults with subordinates for ideas and takes their ideas seriously when making decisions. Participatory leadership style is effective when subordinates are well motivated and competent (Lussier & Achu, 2001).

The Ethiopian Education and Training Policy (MoE, 1994) gave a special attention and action priority to the change of educational organization and management of the country. The concept of the policy is the evolution of decentralized, efficient and professionals, coordinated participatory system with respect to administration and management of the education system. Because it used as guidance. Accordingly, the educational management of the school was supposed to be democratic. School Board and Parent-Teacher Association (PTA) committee consisting of members from the community, teachers and students should actively participate in school leadership so that it will be more participatory. The implementation strategy of the policy created a mechanism by which teachers participate in preparation, implementation, evaluation and decision of the curriculum (MoE, 2010).

The review of national education policy indicates that in recent years Ethiopia has shown a commitment to strengthening school based management. In both ESDP IV and GEQIP, school management is one of the pillars of program interventions to improve participatory decision making in both primary and secondary schools. The policy empowers the head teacher to lead the activities of various stakeholders involved in school decision making. As clearly explained in ESDP IV and the SIP, the head teacher is responsible for managing and controlling the human, financial and material resources of the school. Head teachers are also responsible for ensuring that communities, students and local administration participate in decision making (MoE, 2007)

It is true that the policy encourages the full participation of communities and parents in school management and decision making. However, in practice, parents' and communities' participation is achieved only through the PTAs.

Even the PTA are led by teachers and community members in the PTAs have little power to influence decisions at school level. Moreover, communities and parents, mainly in rural areas, are not aware of the importance of their involvement in school management for

improving the way schools are run and therefore the education of their children (MoE, 2005). Hence, examining this issue is of paramount importance.

1.2 Statement of the Problem

Participatory leadership promotes both effectiveness and efficiency in running the daily affairs of learning institutions. According to Kimengi (1983) effective leadership is essential in schools. Miles (1965) Says that participation leads to greater effort and less resistance to the managers' influence. It is important to note that participative management assumes that knowledge and expertise are widely distributed throughout work groups and that decisions are best made by those close to the participation problem addressed.

Participatory leadership is seen as the kind of school leadership which recognizes parents' contribution and teachers' ability and talents in leadership by sharing with them roles and responsibilities in the school administrative process.

The ultimate idea behind participatory leadership, is to achieve school effectiveness through collaborative decision-making involving principals, vice principals, supervisors, teachers and parents (PTA) and students. It is believed that leadership comprising principals, teachers, supervisors and parents (PTA) in the secondary schools has the potential to improve and develop the schools especially, when there is common interest from the people involved. Participatory leadership cannot be practiced without the willingness and approval by the principals especially when they see it as a threat to their authority (Ngotngamwong, 2012).

Participatory leadership may work well only when the secondary School principals see the value of team decision-making and collaboration with vice principals, teachers, supervisors and parents (PTA) for planning school activities together that they may accept to involve them in school leadership. Ngotngamwong (2012) Opines that participatory leadership creates opportunity for teachers and parents to be partakers of school planning and decision-making process.

Participatory leadership opposes to instructional leadership which considers the principals as sole leaders and the center of all powers, authority and expertise (Hallinger, 2009). Agezo (2010) Asserts that good leadership and constructive working relationship involving the vice principals' teachers, supervisors and the parents (PTA)are the sure way of

successful schools. (Agezo, 2010) further contends that 'effective leaders reach out to others for support and assistance, build partner ships, secure resources and share credit for success'. This means that secondary school principals who are angry for success see wisdom in collaboration and joint decision-making with the teachers and parents.

Somech(2005) maintains that the ability to get the attention and interest of teachers and probably parents in school matters is by allowing them to participate in decision-making. According to Yukl (2006)effective leaders are known by their ability to perform and develop their organizations as well as readiness to tackle problems. The principals' effectiveness in dealing with school problems may be dependent on the support from teachers and parents

At school level a number of decisions are made on different areas of school activities like school planning and policy formulation, curricular and co-curricular programs, staff meeting, school building and preparation of school budget. Regarding this, Bimber(1994) stated that key decisions in an education governance system include general operational and administrative decisions; curricular, instructional, personnel and budget decisions. To make decisions on these various activities school leaders play a crucial role. To this end, Bell (1996) noted that principals needed continuously and increasingly to involve staff in collective decision-making as key aspects of their job, whereby consultation, participatory leadership, delegation authority and responsibility were stressed.

According to Sun & Pang (2003) the critical situational factors of educational leadership are environmental, organizational structures organizational roles, nature and maturity level of the staffs and characteristics of the organization. It is clear that while inborn characteristics influence the capacity to lead, many leadership qualities can be learned or acquired.

(Hargreaves & Fink, 2000) identify various problems that cause the failure of schools to sustain innovations. According to them, leadership succession, staff recruitment and retention, school size, district and policy context and community support are crucial in sustaining a school's innovative character. Hence, leading an organization involves much more than managing. Leaders need to have a vision and should possess good interpersonal and group skills, and should be able to be creative and innovative in leading organizational members towards the accomplishment of organizational goals.

Few studies Assefa (1995), Legesse (2008) &Wondesen (2011)have been conducted in Ethiopia. The studies, however, did not include the practices of principals in facilitating the environment for stakeholders' participation. Assefa (1995), for instance, did his study on teachers' participation in decision-making.

His study, however, did not consider the practices of principals in participating stakeholders in decision-making and simply showed that teachers desire to involve was low and even failed to tell the reason for low desire. That means the practices of teachers in participating stake holders. Another study was done by (Wondesen, 2011). He tried to assess the practices and problems of decision-making in secondary schools of Nekemte Town in which he examined the overall assessment of decision-making in schools. He, however, did not give attention to stakeholders' involvement in decision making at school.

Participative leadership may be seen in this study as the kind of school leadership which recognizes stake holder's contribution and talents by sharing with them roles and responsibilities in the school administrative process. The assumption is that schools must be evolving, involving and goal oriented and this can be achieved through the collaboration of principals, teachers, parents and other stakeholders of education.

School system must be restructured in a way that is given more space to participate in school-based decision- making Stronge (2008). To do this, school principals have a great role and are responsible for encouraging stakeholders' involvement in different areas of school leadership activities. In a situation where decision is made independently by principals, teachers' and other stakeholders' commitments and initiations for effective implementation as well as proper utilization of resource could be questionable (Mokoena, 2011).

According to Musaaz (1988) school principal's behavior and leadership styles are one of the factors that impede stakeholders' participation in school leadership. Ethiopian Education and Training Policy give authority to principals to participate other stakeholders in decision making MOE(1994) however, some school principals were considered themselves as if they are the only people with knowledge and authority to make decisions. As a result, they manage the schools alone and hardly involved stakeholders in school management.

In general, the researcher observed that, stakeholders' participation in leadership to improve school activities in West Wollega Zone was inadequate. In addition, the researcher also observed the absence of participative school leadership, lack of trust between stakeholders and school leaders in secondary school of the study area. Therefore, the researcher inspired to look in to the problem more closely and initiated to conduct research on participatory leadership in secondary schools of West Wollega Zone.

1.3 Research Questions

In order to achieve the objectives of the study, the researcher attempted to seek answers to the following basic questions: -

1. To what extent the school leaders practice participatory leadership in secondary schools of West Wollega Zone?

2. To what extent do stakeholders participate in leadership in secondary schools of West Wollega zone?

3. What factors influence participatory leadership in secondary schools of West Wollega zone?

1.4 Objectives of the Study
1.4.1 General Objectives

The general objective of this study was to assess the current status of participatory leadership in secondary Schools of West Wollega Zone.

1.4.2. Specific Objectives
1. To explore the extent of school leaders' practice of participatory leadership in secondary schools of West Wollega Zone.

2. To assess the extent of stakeholders' participation in school leadership in secondary schools of West Wollega Zone.

3. To identify the factors influence participatory leadership in secondary schools of West Wollega Zone.

1.5 Significance of the Study

The study was concerned with the current status of participatory leadership of secondary schools in West Wollega Zone.

1. The result of the study possibly would give important and timely information to principals, teachers, supervisors and curricular leaders in West Wollega Zone.
2. It may help policy makers and planners to facilitate strategies in producing school leaders that are skill full in implementation of participatory decision making and seeking solution for modification of existing system.
3. Leaders of educational institutions may get some ideas on how to become effective in their leadership; moreover, they could realize the events which influence their institutions strength and weakness; and develop their own leadership styles to meet the recurrent and the change which the institutions need.
4. Finally, it may help as a reference material for further studies in the study area.

1.6 .Delimitation of the Study

Geographically, the study was delimited to, West Wollega Zone secondary schools in Oromia Region. The scope of the study was delimited to 5(five) woredas. It is more essential if the study was conducted in all woredas of the zone; however, such study requires much resource, time and human power. Because of this 7(seven) secondary schools from 5(five) woredas were selected by random sampling.

In order to make the study more manageable delimitation of the study is very necessary. So, the study was delimited to concept and geographical location. Conceptually, the study delimited to the status of participatory leadership in secondary schools. As it is impossible to study all participatory related activities, this study was delimited to some activities like planning, curriculum and instruction, budgeting and income generation and school building.

1.7. Limitation of the Study

The findings of the study cannot be generalized to status of all leadership styles of secondary schools of West Wollega Zone. Besides, shortage of time, financial constraints and may affect the results of the study. However, the result of the study is more use full if it incorporates all leadership issues of all secondary schools.

In conducting this study there was some problems which encountered the researcher. The main problems were the distance of each district from the center of the Zone forced the researcher to limit number of secondary schools to seven and the current problem of COVID-19. The other problem faced the researcher to reach all selected school as per given time was the problem of peace and security in the study area. Additionally, the limitation of this study was the fact that the finding of this study was not generalized for all leadership style and all schools of the zone because the study focused on only participatory leadership and secondary schools. The researcher overcome these problems by delegating assistant data collectors at the schools were there was high problem of peace and security.

1.8 .Operational Definition of terms

Decision-making: - is the act of making up on one's mind about something, or position or opinion or judgment reached after consideration. It is a thinking process, with lots of mental activity involved in choosing between alternatives.

Leadership: - the ability to influence the actions of others and to guide an organization to a desired state of being or functioning.

Participatory Leadership: - This is the involvement of all members of the school community in running the daily activity.

School community: - school principals, teachers, parents, students and PTA members which to involve in various school decision-making.

Secondary School: - is four year duration of general and streamed education that ranges from grade 9 to 12 (MoE, 1994); and teachers in this case are those who teach at this level and the schools are government schools.

School Principal: - the leader of the school "Accountable for the academic progress for all students entrusted to their care".

School leadership: - a process of influence based on clear values and beliefs and leading to a 'vision' for the school.

1.9. Organization of the Study

The study is organized into five chapters. The first chapter deals with introduction including background of the study, statements of the problem, basic research question, objectives, significance, delimitation ,limitation of the study and operational definition of key terms. Chapter two deal with review of related literature. Third chapter focuses on the research design, research method, Description of study area source of data Population and sample and sampling technique, Data collection tools and procedure of data collection, validity and reliability, method of data analysis and ethical considerations. Chapter four will provide presentation, analysis and interpretation of the data whereas, chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature relevant to the proposal. Its purpose is to note what different writers have said regarding participatory leadership. It focuses on issues like basic concepts of leadership and participatory leadership, leadership model and leadership style

2.1 .The Concept of Leadership and Participatory Leadership
2.1.1. The concept of leadership

Leadership should be a key to assist individuals or groups to move towards production goals that are acceptable so that it is easier to maintain the group and to motivate it towards attainment of set goals. This is in line with Boles (1975) who describes leadership as the art of getting people to do things.

According to Rukmini, Ramesh & Jayakrishnan (2010)"Leadership is present in all cultures and has existed for as long as people have interacted." A review of leadership literature reveals that there are many different theoretical approaches to explain leadership process (Northouse,2010). Other authors also define leadership as follows.

Northouse (2004) describes leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." Yukl(2009) Defines leadership as "a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or an organization."

According to Omolayo (2000) leadership can be defined as "a social process in which the leader seeks the participation of subordinates in order to reach organizational goals and objectives." Due to the importance of the concept of leadership, extensive amount of research have been done in order to find effective leadership for different situations. For Omolayo(2000) effective leadership is "the extent to which a leader continually and progressively leading and directing his/her followers to the agreed destination which is defined by the whole group."

2.1.2 . The concept of Participatory Leadership

Participatory leadership is a phrase utilized in management circles today to describe one phase of modern management theory (Díaz-Delgado;García-Martínez,2019). Participatory leadership means that managers should give subordinates an opportunity to participate in those organizational decisions which affect them. While much has been written concerning the advantages of participative leadership, many managers do not have sufficient knowledge of the approach to use it effectively (Hallinger, Heck , 2010). The participative democratic theory of management is derived from the work of among others. Donald aherman Gress(1994): states his assumptions by deriving on the basis of the work of scholars,

Managers and workers are motivated to share influence with decision-makers ,they are capable of contributing usefully to the decision process, in general this willingness and capability is not used

Participation will occur when individuals have an opportunity to take part in the decisions of the organization which affect them. The environment for participation is created by the leader, who shares the responsibilities with those subordinates who work for him Donald Herman Gress(1994) defines participation as "the mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them." he states in his article that the consequences of participation result in: Greater feelings of cohesiveness. Greater responsibility whether the leader is present or not. Increased job satisfaction and morale. Relatively broader time perspective. Greater flexibility in behavior.

The principle advantages of participation according to Bush, T.; Glover, D are that it utilizes the creative potential of all employees, encourages personnel to accept responsibility, may create better decisions, improves team work and morale, creates higher motivation, and restores human dignity and mutual interest. Participation may take place at all levels of supervision—between the president of a corporation and his staff, between a school superintendent and his central office staff, or between a school principal and his teachers. The amount and kind of participation which occur will depend on the organization, the leader, and the type of decisions made. Hallinger& Heck (2010), stated that Participatory leadership has been found to be related to such variables as productivity,

turnover, morale, and job satisfaction. They investigated the effects of different styles of leadership on the behavior of groups of children. The democratic style of leadership produced greater group unity than any other style (Donald Herman Gress, , 1994).The participative theory of leadership is based on the assumption that we need to have a leadership policy which expands subordinates' Influence and self-control in order to make full use of their individual abilities. Participation is a very useful leadership technique when employed properly. It must not be a sham but actual and real participation. Many superiors will invite participation after they decide on the "answers" based on the idea that it would be good for the individual to have a feeling of participation by talking about the "questions. (Hallinger; Heck , 2010).

2.2. Leadership Styles

The work of scholars in the past decades has caused the evolvement of many 'schools of thoughts' or leadership styles. According to Omolayo (2007)\leadership style is the pattern of behaviors engaged in by the leader when dealing with employees which ranges from "Great Man" and "Trait" theories to "participative" leadership. The main reason for the wide variety of leadership styles is the subject of leadership itself. Leadership is an evolving subject and as our social and organizational values change over time theories for effective leadership styles can change and new leadership theories can emerge (Bolden, Gosling, Marturano and Dennison, 2003).

Leadership is the key to progress and survival of any organization whether it is an enterprise or an institution. It is of inestimable importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives and attainment of educational goals Edem (2006) Consequently, Ezeuwa(2005)sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals.

Basically achievement in secondary schools are dependent on three identifiable leadership styles namely, autocratic, democratic, and laissez faire leadership style (Lunenburg & Ornstein, 1991). Therefore, there is no best leadership style for all situations but there is a best style or combination of style for every unique leadership situation. We must first understand the different leadership styles and be able to select and utilize the appropriate

style for every unique leadership circumstances, the individual you are leading and the relationship you have with that person.

2.3 .Leadership Models

The six leadership models are listed as the following.

2.3.1. Instructional Leadership Model

Instructional model differs from the other models because it focuses on the direction of influence, rather than its nature and source. Instructional model is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Instructional model is very important dimension because it targets the schools central activities, teaching and learning(Bush, 2003).

2.3.2. Transformational Leadership Model

It is a leadership style that seeks to satisfy the needs or followers. Transformational Leadership can convert followers into leaders and may convert leaders into moral agents. It also seeks to satisfy the needs of the followers through high motivation. It is collaborative.

In such a collaborative relationship, followers develop a sense of commitment and motivation to act beyond the expected level. Rost (1993) defines transformational leadership as the leadership that is based on the influence, real change, active involvement of followers, and that the change should reflect the mutual agreement. In this definition, there are important points: active followers, influence, real change intention, a mutual purpose that the leaders and followers have agreed upon.

2.3.3. The Moral Leadership Model

This model assumes that the critical focus of leadership ought to be on values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from the defensible conceptions of what is right or good Leithhood(1999)& Sergiovanni (1984)says that 'administering' is a 'moral craft' and he argues that both moral and managerial leadership are required to develop learning community. In the principal ship the challenge of leadership is to make peace with two competing imperatives, the managerial and the moral. The two imperatives are unavoidable and the neglect of either creates problems. Schools must be run effectively if they are to survive. But for the school

to transform itself into an institution, a learning community must merge. This is the moral imperative that the principal face.

2.3.4. The Managerial Leadership Model

Leithwood (1999)defines this model as managerial leadership that assumes the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. Most approaches to managerial leadership also assume that the behavior of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy.

Caldwell (1992) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions such as goal setting, needs identification, priority setting, planning, budgeting, implementing; and evaluating. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school.

2.3.5. Contingent Leadership Model

Contingent leadership model focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this model, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Cherry, 2012).A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements (Naylor, 1999). Contingent model states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013).

2.3.6. Participative Leadership Model

The participative leadership also referred to as organic leadership is defined as leadership style which involves employees across different levels of the hierarchy in decision making (Spreitzer, 2005). Participative leaders involve their subordinates in the decision making process. These leaders pay attention to subordinates values and seek their input on

important decisions. In this leadership style there is no formal distinction between leaders and followers. Participative leader can be considered as a temporal coordinator for the group of like-minded people. Participative leader is a facilitator that shares the same vision and values with subordinates. The main task of the Participative leadership is consulting with subordinates and evaluating their opinions and suggestions before making the final decision (Mullins, 2005).

According to Rok (2009) in order to have effective leadership the leader should influence/ inspire people toward group goals through individual motivation rather than coercion. Therefore the Modern concept of leadership should be conceived as a set of values and behaviors exhibited by the leader to encourage participation, commitment and development of the followers. Because openness to new ideas is an essential element in order to encourage participation of followers there is a growing need for more participative culture of leadership. The modern leader not only leads or involves, but also should be more responsive to feedback from others and should try to integrate the core sustainability agenda with ''hearts and minds'' of all followers (Rok, 2009). Fletcher (2004)argues that the principles of leadership are already changing and leadership paradigm has shifted from individual to collective, control to learning, self to self-in-relation and power over to power with.

Jordan (2011) predicts that because of the regarded changed "future leaders of successful organizations should focus on cultivating a participative decision making environment". The main vehicle for the success of participative leaders is their use of participative decision making which allows employees across all levels in the organization to be involved in the final decision. Various studies suggest that participative decision-making offers a variety of potential benefits; such as increase employee's Job satisfaction, increase the level of innovation in the organizations, increase the quality of the decision , contribute to the quality of employee's work life , increase employees' motivation & increase the level of employee's commitment.

2.3.7. Participatory leadership practice

Principal is mainly charged with the responsibility to run the school. He has the duty to ensure discipline in general and sets a good tone for teaching and learning to take place (Sekyere, 2006). The principal also has the jurisdiction to organize and chair staff meetings as well as planning together to ensure that the school achieves its set target through

collaboration with the teachers. Kowalski et al.(1993) noted 'principals are the persons who initiate actions, identify alternatives, select appropriate courses of action, and direct individuals and groups to desired levels of functioning so that the organization can reach its goals and objectives'. This means that the headmaster by the virtue of his/her position has the power and authority to perform all the administrative work in the school.

Lunenburg and Ornstein (2004) revealed that the present school administrator has many sided task such as planning of aims, providing motivation to teachers, coordinating tasks, assessing results and deciding on a number of issues. Teachers on the other hand ,have the duty of ensuring effective teaching and learning in the school. They also need to collaborate with the headmaster to ensure discipline in the school (Lunenburg &Ornstein, 2004, p. 39.) This means that teachers do not only teach but assist the headmaster in all endeavours to administer the school. Unlike PTA which may not be directly involved in the school administration, teachers may form an integral part of school administration.

Parent-Teacher Association is a Non-Governmental Organization and it may be formed depending on the consensus that the home and the school have the responsibility for developing the child (Sekyere, 2006). This association may not form part of the actual school administration but is represented on the school's Boards of Government. It is mainly in the advisory position in the school structure but takes part in the school's policy planning and also involved in supervising the schools.

Parents perform crucial role in the delivery of education. A cheampong and Essuman (2011) defined ''Parent-Teacher Association as a joint body of parents, guardians, and teachers of a school, and is normally composed of between six to nine members drawn from the community of parents or guardians of children in the school for the school to accomplish quality education, the school and the community need to function harmoniously in order to ensure good training for the pupils. The responsibility of educating the children is made possible through the partnership of families, the community and the school. Fiore (2004) encourages the school to collaborate with families and the community to have a shared task to provide education for every child. This implies that the school needs to acknowledge parents' contribution towards education as crucial tool in achieving the goals of education. He further opines that schools' partnership with parents, help them to secure the chance to involve in various school activities regarding their roles and responsibilities: this helps the school to enjoy and benefit from the efforts of parents.

Fiore (2004) identified four importance of involving parents in school activities: firstly, empowerment of parents; this explains that children start learning from home and so participating in school matters will help them grow confidence in assisting their wards learn at home. Secondly, he also stressed on how the school's partnership with parents can boost the morale of teachers (this makes teachers believe that they have the parents' support and so they will expect more from them), thirdly, schools experience improvement when parents are full partners by involving in both school activities and at home (this makes children perform better).

Barnett (2002) argued that the involvement of stakeholders in education especially parents can boost the standard of education. This shows that parents will be able to monitor their wards' progress and also have the opportunity to discuss pertinent issues with the school concerning the way forward in terms of quality delivery of education for their wards. As noted by Curningham and Cordeiro (2000) that schools must view families as partners: 'family and schools share power'. Upon the basis of this the stakeholders of education in Ghana see parents' participation in school matters very crucial considering the enormous contributions they make to supplement government's efforts. The assumption is that learning does not only occur in school but also in the home. A partnership approach adopted offers families the chance to be involved in many facets of school activities and also accord them right to be part of decisions about the school. At the same time, parents will know the actual roles and tasks to undertake to improve the school (Fiore, 2004, p. 183.) This means that parents cannot be left out in school matters considering the essential role they play to bring about improvement and quality education hence, the need to include them in participative school leadership. This is further revealed that school headmasters who include parents in educational process brings improvement to their schools . This shows why parents need to be part of school administration to some extent so that they can work collaboratively to ensure quality education.

2.4. Participative Leadership Techniques
Since the emergence of participative leadership theory, various scholars have provided guidelines to apply participative techniques. The following guidelines have been retrieved after reviewing literatures about applied participative techniques.

a. Setting the culture for participation

Setting the culture is the most crucial step for applying participative leadership, as stated by Schmidt (2009) "a company should run by its own culture not the leader". The role of the leader is to set the culture for participation by encouraging and using values such as empowerment, personal accountability, open access to information, commitment to continuous improvement, teamwork ((Branch , 2002). It is important for the leader to set an example by encouraging employee participation, applying the regarded values and choosing approaches that are accepted by the majority.

b. Clear definition of objectives

The participant involved in decision making should be fully aware of their group goals to be able to adjust their effort toward the goal (Crane, 1976). For example, if the group goal is a production unit, the leader should clarify the goal by stating how many unites under what timeline and based on what quality standards should be produced.

c. Creating a System of rewards

Even though, participative leadership focuses on the intrinsic needs of employees the extrinsic need are equally important. Especially with production situations, economic rewards must be tied to the outcomes. Employees need to recognize that their efforts can result in tangible rewards so they can strive for optimum productivity (Crane, 1976). The reward can be economic in form of raise, promotion or gifts but it could be non economic such as being the employee of the month or receiving a day off. According to Lawler et al, (1998) participative leader should base rewards as an outcome to organizational performance and design rewards in a way which can encourage employees to add skills, obtain information, enhance teamwork, take more responsibility, and perform in ways that help the business.

d. Holding employees accountable for the decisions made

Decision making groups should be held accountable for their actions within a reasonable time limit which they had agreed to operate. This can help to ensure that problems don't lead to endless debates and timely actions will be taken to resolve problems (Crane, 1978). It is important that the leader hold every employee who agrees with a certain decision

accountable without any exception so they are more careful and under moral obligation to fully commit to the decision made (Branch, 2002).

e. Information sharing

According to Lawler et al (1998) participative leaders need to provide and share information about business performance, goals, plans and strategies, new technologies and competitors' performance. Information sharing through information disclosure and open communication is essential for employees because it can help them in making meaningful contributions to the organization (Branch, 2002). Landsdale (2000)argues that new information in technology should be shared through a two way communication between leaders and subordinates in order to increase the amount of participation.

f. Knowledge development and training

According to Ledford (1993) participative leaders needs develop knowledge development and training methods, to provide skills in group decision making and problem solving. Branch (2002) argues that "learning and training enables employees to contribute to organizational performance". Hence, leaders need to realize that everyone needs the skills and abilities to do their job and to participate effectively

g. Power sharing:
According to Branch(2002) participative leaders need to share the decision making power using a variety of methods and tools such as decision making meetings, quality circles, committees, survey feedback, or suggestion systems in order to enable employees to use and apply the information and knowledge effectively.

h. Leadership role:

Just because the decision is made by the group it doesn't mean that task can be delegated to group members. Participative leadership is very different from laissez-faire leadership. Leaders need to actively participate in decision making and organizational task and should be considering as a part of the team. Moreover, participative leaders need to motivate and encourage all the subordinates to take the initiative and seek new responsibilities and solutions (Branch, 2002). According to Crane(1976) participative leader's need to organize employee's efforts based on economic conditions, organizational structure and physical

surroundings and have to make sure that the group decision is followed according to the quality standards established. Participative leaders need to allow subordinates to make and implement their decisions but during the course of implementation the leader should use some sort of command and control to make sure that what the team has decided is implemented (Chambers, 2009). It is important that managers understand that intervention should be limited to certain situations because too much intervention could negatively impact employee's perception of participative leadership.

2.4.1. Teacher Leadership

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people. MacBeath(1998)& Day et al ,(2000) there is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. To illustrate, a recent study in USA by McLaughlin & Talbert(2001) that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics. Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. "The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers' determination and capacity to pursue this collective goal" (Copland, 2001).

Harris & Muijis(2002) argue that, "the real challenge facing most schools is no longer how to improve but more importantly, how to sustain improvement?" Further, they argue that, "Sustainability will depend upon the school's internal capacity to maintain and support developmental work and that sustaining improvement requires the leadership capability of the many rather than the few and that improvements in learning are more likely to be achieved when leadership is instructionally focused and located closest to the classroom." In other words, Harris & Muijis(2002) are supporting the importance of teacher leadership, "a form of collective leadership in which teachers develop expertise by working collaboratively.

Harris & Muijs (2002)state that, "one of the main barriers to teacher leadership concern the 'top-down' leadership model that still dominates in many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues, heads will therefore need to become 'leaders of leaders' striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school." To generate and sustain teacher leadership is seen as requiring not only empowerment but also time and opportunities for continuous professional development.

Effective teacher leadership also requires structural change. To capture the potential of teacher leaders, the profession needs to invent, expand, and honor a variety of opportunities for teacher leadership so that there will be more choices than being 'either' a principal or a teacher. The career ladder for teachers has precious few rungs. If more widespread teacher leadership is to be attained in our schools, educators will also have to explore multiple conceptions of the teacher's role: team leader, lead teacher, teacher researcher, master teacher.

2.4.2. Some Areas of Teachers' participation

1 .School Planning

Planning is one of the basic school activities that teachers should involve and be concerned with during implementation. "Planning mean building a mental bridge from where you are to where you want to be when you have achieved the objective before you" (Adaire, 2010). Teachers' participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. "participative planning activity includes in the planning process as many the people as possible who will be affected by the resulting plans and/or will be asked to help implement the plans". Schermerhorn(1996)& Morphet et al , (1982)stated that the school organization plan lays the basis for the procedure by which principal's work with the staff to participating planning, all staff would participate in the development of the plan. That is because no better method of achieving acceptance and understanding has been devised than the method of participation.

2 .Curriculum and Instruction

Hecht, et al. cited in Carl, (1995) states" change cannot be successful if the teacher focuses on the classroom only". Teachers should exercise their professional autonomy on curriculum and instructional decision making which enhance the effectiveness of learning and teaching process during implementation. The way for school professional to interact with each other is to participate in management decision at building level that affect schools' curriculum and instruction (Ubben and Hughes, in Lammessa, 2010). And teachers' involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials, teachers always act as "curriculum makers". That is because curriculum development and implementation are depends on teacher thinking and actions (Ben-Peretz, 1994).

3. School Budget and Income Generation

Teacher should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources. Newcombe & McCormick , (2001)noted that in some school teachers are required to attend many meetings, such as budget and finance planning group committees. They are encouraged to be involved in a wide variety of financial issues.

Generally, as noted by Newcombe&McCormick(2001) there are two areas of financial decisions (technical and operational financial decision) in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resource for classroom teaching (e.g., preparing a subject department budget and allocating financial resource within a teaching area). Operational financial management decision issues are primarily concerned with the purchase and maintenance of plant and equipment unrelated to teaching and approving expenditure in the areas of golden and general maintenance. So, participating teachers in school budget and income generation requires creating conducive environment by school principals.

4. School Building

Another area of decision-making that teachers' participating in is school building. According to Prowler(2011) to create a successful high performance building in school organization requires an interactive approach starting from the design process. It means all stake holders; everyone involved in the planning, design use, construction, operation and

maintenance of the facility must fully understand the issue and concerns of all the parties and interact closely throughout all phase of the project.

2.4.3. The Participation of School Boards in School Leadership

One of the ways in which schools are asked to include the communities that surround them in school leadership is through governance arrangements that include participation of those for whom the school matters: parents, students, teachers and community representatives. These bodies according to Marginson&Considine(2000)embrace leadership, management and strategy.

At heart of the analysis is the need to clarify the role of school boards and their contribution to leadership for school improvement. They have a wide range of roles, external and internal, which vary between countries and even within countries and between schools. While recent literature refers to the positive association between good school governance and school outcomes, the role of school boards has often been neglected by policy and practice. Many involved both principals and board members themselves complain about their lack of professionalism, lack of clarity in their role, lack of preparation of those involved and lack of capacity to take care of the tasks they have been given. As with school leaders, decentralization and school autonomy have brought about the delegation of important powers to school boards, but in a number of countries they have not had the support needed to carry out the work, which is often voluntary.

In categorizing the role of school boards Ortiz(2000) identifies some analysis models of governance: those in which the board has an advisory role, with principals as chief executive officers with broad discretion and school councils having an advisory function; those in which teachers are the dominant actors; those controlled by elected or appointed representatives of schools' communities; and those in which principals and teachers exert equal influence on site councils.

Other efforts have been made to categories governing bodies or school boards based on their structure and practices, as identified by Ranson et al, (2005)): accountable, advisory, supportive and mediator or those which distinguish between abdicators, adversaries, supporters clubs and partners. Another study exploring school governing boards across the United Kingdom Ranson et al, (2005)defined distinctive types of governing bodies based on their purpose and responsibility; the balance of power between the principal and the

chair of governors; and the extent of professionalization of the governing body in its deliberations and decision making:

Governance as a deliberative forum - Governance constitutes largely a gathering of members, often parents, at which discussions of the school are determined and led by the principal as professional leader. Parents do not feel they can question the authority of the principal although they may inquire about aspects of the school's progress.

Governance as a consultative sounding board - Governors provide a sounding board for the strategies and policies provided by the principal as a professional. The principal brings policies to the board for their approval. There is discussion and questioning and, on occasion, adaptation of policy, but it is clear that the principal rules.

Governance as an executive board - The board has legal responsibility and accountability for the school and therefore assumes responsibility for the business aspects of the school: the budget, staffing and the infrastructure of building. The principal assumes responsibility for curricular and pedagogic aspects of the school. The board will, however, probably develop a strong role of evaluation of performance as well as the policies and financial well-being of the school. This may lead the board to develop systems of monitoring and review of school and its development.

Governance as a governing body - In these schools, the governing body provides strategic leadership of the school and takes overarching responsibility for the conduct and direction of the school. The principal will be a strong professional leader, but a member rather than leader of the governing body, which acts as a corporate entity.

Moving beyond the actual roles and membership of boards to look at the intricacies of practice can help us understand their governance challenges. Evidence presented in country background reports and in selected research reveals that in many countries there is general satisfaction about the roles of school boards. They bring communities and schools closer together, can help principals in taking decisions and be active for school improvement. In New Zealand, where a broad reform has transferred responsibilities to boards of trustees, members are generally satisfied with their role and have a clear view on what they should be doing. Most trustees (81%) have received training on the role. In addition, boards also receive support or advisory services from different bodies. In England it is from local

authorities and in New Zealand from the New Zealand School Trustees Association (NZSTA). In England, only between 8-10% of schools inspected in 2000/01 were deemed to have unsatisfactory governance, in terms of fulfilling their responsibilities.

Characteristics of effective school boards

Recent research mostly in English-speaking countries has explored the indirect impact of school governance. Most studies have been small and have had selection biases. Most have concentrated on picking schools that have been successful or unsuccessful and explored the reasons why. One study of governance in England found a strong association between inspection assessments of a school's effectiveness and their assessments of its governing body (Scanlon et al, 1999). Another study undertaken by the Office of Standards for Education Ofsted(2002)also argued that where governance is good, standards of attainment are likely to be higher than in other schools. These evaluations have continued in the United Kingdom. In 2006 the English National Audit Office identified five main reasons for schools failing inspections of the Office for Standards in Education: ineffective leadership; weak governance; poor standards of teaching; lack of external support; and challenging circumstances. It noted that these reasons were often connected and also that "a school with a very good leadership team can still succeed in spite of a weak governing body" (National Audit Office, 2006). School performance reflects a number of different factors, including social context; it cannot be attributed to governance alone.

In Belgium (Flanders), a study which focused on principals who were able to shape school culture for teaching and learning concluded that support or obstruction from school boards makes a difference on principals' perception of their jobs and feeling of satisfaction. Those who were satisfied with the autonomy and support they received from their school board were also those who had a high level of job satisfaction. Those who reported low job satisfaction and high scores for emotional exhaustion and cynicism and/or low scores for personal accomplishment felt that the school board provided more obstruction than support (Devos et al, 1999).

Good governance helps to improve management practices at the school level, which in turn generate improved standards of attainment. As Ranson(2005) summarizes: "Governing bodies can play a role in reinforcing the quality of institutional leadership: providing strategy, enabling scrutiny of direction and practice, offering guidance and support and

ensuring accountability. By helping to improve the working of the institution, the governing body will make more effective the environment of learning and teaching and thus the possibility of enhanced standards of educational attainment. Better governance establishes processes that generate better results."

A study of English governance practices found that there are a number of ways in which governors can make a difference in schools. An evaluation of the performance of governing bodies in school improvement by the Office for Standards in Education Ofsted(2001) focused on schools "in special measures" (those deemed to need action for serious weaknesses) and on how governing bodies had contributed to improve their performance. While they found many problems that had made governing boards ineffective and also part of the problem of failing schools, they found positive features that had contributed to turn around schools' results. Particularly, governors can make a difference when they are clear about school objectives and values; when the governing body has clear references and is clear about its role; when governors have a wide range of expertise and experience and attend meetings regularly; when meetings are run efficiently; when there is a clear school plan for school improvement, understood by all; when there are good relationships between governors and staff; when there is a rigorous system for monitoring and evaluating school performance; and when governors' training is linked to school priorities and needs of governors.

2.5. Factors influence participatory leadership

The quality of decision by school members is affected or influenced through many situational factors (Desalegn Gemechu, 2014). According to a research by Gorton (1987) cited in Desalegn(2014) factors which affect the participatory leadership process are: amount of time available; availability of resources necessary to implement any particular alternatives; amount of information available; ambiguity of the situation, including the alternative and potential consequences; degree of organizational autonomy; and amount of tension in the situation. Wylie(2007), also identified various factors these are: management altitudes; personnel required people in number or skills effectively implement participation; as well as the reaction of subordinates.

Principals' support of participative decision–making seems to be another factor in determining teachers' involvement in decision–making (Johnson&Scollay, 2001).

According to Strong(2008) Some principals may not perceive that they are sufficiently empowered themselves and are therefore relevant to increase the level of teachers decision–making in their own power and authority would be diminished by greater teacher involvement. On the other hand, other may fear poorer decision quality from wider involvement. Many principal decisions, like many personal decisions, are made more on the basis of intuition or past practices than systematic analysis (Somech, 2006),. As their school organization becomes increasingly complex and challenging, however, some school principals have began to rely on systematic approaches to involve members of staff in the leadership But many school leaders are likely to have failed to the good leaderships, failing to get all the key players involved, going for an option that is far too participative leader, overreacting in solving the problem (Rok, 2009).

Factors influencing participatory leadership are:- Lack of financial incentives. This indicates that there is a poor rewarding system to teachers, High rate of principals turn over, especially those who have good managerial skill. In his study, association officials also reveals that quick turn over of school principals to office has a negative impact on the leadership effectiveness at school level, Unfair assignment of principals. That means, principals were assigned not based on their performance, but on their political affiliation, Lack of commitment and reluctance of teachers to participate in school decision making involvement in participative leadership, Lack of proper supervision, Principals based to his/her intimacy, Lack of using human power properly, Low attention given to teachers by government officials, Weak guiding rule and regulation of students, Most of the teachers do not concern for school problems, Unwillingness of giving recognition towards motivating and rewarding teachers according to their effort by concerned leaders or administrative body, Lack of transparency and barriers of communication between teachers and principals, Lack of school leadership skill of principals are the major factor that influence for the success of participatory leadership.

2.6. Conceptual frame work

Supervisors

Vice principals   Principals

Teachers
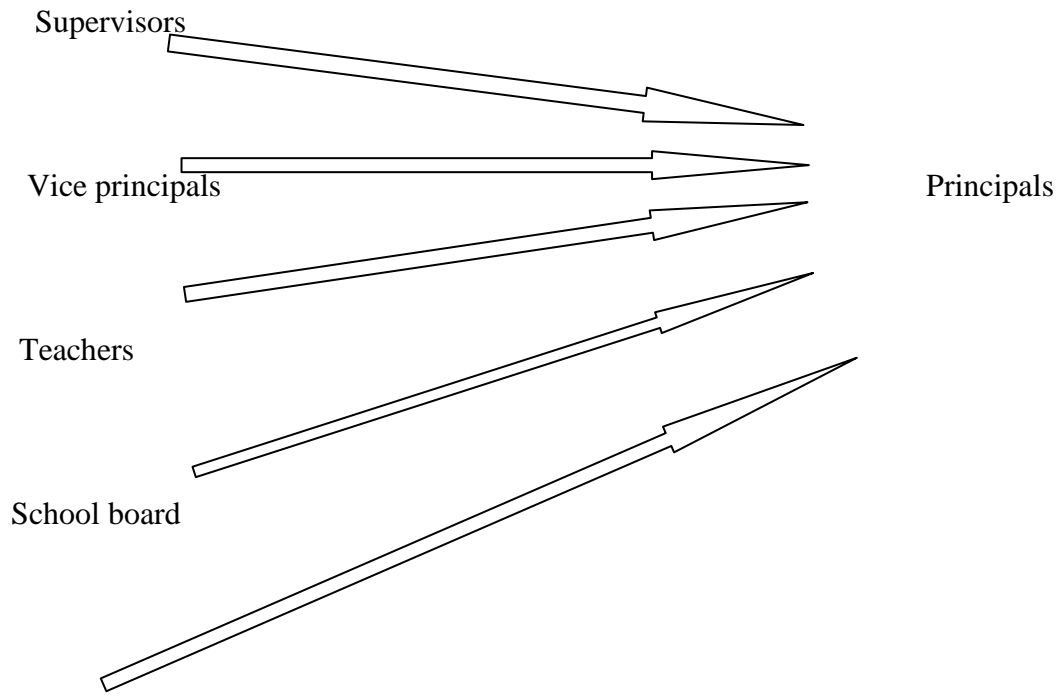
School board

PTA

Ones role in the organization can be viewed as a central role surrounded by five other types of roles, vice principals, teachers, school board and PTA. Besides these five types of roles one may have to interact with a lot of other people from different positions that is principal, board of governors, parents and the general public to promote the participatory leadership.

CHAPTER THREE

RESEARCH DESIGNAND METHODOLOGY

This section deals with the description of the research design, research method, and Description of Study Area source of data, in which the study was conducted. Population and sample taken for the study and sampling technique. Data collection tools and procedure of data collection, validity and reliability, method of data analysis and ethical considerations were discussed.

3.1. Research Design

This research is about describing the status of participatory leadership. So, the study used descriptive survey design. It was selected for the reason that it enables the researcher to obtain current information about the status of participatory leadership in selected secondary schools. It is also relevant to collect detailed and a variety of information concerning status of participatory leadership. Moreover, Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present. Descriptive research design is a fact finding study with adequate and accurate interpretation of the findings (Kothari, 2004). This is because it describes with emphases what actually exists such as current conditions, practices, situations or any phenomena. Further, descriptive research design combined both quantitative and qualitative methods while data is being collected and analyzed.

3.2. Research Method

The study employed both quantitative and qualitative method with more emphasizes to quantitative research method because more data collected quantitatively. The stated method is selected on the assumption that it could help the researcher to gather, analyze and interpret the issues and it helped for identifying the major practice opinions, suggestions and comments pertaining to the issue under study.

3.3. Description of Study Area

The study area was West Wollega Zone which is one of the **21** zones of Oromia National Regional state. The zone is found in the western part of the state. It is bordered to the East by East Wollega Zone and shares international boundaries of Sudan in the West. While Benishangul Gumuz national Regional state is found to the North of the zone, Ilu Abba Bora zone is found in the south. The West Wollega zone has 23woredas which is located 441km away from Addis Ababa.

The total number of teachers in west wollega was 4870 of which3150 male and 1720 females. The total number of selected secondary school teachers is 245 of which 135 are male and 110 are females. Additionally 23 supervisor, 86 school directors and 72 vice principals of secondary schools are there.

Target Population :Brinker(1988) defines target population as a large population from whom a sample population is selected. A sample population is a representative case drawn from the entire population(Aron& Coups,2008). There are 86 secondary schools with their own principals .The purpose of the study would to get an accurate empirical data as a fraction of the possible cases. The target population comprised of 7 public secondary schools in West Wollega Zone division comprising of Principals, teachers and PTA, supervisors .

3.4. Sources of Data

Primary data sources will be used for this study. The primary data will be obtained from supervisors, Principals, vice principals and teachers and PTA .

3.5. Population, Sample size and Sampling Techniques

The study population is the entire group of people to which a researcher intends the results of the study to apply, Aron & Coups(2008), as cited in Seyum (2014). The determination of the population and sample of schools was based on the annual statistical data of West Wollega Zone Education Office in 2019/20 (2012 E.C). West Wollega Zone has 3 administrative towns and 20 Woredas which has 86 public secondary schools.

Generally from 23 Woredas 5 Woredas (Bodji Dermajji, Bodji Chokorsa, Gulliso, Nedjo and Lalo Asabi) were selected by random sampling.

It is difficult to manage and conduct the study in all the Secondary schools of the zone, it is important to determine and identify the number of sample woredas, Secondary Schools and respondents. Accordingly, out of the total 23 woredas of the zone, 5 woredas were selected for the study by random sampling. Thus, seven secondary schools which mean one from every woreda, except two woredas were selected using random sampling method. becase to give equal chance for each woredas and secondary school selected. These secondary schools were Guliso Secondary school, Galewo Secondary school, Figa Kobera Secondary school, Bodji Dermajji secondary school Agar Aleltu secondary school, Inango secondary school Nedjo secondary respectively representing the five woredas.

In the selected secondary schools, out of 245 teachers, 147 (60%) of the teachers were selected by simple random sampling techniques. Purposive sampling techniques was employed to select 7principals, 7 vice principals, 5 supervisors and 7 PTA heads from the schools. Because the researcher assumes to get more reliable and enough information from those respondents. The grand total of respondents was 173.

Therefore, the researcher took the sample size of teachers from total population by using (Krenjcie and Morgan, (1970)) formula. It is an educational and psychological measurement for an efficient method of determining the sample size needed to be representative of a given population.

That is: -

$$S = \frac{x^2 NP(1-P)}{d^2(N-1) + x^2 P(1-P)} = \frac{3.841(245)(0.50)(1-0.50)}{0.05^2(245-1) + 3.841(0.50)(1-0.50)} = 147$$

Where, S = required sample size.
X^2 = the table value of chi-square for 1 degree of freedom at the desired
Confidence level (3.841). i.e. 1.96×1.96
N = the population size.
 P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).
D = the degree of accuracy expressed as a proportion (0.05).
To determine proportion of each stratum (n/N); the sample size required was 147, the population size was 245 and the obtained proportion was 0.612.

Table 3. 1;Summary of Population, Sample Size and Sampling techniques

Schools	Teachers			Principals			V/Principals			Supervisors			PTA heads		
	Population	Proportionality	Sample size	P	S	%	P	S	%	P	S	%	P	S	%
Figa Kobera	33	33 x 0.612	20	1	1	100	1	1	100	1	1	100	1	1	100
Bodji	49	49 x 0.612	30	1	1	100	1	1	100	1	1	100	1	1	100
Gulliso	47	47 x 0.612	29	1	1	100	1	1	100				1	1	100
Gallewo	25	25 x 0.612	15	1	1	100	1	1	100	1	1	100	1	1	100
Agar Aleltu	35	35 x 0.612	22	1	1	100	1	1	100	1	1	100	1	1	100
Enango	31	31 x 0.612	19	1	1	100	1	1	100	1	1	100	1	1	100
Nedjo	25	25 x 0.612	15	1	1	100	1	1	100				1	1	100
Total	245	245 x 0.612	147	7	7	100	7	7	100	5	5	100	7	7	100

Simple Random Sampling Technique   Purposive Sampling Technique

3.6. Instruments and Procedures of Data Collection

The researcher employed two types of data gathering tools. The data from the primary source was collected through questionnaire and interview.

Before administrating the questionnaire for data collection, respondents from each sampled school were informed by the researcher about the purpose of the study and how to fill the questionnaires. In addition, the distribution and collection of questionnaires was done by the researcher with the cooperation of school principals or vice principals. An interview was conducted through disclosing the purpose of the study based on the permission of the respondents by researcher.

3.6.1. Questionnaire

Lickert scale questionnaire was used for the study, because it is suitable for collecting factual information, opinion and attitude from large population and it can be easily and quickly analyzed (Wilkinson and Birmingham, 2003). It helped as the chief instrument to collect the data and made close and open-ended items. The questionnaire was administered for principals, vice principals, supervisors and teachers. The researcher employ the questionaries by English language . because respondents were educated or the medium of instruction at secondary school were English.

3.6.2. Interview

Interview was used to collect the primary data about the status of participatory leadership from Parents Teachers Association (PTA) heads of secondary schools that was helped to extract further deep information. The type of interview was semi-structured and it embraced similar idea with the content of the questionnaire.

3.7. Reliability and Validity checks

Checking validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998).

3.7.1. Reliability

To check the appropriateness of the items, pilot test was conducted in Dilla Gogola and Werke Guji Secondary Schools which were not included in the sample study. A pilot study was conducted as a preliminary step to avoid errors. Its main objective is to detect possible weakness and enable the researcher to make the necessary corrections and adjustments. To this end, the draft questionnaire was administered to 29 randomly selected teachers and 2 principals of Dilla Gogola and Werke Guji Secondary Schools. After the questionnaires filled and returned, the reliability of items was measured by using Cronbanch's alpha method with the help of SPSS version 24.

According to Cronbanch's alpha reliability the questionnaire designed to be filled by teachers and school leaders has the reliable coefficient of 0.72. This show that the questionnaire designed for teacher has got reliable. According to Cohen, et.al (2005) it is possible to use instruments with reliability coefficient of 0.7 and above. As suggested by Cronbanch's (2011) the realizably coefficients between 0.70-0.90 are generally found to be internally consistent. The researcher found the coefficient of Alpha to be 0.82, which is regard as strong. Supporting this idea George and Maller (2003) suggested that the Chromach's alpha results >0.9 excellent, 0.8 good, 0.7 acceptable, < 0.6 questionable, 0.5 poor. Then necessary modification on 4 items was done.

Table 3. 2. Reliability checks

		N	%	Chrombach'sAlpha	No.items
Case	Items	31	100	0.82	31
	Excluded	0	0		
	Total	31	100		

3.7.2. Validity

Validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use. To ensure validity of the instruments a pilot test was carried out to avoid possible errors that might occur during data collection.

3.8. Methods of Data Analysis

The responses obtained from the close-ended questionnaires was systematically coded, tabulated and organized for analysis using quantitative method. The organized and coded data was imported to SPSS version 24 and was analyzed using descriptive such as percentage, frequency, mean, weighted mean and standard deviation and inferential statistics such as t-test.

Descriptive statistics in the form of frequency and percentage distribution was used to analyze various characteristics of the respondents such as sex, age, academic qualification, and years of service. t-test was employed to see the statistical significance of the responses of groups of respondents at the level of $p \leq 0.05\%$. This is because t-test is considered as an appropriate test for judging the significance difference between the mean of the two sample groups (Kothari, 1985).

Data obtained through interview and open - ended questions was analyzed and interpreted qualitatively by describing or narrating the responses provided by the respondents.

Based on the data analysis, interpretations was made and come up with certain findings. Finally, conclusions were drawn and some possible solutions were recommended.

3.9. Ethical Consideration

The researcher contacted seven secondary schools in the 5 Woredas. In addition, the researcher communicated the participants respectfully and honestly in order to get their will to fill the questionnaire and to answer the interview questions. To get adequate and relevant information on the problem, the researcher briefly explained the purpose of the study on the questionnaire that it also has its own importance for their schools.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study.

To gather relevant data from respondents, different tools of data collections such as questionnaire and interview were used. There were166 copies of questionnaire distributed to the sampled principals, vice principals, supervisors and teachers of seven secondary schools (Figa Kobera, Agar Aleltu, Gulliso, Gallewo, Nedjo, Bodji Dermeji and Enango). A total of 164 (98.7%) questionnaire were properly filled and returned from respondents. In addition interview responses of 7 PTA heads members from each secondary school were analyzed. Thus, the analysis was based on data collected from two sources such as questionnaire and interview .

4.1. Demographic Characteristics of Respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents. Accordingly, the characteristics of the study groups were examined in terms of sex, age, academic qualification, and years of service.

Table 4. 1; Characteristics of Respondents(teachers and PTA)

Variables		Teachers		PTA heads		Total	
		F	%	F	%	F	%
Sex	Male	129	89.8	7	100	136	87.3
	Female	18	10.2	-	-	18	12.7
	Total	147	100	7	100	154	100
Age	≤ 20 yrs	-	-	-	-	_-	-
	21-30 yrs	29	19.7	-	-	29	15.4
	31-40 yrs	71	48.3	2	28.6	73	38.6
	41-50 yrs	44	29.9	4	57.1	48	25.4
	≥ 51 yrs	3	2.1	1	14.3	4	2.1
	Total	147	100	7	100	189	100
Educational Qualification	Certificate	-	-	1	14.3	1	0.5
	Diploma	1	0.7	2	28.6	3	1.6
	Degree	146	99.3	-	-	146	77.2
	MA	-	-	-	-	-	-
	Total	147	100	3	42.9	150	79.3
Work Experience	1-5	8	5.4	-	-	8	4.2
	6-10	26	17.7	-	-	26	13.8
	11-15	47	32	-	-	47	24.9
	16-20	38	25.9	-	-	38	20
	> 20	28	19	-	-	28	14.8
	Total	147	100	-	-	147	77.7

As shown in table 4.1. , 129(87.8%) of teacher and 7(100%) of PTA head   were males. This shows that the majority of teachers and PTA heads members found in seven schools were males. This implies that the number of males and females that were found in seven secondary schools were not proportional.

Concerning the age of respondents, 29 (19.7%) of teacher respondents' age were between 21-30 years. 71(48.3%) of teacher and 2 (28.6) of PTA head respondents age fall between 31- 40

years. 44 (29.9%) of teacher and 4 (57.1) PTA head respondents age fall between 41-50 years.3 (2.1%) of teacher and 1 (14.1%) of PTA head respondent age fall $\geq$51 year. Overall, the majority of respondents' ages fall between 31- 50 years.

This result reveals that most teachers and PTA heads members are in matured age. So that no matter about their participation on their age,

The academic qualifications of respondents' profile show that 146(99.3%) of teacher respondents had BA degree and 1(0.7%) of them had diploma level. Thus, the majority of teacher's academic qualification was first degree. On the other hand 2(28.6%) of PTA respondents had diploma level and 1(14.3%) of them had certificate level of academic qualification respectively. Other PTA heads' level of education was below certificate.

Regarding years of service, 8 (5.4%) of teacher respondents had years of service below 6; and 26 (17.7%) of them had work experience between 6-10 years. On the other hand 47 (32%) of respondents were whose years of service fall between 11-15; and 38 (20.6%) of them had work experience between 16 - 20 years. And 28 (19%) of respondents' had service above 20 years.

The work experience ranges indicate that most respondents were young and only some of them were seniors. So, in researchers view teachers and school leaders were in the active age range to participate in school leadership.

Table 4. 2; Characteristics of school leader respondents (principals, vice principals and
supervisors)

Variables		Principals		Vice		Supervisors		Total	
		F	%	F	%	F	%	F	%
Sex	Male	7	100	7	100	5	100	19	100
	Female	-	-	-	-	-	-	-	-
	Total	7	100	7	100	5	100	19	100
Age	≤ 20 yrs	-	-	-	-	-	-	-	-
	21-30 yrs	-	-	1	16.7	-	-	1	5.5
	31-40 yrs	5	71.4	4	66.6	3	60	12	66.7
	41-50 yrs	2	28.6	2	16.7	2	40	6	27.8
	> 51 yrs	-	-	-	-	-	-	-	-
	Total	7	100	7	100	5	100	19	100
Educational Qualification	Certificate	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	-	-
	Degree	5	71.4	7	100	4	80	16	83.3
	MA	2	28.6	-	-	1	20	3	16.7
	Total	7	100	7	100	5	100	19	100
Work Experience	1-5	-	-	-	-	-	-	-	-
	6-10	-	-	1	16.7	-	-	1	5.6
	11-15	-	-	2	33.3	-	-	2	11.1
	16-20	5	71.4	2	33.3	2	40	9	50
	> 20	2	28.6	2	16.7	3	60	7	33.3
	Total	7	100	7	100	5	100	19	100

As can be seen from table 4.2, all of the principal 7(100%), vice principals 7(100%) and supervisors 5(100%) respondents were males. This implies that school leadership position currently found in these secondary schools was dominated by males.

Concerning the age of respondents 1(16.7%) of vice principal falls between 21-30 years. On the other hand 5(71.4%) of principals, 4(66.6%) of vice principals and3(60%) supervisors age falls between 31-40 years and 2(28.6%) of principals, 2(28.57%) of vice principal and 2(40%) of supervisors age falls between 41-50 years. None of them had ages above 50 years.

This indicates that the majority of the school leaders were youngsters/adults ages. So, in researchers view school leaders, teachers, and PTAs were in the active age range to participate in school leadership activities. One can see from this result that unless principal leadership is no participatory leadership style, there was not such a problem in case of respondents' age to participate in different school issues.

The academic qualifications of respondents' profile show that 16(84.2%) of school leaders had BA degree and 3(16.7%) of them had MA degree. This indicates that there was no much variation in qualifications between school principals and staff members. According to guideline of MoE (2009) the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field of study like educational administration, educational management, and educational leadership. It can be said most of school leaders were assigned to the position without having qualification in management or the necessary training that would enable them to participate stakeholders in school leadership effectively.

Concerning principals and vice principals years of service, 1(16.7%) and 2(33.3%) of the vice principals had total years of service that fall between 6-10 and 11-15 years respectively. On the other hand 5(71.4%) of principals, 2(33.3%) of vice principals and 2(40%) of supervisors had years of service which fall between 16-20 years. Finally, 2(28.6%) of principals, 1(16.7%) of vice principal and 3(60%) of supervisors years of service fall above 20 years.

This implies that they have less years of service as compared to senior teachers. Thus, they could face difficulty of leading and participating senior teachers to different school leadership activities. Now the time, most experienced teachers do not want to be a school principal because in current situation being a leader has different challenge such as peace and security problems in the study area.

The researcher want to analyze the response from school leaders (principal, vice principal and supervisors) and teachers to answer the first research basic question "To what extent school leaders practice participatory leadership in Secondary schools of West Wollega?.To answer this the researcher analyzed the results from the respondents on variable used to measure the participation of stake holders. Accordingly, the mean score between 1.00-2.50 implies the respondents are in *low* rating scale which means the respondent(either leaders or teacher) did not agreed to the activity mentioned in questionnaire. In other way, 2.51-3.5 mean scores implies that the respondents are in *medium* rating scale. This shows that respondent did not decide about the activity on the questionnaires which mean in this research is neither high nor low/moderate/ while 3.51-5.00 mean score means the respondents are in *high* rating scales which imply the respondents agreed on the mentioned activity in questionnaires. The distribution of response is indicated as follows. Each of the analysis is presented as the following

Table 4. 3; School leaders and teachers' respondents on the extent of participatory leadership practice in secondary schools.

No	Items	R	N	M	SD	WM	t-value	P
1	The school leadership works with the staff members to improve the school.	L	19	3.50	.985	2.45	7.401	0.001
		T	147	2.32	.585			
2	The school leadership has the ability to delegate and share responsibility.	L	19	3.56	1.10	2.37	9.434	0.000
		T	147	2.22	.465			
3	School leadership making relationship based on collegiality and mutual trust.	L	19	3.83	.514	2.41	12.674	0.000
		T	147	2.24	.501			
4	Principals communicate with staff regarding leadership activities.	L	19	4.00	.767	2.36	12.412	0.000
		T	147	2.16	.570			
5	Various types of decisions are undertaken timely.	L	19	3.50	1.10	2.44	6.272	0.005
		T	147	2.31	.710			
6	Stakeholders believe that their participation in leadership promotes school improvement.	L	19	3.89	1.28	3.95	-0.195	0.003
		T	147	3.95	1.22			
	Total	L	19	3.71	1,16	2.66	7.99	0.012
		T	147	2.5	1.16			

Key: L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00-2.50=Low, 2.51-3.50=Medium and 3.51-5.00=High

As can be perceived from table 4.3, item 1, the respondents rated the extent of school leadership works with staff members to improve the school. The mean scores that 3.50 (SD = 0.985) for school leaders and 2.32 (SD = 0.585) for teachers respectively. This shows that school leaders school leaders works with staff members to improve the school, while teachers don't school leadership works with staff members to improve the school. The weighted mean

for the item was 2.45 which fall under Low scale. The t-test result computed the t-value 7.401 was greater than the critical table value 1.96 and P-value 0.001 which was less than significance alpha value of 0.05. These reveal that school leadership works with staff members to improve the school. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. This means school leaders don't work with staff members.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7). The comments of interviews, therefore, there were different challenges that hinders the school leaders to work closely with staff members to improve the school. most of the time teachers are not equally interested to work actively with PTA. Rather they accept working with PTA committee is up to school principal only . So the school leadership don't works with the staff members to improve the school .

According to table 4.3, item 2, the respondents rated the extent of school leadership to delegate and share responsibility. The mean scores rate found on the table shows that 3.56 (SD = 1.10) for school leaders and 2.22 (SD = 0.465) for teachers respectively. This shows that school leaders has the ability to delegate and share responsibility , while teachers, school don't have the ability to delegate and share responsibility . The weighted mean for the item was 2.37 which falls under low rating scale. In the t-test result computed the t-value 9.434 was greater than the critical table value 1.96 and P-value 0.000 was less than the significance alpha value of 0.05. These reveal that school leadership has no ability to delegate and share responsibility. The computed t-test justifies that there was statistically significant mean difference between school leaders and teachers. The results of the responses show that school leadership has no ability to delegate and share responsibility. In addition, the interviews were conducted with PTA heads. In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) heads stated "school leadership has the ability to delegate and share responsibility. But the implementation of delegated activity is not sufficient from concerned body.

From table 4.3, item 3, the respondents rated the extent of school leadership on extent of school leadership make relation ship based on collegiality and mutual trust. The mean scores rate found on the above table shows that 3.83(SD = 0.514) for school leaders and 2.24 (SD = 0.501) for teachers respectively. This shows that school leaders make relation based on collegiality and mutual trust; while teachers ,school leaders don't make relation based on collegiality and mutual trust. In the t-test result computed the t-value 12.634 was greater than the critical table value 1.96 and P-value 0.000 was less than significance alpha value of 0.05. The weighted mean for the item was 2.41 which reveal that school leaders don't make relation based on collegiality and mutual trust. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. From the responses one can conclude that school leaders don't make relation based on collegiality and mutual trust .

Regarding table 4.3, item 4, the respondents rated the extent of school leadership on on principal communicate with teachers regarding school leadership activities. The mean scores rate found on the above table shows that 4.00 (SD = 0.767) for school leaders and 2.16 (SD = 0.570) for teachers respectively. This shows that school leaders rated high rating scale that principal communicate with teachers regarding school leadership activities; while teachers rated low rating scale that principal communicate with teachers regarding school leadership activities. The weighted mean for the item was 2.36 which reveal that principal did not communicate with staff regarding school leadership activities. In the t-test result computed the t-value 12.440 was greater than the critical table value 1.96 and P-value 0.000 was less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7)   responded that; much of the decisions made at school were not discussed, improved and accepted or rejected by stakeholders. They were made by school leaders mainly by principals and made the stakeholders to know it. This might affect the participation of stakeholders in school leadership activities.

From table 4.3, item 5, the respondents rated the extent on various types of decisions are undertaken timely. The mean scores rate found on the above table shows that 3.50 (SD =1.10) for school leaders and 2.31 (SD = 0.710) for teachers respectively. This shows that school leaders rated high rating scale that various types of decisions are undertaken timely; while teachers rated low rating scale that various types of decisions were undertaken timely. To judge their significant t-test was computed to compare the mean scores of the two groups indicating statistically significant difference in their responses. The obtained P-value 0.005 was less than significance alpha value of 0.05 that shows there was statistically significant mean difference between school leaders and teachers. This reveals that various types of decisions were not undertaken timely.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7).   The school conducts PTA meeting at least once a month.   The main points of discussion were evaluation of implemented activities, financial aspect, building issue, teaching-learning process, student's discipline, and communicate on different school issues for decision making.

This indicates that the PTA members did not participate successfully on school affairs as needed. Since meeting occurs only once a month, they cannot solve different challenges which hinder the teaching learning process.

As can be shown in table 4.3, item 6, the respondents rated the extent on stakeholders believe that their participation in leadership promotes school improvement. The mean scores rate found on the above table shows that 3.89 (SD = 1.28) for school leaders and 3.95 (SD = 1.22) for teachers respectively. This shows that both school leaders and teachers high rating scale that stakeholders' participation in leadership promotes school improvement. The weighted mean for the item was 3.95 which fall under high rating scale. In the t-test result the computed P-value 0.737was greater than significance alpha value of 0.05. This reveals that stakeholders' participation in school leadership promotes school improvement. The computed t-test justifies there was no statistically significant mean difference between school leaders and teachers.

The researcher want to analyze the response from school leaders (principal, vice principal and supervisors) and teachers to answer the Second research basic question "To what extent do stake holders participate in leadership in Secondary schools of West Wollega?.To answer this the researcher analyzed the results from the respondents on variable used to measure the participation of stake holders. Accordingly, the mean score between 1.00-2.50 implies the respondents are in *low* rating scale which means the respondent(either leaders or teacher) did not agreed to the activity mentioned in questionnaire. In other way, 2.51-3.5 mean scores implies that the respondents are in *medium* rating scale. This shows that respondent did not decide about the activity on the questionnaires which mean in this research is neither high nor low/moderate/ while 3.51-5.00 mean score means the respondents are in *high* rating scales which imply the respondents agreed on the mentioned activity in questionnaires. The distribution of response is indicated as follows. Each of the analysis is presented as the following.

Table 4. 4; Extent of participation of stakeholders in leadership concerning school planning activities.(for school leaders and teachers)

No	Items	R	N	M	SD	WM	t-value	P
1	Stakeholders' level of contribution in planning school activities	L	19	2.67	.84	2.38	1.71	0.092
		T	147	2.34	.76			
2	Stakeholders' participation in setting, vision, mission value of school.	L	19	3.50	1.10	2.36	6.897	0.002
		T	147	2.22	.65			
3	Stakeholders' participation in monitoring plan implementation.	L	19	3.56	.61	2.42	8.35	0.000
		T	147	2.29	.60			
	Total	L	19	3.24	.85	2.38	5.65	0.031
		T	147	2.28	.67			

Key: L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00 - 2.50 = Low, 2.51-3.50 = Medium and 3.51-5.00= High.

Regarding table 4.4, item 1 the respondents rated the extent of participation of stakeholders in leadership practices like planning the school's activities. The mean scores rate found on the

above table shows that 2.67 (SD = 0.84) for school leaders and 2.34 (SD = 0.763) for teachers respectively. The weighted mean for the item was 2.38 which implies that the level of participation of stakeholders regarding setting the plan of school activities was low. In the t-test computed P-value was 0.092 which is greater than significance alpha value of 0.05. The computed t-test justifies that there was no statistically significant mean difference between school leaders and teachers.

As can be noticed from table 4.4, item 2, the respondents asked to rate the extent of participation of stakeholders in leadership practices like setting mission, vision and values of the school. The mean scores rate found on the above table shows that 3.50 (SD = 1.10) for school leaders and 2.22 (SD = 0.655) for teachers. The weighted mean of the item for both groups was 2.36 which shows the level of the participation of stakeholders regarding setting mission, vision and values of the school was low. The t-test computed the P-value 0.002 is less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. This interpretation deduced the level of participation of teachers in setting mission, vision and values of school was not to the needed standard. Therefore, it needs continuous discussion, evaluation and feedback to enhance more participation of stakeholders.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) who took part in the study indicated in their response, School leaders should have the skill and ability in producing school mission, visions and values. They must be able to work closely with their staff in creating school missions, visions and values that serves to improve and bring efficiency in the learning-teaching processes. The principals must be competent and influential in schools to bring common and shared values among the stakeholders. But the school leaders in secondary schools do not exactly focus and discuss on such issues.

Table 4.4 item 3, the respondents were requested to rate the extent of participation of stakeholders in leadership practices like determine the mechanism of controlling and monitoring plan implementation. The mean score shows that 3.56 (SD = 0.616) for school leaders and 2.29(SD = 0.608) for teachers respectively. The average mean for the item was

2.42 which imply that the level of the participation of stakeholders in determining the mechanism of controlling and monitoring plan implementation was low. In the t-test result computed P value 0.000 was less than the significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) who took part in the study indicated their response can be summarized below, Most of the time school plan is prepared by school leaders, that it is not prepared in participatory way. That means school leaders did not pay attention to participate stakeholders in planning and in this intention stakeholders were also reluctant to participate in planning too. So, it is impossible to say stakeholders were participated in planning; setting mission, vision and values; and determining on the mechanisms of monitoring.

The above interpreted quantitative data and interview conducted implies that school leaders should be active enough to empower stakeholders in decisions concerning school planning activities. Supporting this finding MoE, (2007) revised preparation of school plan (strategic and annual plan) need the participation of all stakeholders, but most of the time school plan is prepared by school leaders. This implies that the school mission and vision is not visible to all stakeholders.

The above findings showed that stakeholders' participation in leadership concerning school planning activities was low. Moreover, the interview responses indicated that the school plan was prepared by school leaders.

Generally, it can be concluded that the extent of participation of stakeholders in leadership concerning school planning under study was low.

Table 4. 5; Extent of participation of stakeholders in leadership concerning curriculum and Instruction (for school leaders and teachers)

No	Items	R	N	M	SD	WM	t-value	P
1	Participation insetting the learning objectives as needed	L	19	3.94	.802	3.75	1.023	0.308
		T	147	3.72	.882			
2	Extent of deciding on the content and form of lesson plan	L	19	3.89	1.13	3.59	1.175	0.242
		T	147	3.55	1.15			
3	Participation in how well the department is operating	L	19	3.83	.924	3.61	1.003	0.317
		T	147	3.59	.999			
4	Participation in procedures for assessing student achievement	L	19	3.89	.678	3.68	0.935	0.351
		T	147	3.66	1.01			
5	Determine when and how instructional supervision can be delivered	L	19	3.61	1.04	3.15	2.017	0.043
		T	147	3.09	1.03			
	Total	L	19	3.83	0.91	3.56	1.23	0.25
		T	147	3.53	1.03			

Key: L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00 - 2.50 = Low, 2.51-3.50 = Medium and 3.51-5.00= High

As can be observed from table 4.5 , item 1, the respondents were asked to rate the extent of participation of stakeholders in leadership practices like in the learning objectives. The mean scores rate 3.94 (SD = 0.802) for school leaders and 3.72 (SD = 0.882) for teachers respectively. The weighted mean for the item was 3.75 which imply that the stakeholders' level of participation regarding the learning objectives was high. In t-test result computed the P-value 0.308 which was greater than significance alpha value of 0.05. The computed t-test justifies there was no statistically significant mean difference between school leaders and teachers.

As shown in table 4.5, item 2, the respondents rated the extent of participation of stakeholders in leadership like deciding for the content and form of lesson plan. The mean scores rate found on the above table shows that 3.89 (SD =1.13) for school leaders and 3.55 (SD =1.15) for teachers respectively. The weighted mean of respondents was 3.59 that indicates the level of participation of stakeholders regarding deciding on the content and form of lesson plan was high. In the t-test result computed P-value 0.242 was greater than significance alpha value of 0.05. The computed t-test justifies there was no statistically significant mean difference between school leaders and teachers.

Regarding table 4.5, item 3 and the respondents rated the extent of participation of stakeholders in leadership like evaluating how well the department is operating. The mean scores rate 3.83 (SD = 0.924) for school leaders and 3.59(SD = 0.999) for teachers respectively. The weighted mean for the item was 3.68 that reveal the level of participation of stakeholders regarding evaluating how well the department is operating was high. The computed P-value 0.317 was greater than significance alpha value of 0.05. The computed t-test justifies there was no statistically significant mean difference between school leaders and teachers.

As observed in table 4.5, item 4, the respondents rated the extent of participation of stakeholders in leadership like developing procedures for assessing student achievement. The mean scores rate found on the above table shows that 3.89(SD = 0.678) for school leaders and 3.66(SD = 1.01) for teachers respectively. The weighted mean for the item was 3.68 which shows the level of participation of stakeholders regarding developing procedures for assessing student achievement was high. The t-test result computed the P-value 0.351 was greater than significance alpha value of 0.05. The computed t-test justifies there was no statistically significant mean difference between school leaders and teachers.

From table 4.5, item 5, the respondents were requested to rate the extent of participation of stakeholders in leadership like determining when and how instructional supervision can be delivered. The mean scores shows that 3.61(SD =1.04) for school leaders and 3.09 (SD =1.03) for teachers respectively. In t-test result computed the P-value 0.043 was less than significance alpha value of 0.05. These indicate that the weighted mean

of respondents 3.15 shows that the level of participation of stakeholders regarding determining when and how instructional supervision can be delivered was medium. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

Table 4. 6; Extent of participation of stakeholders in leadership concerning school budget and income generation(for school leaders and teachers)

No	Items	R	N	M	S.D	WM	t-value	P
1	Participation in generating of school budget	L	19	3.11	1.81	2.49	3.389	0.001
		T	147	2.41	.775			
2	Participation in determining means of income	L	19	3.17	1.15	2.40	5.123	0.000
		T	147	2.31	.592			
3	Participation when budget is shared for the department.	L	19	3.33	1.46	2.29	5.458	0.000
		T	147	2.16	.759			
4	Participation in follow up implementation of school budget.	L	19	3.22	1.00	2.36	4.218	0.000
		T	147	2.26	.90			
5	Stakeholders follow up school budget Performance.	L	19	3.39	.698	2.43	5.525	0.000
		T	147	2.31	.792			
6	Stakeholders evaluate the performance of school budget.	L	19	2.78	1.00	2.27	3.149	0.002
		T	147	2.21	.685			
Total		L	19	3.72	.66	2.37	4.46	0.0005
		T	147					

Key: L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00 - 2.50 = Low, 2.51-3.50 = Medium and 3.51-5.00= High

As shown in table 4.6, item 1, the respondents rated the level of participation of stakeholders in leadership like generating of school budget. The mean scores rate found on the above table shows that 3.11(SD = 1.18) for school leaders and 2.41(SD = 0.775) for teachers respectively. The weighted mean for the item was 2.49 which reveal that the level of participation of stakeholders concerning formulation of school budget was low. The t-test result computed

the P-value 0.001 was less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7). Accordingly, one of the PTA heads responded that: "teachers do not participate in formulation of school budget. One and the most reason is that its concern was not given to teachers; most teachers believe that this is the duties of principals and some selected committee." Contrary to this idea, MOE (2005) stated that, the policy directives clearly indicated that community including teachers' contributions and involvement in schooling were important means of financing education.

As can be noticed from table 4.6, item 2, the respondents rated the level of participation of stakeholders in leadership on determining means of income generation. The mean scores rate shows that 3.17 (SD = 1.15) for school leaders and 2.31(SD = 0.592) for teachers respectively. The weighted mean of respondents' was 2.40 and reveal that the level of participation of stake holders regarding determining means of income generation was low. In the t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. That means participation in come generation were low

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) who took part in the study indicated in their response can be summarized below, There are different problems in determining budget allocation and means of income generation in the school. Most of the school principals and personnel who were working on administrative and financial management position themselves are not well experienced and they do not have training on educational finance management. This lack of awareness makes them unable to determine budget allocation and means of income generation that benefit school as a whole.

In regard with table 4.6, item 3, the respondents rated the level of participation of stakeholders in leadership on sharing budget for the department. The mean scores rate

found on the above table shows that 3.33 (SD = 1.46) for school leaders and 2.16(SD = 0.759) for teachers respectively. The weighted mean for the item was 2.29 and shows the level of participation of stakeholders regarding sharing budget for the department was low. The t-test result computed the P-value 0.000 is less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. That means participation in sharing budget were low.

Regarding table 4.6, item 4, the respondents rated the level of participation of stakeholders in leadership like follow up of implementation of school budget. The mean scores rate found on the above table shows that 3.22 (SD = 1.00) for school leaders and 2.26 (SD = 0.90) for teachers. The weighted mean for the item is 2.36 that reveal the level of participation of stakeholders regarding follow up of implementation of school budget was low. In t-test result computed the P-value 0.000 was less than significance alpha value of 0.05.The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

As shown in table 4.6, item 5, the respondents rated the level of participation of stakeholders in leadership like follow up of school budget performance. The mean scores rate found on the above table shows that 3.39(SD = 0.698)for school leaders and 2.31(SD = 0.792) for teachers respectively. The weighted mean for the item was 2.43. In t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. These reveal that the weighted mean of respondents shows the level of the participation of stakeholders regarding follow up of school budget performance was low. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

As can be noticed from table 4.6, item 6, the respondents rated the level of participation of stakeholders in leadership like evaluation of the performance of school budget. The mean scores rate found on the above table shows that 2.78(SD = 1.00) for school leaders and 2.21(SD = 0.685) for teachers. The weighted mean for the item was 2.27 which shows the level of participation of stakeholders regarding evaluation of the performance of school budget was low. In t-test result computed the P-value 0.002 was less

than significance alpha value of 0.05.The computed t-test justifies there was statistically significant mean difference between school leaders and teachers.

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) who took part in the study indicated in their response can be summarized below, There was a low extent of teachers, vice principals, supervisors and student councils participation in this particular leadership category. Decisions concerning school budget is not a mandate of teachers, vice principals, supervisors or student councils; rather the mandate is given to PTA. The teachers may participate through their one or two representatives.

Table 4.7; Extent of participation of stakeholders in leadership concerning school building(for school leaders and teachers).

No	Items	R	N	M	S.D	WM	t-value	P
1	Extent of school leaders and teachers deciding on the expansion of school	L	19	3.56	.992	2.43	7.709	0.013
		T	147	2.29	.662			
2	Extent of school leaders and teachers deciding on maintenance of school building	L	19	3.44	1.11	2.38	5.525	0.000
		T	147	2.24	.668			
3	Extent of school leaders and teachers Stakeholders deciding on the construction of	L	19	3.28	.752	2.28	7.334	0.000
		T	147	2.16	.593			
4	Extent of school leaders and teachers assigning school building for administrative, department and teaching rooms purpose	L	19	3.50	.618	2.40	7.912	0.000
		T	147	2.27	.623			
		L	19	2.86	.99	2.37	7.12	0.000
		T	147	2.5	.67			

Key: L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00 - 2.50 = Low, 2.51-3.50 = Medium and 3.51-5.00= High

As revealed in table 4.7 item 1, the respondents requested to rate the level of participation of school leaders and teachers in deciding on the expansion of school buildings. The mean ratings were 3.56 (SD = 0.992) for school leaders and 2.29 (SD = 0.662) for teachers respectively. The weighted mean was 2.43which implies that the stakeholders' participation in relation to deciding on the expansion of school buildings was ranged under low. To identify whether there was significant difference between the respondents response or not, t-test was computed. As a result, it was identified that the calculated p-value 0.013 was less than significant alpha value 0.05. Whereas, the computed t-test results show that there was significant variation between the respondents response with regard to this item. This revealed that there was low extent of participation of school leaders and teachers in leadership about deciding on expansion of building.

Regarding table 4.7, item 2, the respondents rated the level of participation of school leaders and teachers in leadership like deciding on maintenance of school buildings. The mean scores rate shows that 3.44 (SD = 1.11) for school leaders and 2.24 (SD = 0.668) for teachers. The weighted mean 2.38 of the respondents shows the level of participation of stakeholders regarding deciding on maintenance of school buildings was low. Test result computed the P-value 0.000 was less than significance alpha value of 0.05. The computed t-test justifies that there was statistically significant mean difference between school leaders and teachers. This revealed that there was low extent of participation of school leaders and teachers in leadership about school building

As can be perceived from table 4.7, item 3, the respondents rated the level of participation of school leaders and teachers in leadership like deciding on the construction of new buildings. The mean scores rate found on the above table shows that 3.28(SD = 0.752) for school leaders and 2.16 (SD = 0.593) for teachers respectively. The weighted mean for the item was 2.28. It reveals that the level of participation of stakeholders regarding deciding on the construction of new buildings was low. The t-test result computed the P-value 0.000 which was less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. Contrarily, according to Prowler (2011) to create a successful high

performance building in school organization requires an interactive approach starting from the design process.

As can be understood from table 4.7, item 4, the respondents were asked the level of participation of school leaders and teachers in leadership like assigning school building for administrative, department and teaching rooms purpose. The mean scores rate found on the above table shows that 3.50 (SD = 0.618) for school leaders and 2.27(SD = 0.623) for teachers respectively. The weighted mean for the item was 2.40 that shows the level of participation of stakeholders regarding assigning school building for administrative, department and teaching rooms purpose was low. The t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. Then the computed t-test justifies that there was statistically significant mean difference between school leaders and teachers.

This revealed that there was low extent of participation of school leaders and teachers in leadership about school buildings.

The researcher analyzed data to answer the third research question 'What factors influence participatory leadership in secondary schools of West Wollega zone? The analysis was conducted on each factor influencing participatory leadership. The result is presented as the following.

Table 4. 8; Factors influencing participatory leadership in secondary schools.(for school leaders and teachers)

No	Items	R	N	M	S.D	WM	t-value	P
1	Failure of principal to delegate authority and share responsibility to teachers and staffs.	L	19	2.17	.985	3.59	-6.745	0.000
		T	147	3.76	.939			
2	Unfair assignment of principals.	L	19	2.06	.725	2.41	-1.642	0.00
		T	147	2.45	.974			
3	Lack of proper supervision.	L	19	2.44	.705	3.56	-6.533	0.000
		T	147	3.69	.773			
4	Lack of skill.	L	19	2.11	.676	3.67	-8.643	0.000
		T	147	3.86	.825			
5	There is lack transparency between school principal and teachers	L	19	2.39	.502	3.67	-6.229	0.000
		T	147	3.82	.956			
6	There is interference of political officials.	L	19	3.56	1.15	3.73	-0.602	0.001
		T	147	3.76	1.35			
7	Lack of school leadership skill of principals' responsibility to teachers and other staffs.	L	19	2.28	.752	3.55	-7.317	0.000
		T	147	3.70	.780			

Key: *L=School Leaders, T=Teachers, N=Number of respondents, M=Mean, SD=Standard Deviation, WM=Weighted Mean, R=Respondent groups, 1.00 - 2.50 =Disagree, 2.51-3.50 =Undecided and 3.51-5.00= Agree*

As can be perceived from table 4.8, item 1, the respondents were asked about Failure of principal to delegate authority and share responsibility to teachers and staffs. The mean scores were 2.17 (SD = 0.985) for school leaders and 3.76(SD = 0.939) for teachers respectively. The weighted mean was 3.59 which ranged in agreement scale. In t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. This shows there was statistically significant mean difference between school leaders and teachers. So, Failure of principal to delegate authority and share responsibility to teachers and staffs can influence participatory leadership.

Regarding table 4.8, item 2, the respondents rated whether Unfair assignment of principals as a constraint for stakeholders' participation in school leadership or not. The mean scores were 2.06 (SD = 0.725) for school leaders and 2.45(SD = 0.974) for teachers respectively. The weighted mean of the item was 2.41 which ranged in disagreement scale. This shows that both school leaders and teachers disagreed that an Unfair assignment of principals as a constraint for stakeholders' participation in school leadership. The t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. This shows there was statistically significant mean difference between school leaders and teachers. So, Unfair assignment of principals was a factor influencing stakeholders' participation in school leadership.

From table 4.8, item 3, the respondents rated whether principal's Lack of proper supervision influence stakeholders' participation in school leadership or not. The mean scores were 2.44 (SD = 0.705) for school leaders and 3.69 (SD = 0.773) for teachers respectively. The weighted mean of the item was 3.56 which ranged in agreement scale. This shows that school leaders agreed that Lack of proper supervision was as a constraint for stakeholders' participation in school leadership; while teachers disagreed that Lack of proper supervision affects stakeholders' participation in school leadership. In t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. The computed t-test justifies there was statistically significant mean difference between school leaders and teachers. So, principal's Lack of proper supervision was a factor that influence stakeholders' participation in school leadership.

As observed from table 4.8, item 4, the respondents rated whether lack of leadership skill affects stakeholders' participation in school leadership or not. The mean scores were 2.11 (SD = 0.676) for school leaders and 3.86 (SD = 0.825) for teachers respectively. The weighted mean of the item was 3.67 which ranged in agreement scale. This shows that school leaders disagreed that lack of leadership skill affects stakeholders' participation in school leadership; while teachers agreed. The t-test result computed the P-value 0.000 was less than significance alpha value of 0.05. This indicates that there was statistically significant mean difference between school leaders and teachers. So, lack of trust and positive

relationship between stakeholders and principal was a factor that hindered stakeholders' participation in school leadership.

As can be noticed from table 4.8, item 5, the respondents rated whether lack of transparency between school principal and teachers as a constraint for stakeholders' participation in school leadership or not. The mean scores were rated 2.39 (SD = 0.502) for school leaders and 3.82 (SD = 0.956) for teachers respectively. The weighted mean of the item was 3.67 which ranged in agreement scale. This shows that school leaders disagreed that lack of transparency between school principal and teachers was as a constraint for stakeholders' participation in school leadership; while teachers agreed that lack of transparency between school principal and teachers was as a constraint for stakeholders' participation in school leadership. In t-test the result computed P-value 0.000 was less than significance alpha value of 0.05. This reveals that there was statistically significant mean difference between school leaders and teachers. So, lack of transparency between school principal and teachers was a factor that affect stakeholders' participation in school leadership. In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7)who took part in the study indicated in their response can be summarized below, The principals did not have skill of management and experience in the area of leadership and there was no fixed time for meeting, less communication (openness) between staff and school leaders.

As can be seen in table 4.8, item 6, the respondents rated whether interference of political officials as a constraint for stakeholders' participation in school leadership or not. The mean scores were 3.56 (SD =1.15) for school leaders and 3.76 (SD =1.35) for teachers respectively. The weighted mean of the item was 3.73 which ranged in agreement scale. This shows that both school leaders and teachers agreed interference of political officials was a factor that hindered stakeholders' participation in the practices of school leadership. In t-test the calculated P-value 0.001 is less than significance alpha value of 0.05. This displays that there was statistically significant mean difference between school leaders and teachers. So, interference of political officials was a factor that affect stakeholders' participation in school leadership

Regarding table 4.8, item 7, the respondents rated Lack of school leadership skill of principals' responsibility to teachers and other staffs as a constraint for stakeholders' participation in school leadership or not. The mean scores were 2.28(SD = 0.752) for school leaders and 3.70(SD = 0.780) for teachers respectively. The weighted mean of the item was 3.55 which ranged in agreement scale. This shows that school leaders disagreed that Lack of school leadership skill of principals' responsibility to teachers and other staffs was a constraint for stakeholders' participation in school leadership; while teachers agreed. In the computed one sample t-test the P-value 0.000 was less than significance alpha value of 0.05. This shows that there was statistically significant mean difference between school leaders and teachers. So, Lack of school leadership skill of principals' responsibility to teachers and other staffs was a factor that influence stakeholders' participation in school leadership. In order to

In order to support the above findings the researcher interviewed PTA heads of 7 secondary schools in study area (Y=1,Y=2,Y=3,Y=4,Y=5,Y=6,Y=7) who took part in the study indicated in their response, School principals delegate authority and responsibility to stakeholders in the areas of learning and teaching process. However, problems such as lack of leadership skills, interest and confidence observed on the parts of school principals in turn decreased stakeholders' participation in leadership process. In other words these factors caused stakeholders not to fully share the authority and responsibility given to them in leadership.

On the other hand the comments and suggestion of stakeholders collected from open-ended questions indicated that stakeholders' participation in school leadership process was low due to different factors. Some of them are lack of school principals' skill of sharing duties, disagreement between stakeholders and principals, lack of trust, lack of time and interest of teachers. Concerning this, (Bennell, 2004) said management style tends to be authoritarian with limited participation, delegation and communication with respect to management functions. Besides, (Harries and Muijs , 2002) also stated that one of the main barriers to teacher leadership concern the top-down leadership model that still dominates in many schools. Overall, the above finding indicated that school

principals' way of delegating authority and responsibility affected stakeholders' participation in school leadership process.

Overall, factors that affect teachers participation in school leadership are lack of skill, transparency, delegating authority and responsibility. In addition there are factors like unfair assignment of principals', lack of proper supervision, and interference of political officials. In line with this view (Dornyei , 2001) identified that the school leadership and structure is one among factors that affect stakeholders' participation in school leadership process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with summary, conclusions and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the findings conclusions were drawn. Lastly, recommendations were made on the basis of the findings of the study.

5.1. Summary

The purpose of this study was to investigate the status of participatory leadership in secondary schools of West Wollega Zone, Oromia Region. In order to achieve the above purpose, the following basic questions were raised:

1. To what extent the school leaders practice participatory leadership in secondary schools of West Wollega Zone?

2. To what extent do stakeholders participate in leadership in secondary schools of West Wollega zone?

3. What factors influence participatory leadership in secondary schools of West Wollega zone?

Data that are crucial for the study were collected by using questionnaire and interview from principal, vice principals, supervisors, teachers and PTA heads. The respondents of the study were 147 teachers, 7 principals, 7 vice principals, 5 supervisors and 7 PTA.

The researcher used simple random sampling technique for selecting teachers, and purposive sampling technique for selecting principals, vice principals, supervisors and PTA heads. The questionnaire was piloted before it was distributed to the respondents. Out of the 166 of questionnaires dispatched to school leaders (principals, vice principals and supervisors) and teachers 164(98.79%) were properly filled, returned and thus used in the analysis of data.

Both Quantitative and qualitative method research design was employed to carry out the study. Data obtained from different sources were analyzed by statistical tools and interpreted using both descriptive and inferential statistics. The descriptive statistics includes percentage, frequency, mean, weighted mean, standardization and inferential statistics, t-test. Depending on the result of the analysis made, the following major findings were obtained.

The analysis of data concerning the extent of school leaders practice participatory leadership in secondary schools of West Wollega Zone was low . The data analysis reveals that there were insufficient leadership in sample secondary schools. This was due to the fact that decisions were made without participating stakeholders and gathering necessary information.

The extent of participation of stakeholders' in leadership concerning school planning (M=2.38,P=0.030), budget (income generation)(M=2.37,P= 0.005) and school building(M=2.37,P=0.00) effort were found to be low. However, their participation in school curriculum and instruction was found to be high (m=3.56,p=0.25). This indicates that stakeholders' participation in school leadership was unsatisfactory. The overall level of stakeholders' participation in leadership process is unsatisfactory and hence participatory leadership process is low.

The analysis of data indicated that school curriculum and instruction was the areas in which stakeholders participated most in school leadership. Because curriculum and instruction was more related with teaching learning process. In contrast, school planning, budget and income generation and school building were the areas in which they participated least in school leadership.

Concerning the factors influencing participatory leadership in secondary schools, the analysis of this study revealed that the following factors as major impediment to stake holders' low participation in school leadership; Failure of principal to delegate authority and share responsibility to teachers and
staffs. (M = 3.53, P=0.00), lack of skill (M=2.41,0.10), lack of proper supervision (M = 3.56, P = 0.00),There is lack transparency between school principal and teachers (M=3.67,P=0.00),

interference of political officials (M=3.67,P=0.00), Lack of school leadership skill of principals' responsibility to teachers and other staffs (M=3.55,P=0.00).

Moreover, the analysis of open-ended question indicated principals biased to their intimacy, unfair selection of principals, lack of agreement and conflict, lack of proper supervision, low concern of teachers to solve school problems, unwillingness of giving recognition towards motivating and rewarding teachers according to their effort by concerned leaders or administrative body, lack of transparency and barriers of communication between stakeholders and principals, and lack of school leadership skills of principals were some of the factors that affect stakeholders participation.

5.2. Conclusions

Based on the analysis of the data and the major findings of the study, the following conclusions are derived in relation to basic questions of the study:

The analysis of data concerning the extent of school leaders practice participatory leadership in secondary schools of West Wollega Zone was low.

The extent of stakeholders' participation in school activities planning, school curriculum and instruction and school budgeting and income generation; and school building was assessed in this research.

1. From the finding obtained in this study, it was found that, the stakeholders' participation in school planning, budget and income generation; and school building attempt found to be low. However, stakeholders' participation in implementing school curriculum and instruction to be relatively high. In general, the final analysis of the result, however, reflected that, the extent of stakeholders' participation in school leadership found to be minimal in the sample school. From this it can be concluded that, less attention was given to stakeholders' participation. Moreover, this affects the overall activities of school in general and leadership in particular. To imply this stakeholders aware their contribution in school.

2. Teachers have dual role to play. One is their role in instruction and the other role is their participation in school management and leadership. However, from this finding, it

can be concluded that, there might be misperception in identifying teachers' roles and responsibilities by both teachers and other stakeholders; that is, they might considered the roles and responsibilities of teachers as learning and teaching activities only, and other activities of the school as the roles and responsibilities of the school leaders. Their implication is teachers can do as instructional and administrative way.

3. In trying to assess the factors that Influence stakeholders' participation in school leadership, the study has reported that most of the factors that impede stakeholders' participation in school leadership were related to poor management role of the school leaders. This is because most of the principals were not qualified in fields related with school leadership and management. The implication of this is school leaders were qualified in fields of management and act their roles and responsibility as required.

As a result, they failed to participate stakeholders in school leadership through various management functions such as delegation, transparency, motivation and so on. From this finding, it can be concluded that the school leaders might lack necessary leadership skills, knowledge, and attitude to attract stakeholders toward school leadership.

5.3. Recommendations

Based on the summary of major findings and conclusions made above, the following recommendations have been given:

1. The extent of stakeholders' participation in different issues of school leadership was low because of their limited knowledge, skills and attitude they had towards the advantage of leadership, relationship with school leaders and attitude they had to change work environments. So, school leaders need to identify knowledge, skills and attitude gaps of stakeholders and to provide continual training to resolve related problems.

2. The school leaders and PTAs better to communicate, participate and give clear information to stakeholders on the issues related with school budget, income generation and school building to develop the sense of transparency between them . By preparing note board, making meeting and discussion.

3. The analysis of data concerning school leaders and teachers on the extent of practice of participatory leadership in secondary schools was rated to be low. The data analysis reveals that there were insufficient leadership in sample secondary schools. this means that no more school leaders are found. So, the school leaders need to work towards the following:

> Participating stakeholders in different leadership.
> Gathering and communicating necessary information.
> Identifying problems properly and
> Implementing decisions well. By making clear meeting and discussion, by gaining information from concerned body,by increasing their contribution.

4. Teachers' participation in school leadership was found to be unsatisfactory in identifying teachers' roles and responsibilities. Teachers should participate in different school leadership areas as decision is not merely the school principals' roles and responsibilities.

5. The stakeholders' participation in school leadership depends largely on school leaders' appropriate knowledge, skills and attitude to participate stakeholders in school leadership. As indicated in the findings of the study, most of the secondary schools leader of the zone do not have qualification related with school leadership and management and failed to participate stakeholders. To overcome these problems Zonal Education Office should have to empower school principals by letting them to participate in short-term on work and long-term training of educational leadership by joining higher education.

6. Stakeholders' participation in leadership activities seems to be very low due to lack of transparency, lack of encouragement and barriers of communication between stakeholders and principals. So, school principals and PTAs need to facilitate the environment.

> Empowering, communicating and encouraging stakeholders.
> Providing positive work relationship between staff and principals.
> Creating awareness about leadership activities to enhance participation of stakeholders. By sharing work and responsibility and by making suitable condition.

7. This research focuses on the assessment of the extent of stakeholders' participation in different areas of school leadership with some impeding factors. But it is recommended that for further study to be conducted for the root cause of low participation of stakeholders in school leadership.

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APPENDICES A
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be completed by school principals, vice principals, teachers and supervisors of West Wollega Zone secondary schools.

The purpose of this questionnaire is to assess and get detailed information on the current status of participatory leadership activities. Your response is highly crucial to achieve the objective of the study. Therefore, I kindly request you to answer the questions openly. Your response is used only for academic purposes. Note that no need of writing your name anywhere.

Thank you in advance for your genuine opinion.

Section 1: General Information

Instruction: Please read each item carefully and indicate your answer by putting a "x" mark in the given box.

Personal Information: - Sex: Male   Female

Age: ≤ 20 years   21-30 years   31- 40 years   1-50 years

≥ 51 years

Educational status: -   Diploma   Degree   MA

Your current position: Principal   ice Principal   pervisor   eacher

If other specify_____

Work experience: -   1-5 years   6-10 years   -15 years   5-20 years

More than 20 years

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Section 2: practice of participatory leadership in secondary schools of West Wollega Zone?

The following are items about practice of participatory leadership in your school.

Please rate each from strongly agree to strongly disagree and mark (x) the number which most closely represents your opinion using the following 5 point rating scale.

Key: Very High = 5, High = 4, Medium = 3, Low = 2 and Very Low = 1

No	Items	Rating Scales				
		5	4	3	2	1
1	The school leadership works with the staff members to improve the school.					
2	The school leadership has the ability to delegate and share responsibility					
3	. School leadership making relationship based on collegiality and mutual trust					
4	leaders communicate with staff regarding leadership activities					
5	Various types of decisions are undertaken timely					
6	Stakeholders (leaders and teachers) believe that their participation in leadership promotes school improvement.					

7. What do you comment about stakeholders' and practice of participatory school leadership process in your school?

_____

_____

Section 3: To what extent do stakeholders participate in leadership concerning (planning, curriculum and instruction, budget and income generation, building) in secondary schools of West Wollega zone?

The following are statements about participatory leadership in your school.

Please rate each statement from very high to very low and mark (X) the numbers which most closely represents your opinion using the following 5 point rating scale.

Key: Very High = 5, High = 4, Medium = 3, Low = 2 and Very Low = 1

No	Items	Rating Scales				
		5	4	3	2	1
8	**Concerning School Planning**					
8.1	Planning the schools' activities					
8.2	Setting the mission, vision and values of the school					
8.3	Determine the mechanism of controlling and supervising plan Implementation					
9	**Concerning curriculum and Instruction**					
9.1	Participation insetting the learning objectives as needed					
9.2	Participation in deciding on the content and form of lesson plan					
9.3	Participation in evaluating how well the department is operating					
9.4	Participation in developing procedures for assessing student achievement					
9.5	Participation in determining when and how instructional supervision can be delivered					
10	**Concerning School Budgeting and Income Generation**					
10.1	Participation in generating of school budget					
10.2	Participation in determining means of income generation					
10.3	Participation in sharing budget for the department					
10.4	Participation in implementation of school budget					

10.5	Participation in follow up of school budget performance					
10.6	Participation in evaluation of the performance of school budget					
11	**Concerning School Building**					
11.1	Extent of school leaders and teachers deciding on the expansion of school buildings					
11.2	Extent of school leaders and teachers deciding on maintenance of school building					
11.3	Extent of school leaders and teachers Stakeholders deciding on the construction of new					
11.4	Extent of school leaders and teachers assigning school building for administrative, department and teaching rooms purpose					

12. What do you think about staff participation in your school leadership activities?

_____

_____

13. What do you comment on staff participation in school leadership process should be?

_____

_____

Section 4: **What factors influence participatory leadership in secondary schools of West Wollega zone**?

The following are assumed to be factors influence participatory leadership in your school. Please rate each from strongly agree to strongly disagree and mark (x) the number which most closely represents your opinion using the following 5 point scale.

Key: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1

No	Items	Rating Scales				
		5	4	3	2	1
1	Failure of principal to delegate authority and share responsibility to teachers and staffs.					
2	Unfair assignment of principals.					
3	Lack of proper supervision					
4	Lack of skill.					
5	There is lack of transparency between school principal and teachers					
6	There is interference of political officials					
7	Lack of school leadership skill of principals responsibility to teachers and other staffs					

28. What are other factors influence participatory leadership in your school?

_____

_____

29. What are the possible mechanisms that can increase staff participation in school leadership?

_____

_____

Appendix B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

An interview to be completed by PTA heads of secondary schools of West Wollega Zone:

The purpose of this interview is to assess and get detailed information on participatory leadership activities. Your response is highly crucial to achieve the objective of the study and will be handled in secret. Your response is used only for academic purposes.

Thank you in advance for your genuine opinion.

1. To what extent do you participate in leadership of this school?

2. Do you have regular meeting program with other PTA members?

3. Do all stakeholders in this school participate in school leadership activities?

4. How is the cooperation and communication among stakeholders and school leaders in this school?

6. What are the major factors influence participatory school leadership?