



JIMMA UNIVERSITY

PRACTICES AND PROBLEMS OF SCHOOL LEADERSHIP IN WEST
WOLLEGA ZONE GOVERNMENT SECONDARY SCHOOLS

BY: YOSEF MOKONNEN

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A THESIS SUBMITTED FOR THE MASTER OF ARTS DEGREE IN

SCHOOL LEADERSHIP

ADVISOR: TADASSE REGASSA

CO-ADVISOR: TADASSE ABERA

OCTOBER 2020,

JIMMA, ETHIOPI

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ADVISOR: TADASSE REGASSA (PhD)

CO-ADVISOR: TADASSE ABERA

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OCTOBER 2020,

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Declaration

I declare that the thesis on “Practices and Problems of Leadership in West Wollega Zone Government Secondary Schools” is my own work and acknowledged with necessary references.

Name: _____

Signature: _____

Date: _____

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

Advisor name: _____

Signature: _____

Date: _____

Co-advisor name: _____

Signature: _____

Date: _____

College of Education and Behavioral Sciences Department of Educational Planning and Management

Date of submission: _____

Letter of Approval

This is to ensure that the thesis submitted by Yosef Mokonnen Deressa titled as “Practices and Problems of School Leadership in West Wollega Zone Government Secondary Schools” in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Chairperson	Signature	Date
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_____	_____	_____
Co-advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External examiner	Signature	Date
_____	_____	_____

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Acronyms and Abbreviations

EdPM-Educational Planning and Management

EL-Educational Leadership

ETP-Education and Training Policy

FGD-Focus Group Discussion

GEQIP- General Education Quality Improvement Package

LAMP-Leadership and Management Program

MoE-Ministry of Education

PTA-Parent Teacher Association

SIP-School Improvement Program

WEOs-Woreda Education officials

Abstract

This study was conducted to explore practices and problems of secondary School Leaderships in West Wollega Administrative Zone. To this effect, a descriptive survey method was employed. Questionnaire and interview were used as data gathering tools. The data were collected from 8 secondary schools which are found in 4 woredas of the administrative zone. The schools and woredas were selected by simple random sampling technique. Based on this, a total of 112 teachers were selected by simple random sampling technique. 15 principals and 5 WEOs were selected by purposive sampling technique and the data were tabulated and analyzed using percentage, mean, and t-test. The finding of the study revealed that majority of the principals were not qualified in the position they hold currently and they were assigned to the position by merits only without keeping the directives of MoE. As a result, the school leadership has limitations in practices like supervision and curriculum development practices. Moreover qualification and experience, organizing and situation related problems were the challenges that secondary school leadership faced. Based on the above, keeping the directives set by MoE to assign appropriate person to the position is necessary to let principals include themselves in duties like supervising and visiting class rooms, extending the interest of the community, avoiding problems related to qualification by arranging short and long term training were advised.

CHAPTER 1

Introduction

This chapter presents background of the study, statement of the problem, objectives, significance of the study, delimitation of the study, limitation of the study and organization of the study.

1.1. Background of the Study

Conley (1997) stresses that economic, social and technological forces press the educational system to introduce and/or adapt to change accordingly. Education is a key instrument for the overall development of a country so that it is widely recognized as indicator of development. In Ethiopian context, education is highly expected to contribute for the overall development of the country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests up on the expansion and provision of quality education (MoE, 2005). In line with this, the most important institutions that support and promote development are Schools. Schools, like other organizations, have a goal to achieve. They are agents of transmitting knowledge, skills and desired attitudes to students. They also produce skilled and trained man power that could solve the problems of a country. It is generally, believed that the society's future depends on the success of schools carrying out their objectives.

In line with this, attentions were given to educational leadership as a major concern, because it plays a considerable role in the process of change and development (Musaazik, 1988:1). Confirming this idea, Ubben and Hughes (1997:121) state that with increased value put on educational leadership, what comes to vision is the school as an environment of change the productivity of which depends mainly on the ability of its leaders in analyzing existing conditions and future challenges and implements strategies for attaining the goals. In other words, of the forces affecting the school system probably none is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitate learning (Adesina, 1990:186). Realizing this, Sammons (1999) cited, in Fullan (2010), asserts that almost every single change or improvement and effectiveness of the school will be rested on leadership. Regardless of this, great is expected from educational leaders because they are the one in a position

to facilitate conditions and arrange the necessary inputs. However, lack of training and experience, work over load and school related problems are among factors that affect the effectiveness of school principals. According to Musaazi (1988:5) inadequate leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership. Hence, principals must have the necessary skills, knowledge and understanding in their major functions like identifying organizational goal, developing and implementing best practices, organizing school activities identifying and solving school problem to be influential leaders in the schools. A principal need to have certain qualities to perform his/her instructional roles effectively. A good principal in his/her leader ship of the instruction is reflected in identifying the needs and preferences of his teachers and students and also to motivate and inspire teachers, and a one who share responsibility, build team work. To achieve instructional goals and to elicit maximum contribution of each teacher and group for development is another best quality of principals as an instructional leader, (Kochhar, 1988). The leadership responsibilities of principals play an important role for the achievement of educational objectives.

However, in carrying out the task of leadership, principals usually face a lot of challenges. Stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include lack of training and skills, lack of resource, the press of duties, the personal quality of the principal, shortage of time, the problem of limited acceptance in the school.

1.2. Statement of the Problem

Quality education is a prominent agenda across the world, and countries are looking for various quality improvement initiatives. The Ethiopian education system lasted for a long period is now in a process of implementing school improvement program (SIP) that gives emphasis for quality education. The most promising results of the Education and Training Policy (ETP), which was launched in 1994, are increasing access to education and working with quality of education. Recently, the Ministry of Education has launched General Education Quality Improvement Package (GEQIP) which comprises six programs among which school improvement program (SIP) and Leadership and Management (LAMP) are the two. The launching of GEQIP shows that the government has now found its attention to improve the quality of education. To this end,

the role of leadership is vital to bring transformative change in the school improvement initiatives. Sergiovanni (1991:78) underlines that principals are key players in the school improvement.

School improvement is the constant theme of visionary school leaders. The success of any school improvement is highly linked to the leadership capacity of the principal. The effectiveness of the school could be described by strong instructional leadership to support the staff in improving instructions for best and high academic achievements of the students. Effective leadership in educational activities is important to achieve success in school objectives. Lassey (1971:14) states that school leadership is one of the significant variables in the life of the institution. Initiatives must be taken by school leaders because they act as a catalyst in the overall efforts of bringing about effective implementation of school plans and performing other managerial roles. To do so, principals should have the necessary administrative skills, conceptual skill, human and technical skill (Donelan 1993:419). For principals to gain the leading skills, training plays a crucial role and makes them become effective leaders (Law and Glove, 2000:15).

Therefore, what type of problems are common in West Wollega Zone, particularly in Nedjo Cluster secondary schools? Why are principals not able to overcome challenges properly to carry out their responsibilities to achieve educational objectives? Is it because of improper delegation to the position? These questions need to be searched and get solution in order to attain educational objectives in the zone and in the country in general.

The researcher observed principals who cannot stand against different challenges that occur in schools from time to time. There were lots of quarrels among the school societies that on the other hand, have effect on the teaching and learning process. Therefore, it was seen to be very important to carry out a research in such a way to investigate the cause of that problem in relation to leadership practices and eliminating it to achieve success in the implementation of leadership in West Wollega Administrative zone. The researcher's intension was specifically to study the way secondary school leaders are assigned to the position and the extent to which they improve their leadership practices.

Thus, the research was guided by the following basic questions.

1. How are school leaders selected and assigned in secondary schools for the positions?
2. What are the problems that school leadership faces in secondary schools of West Wollega Administrative Zone?
3. To what extent do secondary school principals practice their leadership role to overcome leadership challenges in the school?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study was to assess the current practices and challenges of secondary school leadership in exercising educational leadership to achieve the desired objectives of secondary schools.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. To identify how secondary school leadership are selected and assigned in secondary schools
2. To identify the problems which hinder the effectiveness of school leadership in inspiring school vision, preparing school plan, involving the staff in decision making process, in supervision practices, staff development and curriculum development.
3. To assess the extent to which secondary school principals are effectively and efficiently perform in discharging their educational leadership responsibility.

1.4. Significance of the Study

According to the statement of the problem, there were some challenges with the educational leadership of the secondary school principals. The statement of the problem shows the gap between the intended school leadership practices and the observed actual practices of the school leadership of West Wollega Administrative zone. Therefore, this study will be expected to be of benefit as follow.

1. Secondary school principals play appropriate principal roles in solving the problems of educational leadership by reading the material and improving their practices. Because, the researcher will avail this work of research in the schools after identifying the result and making necessary recommendation for the concerned bodies. As a result, the school societies work and learn in free environment.
2. The recommendation of this research work will be available in the sampled woreda education offices to let them take action to solve the problems of leadership and improve practices of principals at school. Woreda education offices, then, will deal with Educational officials of different levels: zonal, regional educational bureaus and MoE, about the problems of secondary school leadership and take necessary measures to overcome the problems.
3. Policy makers will have an idea about the problems of secondary school leadership depending on the report they obtain from different levels of educational officials and make them to create possible solutions.
4. School leaders and teachers of secondary schools in the sampled Weredas will be motivated to conduct research on related problematic issues of secondary schools.

1.5. Delimitation of the Study

The researcher observed school leadership problems in the zone while providing the necessary leading practices. He selected this zone purposively since he was familiar with the study area i.e, he was educated and has been teaching in the area; thus hoped that he could obtain adequate information from the respondents. However, it was quite unmanageable and difficult to study practices and problems of secondary school leadership of all fifty six (56) government secondary schools that are found in twenty (20)woredas and three (3) administrative town of West Wollega Zone within short time and limited resources. Due to this, the study was delimited to only four woredas of the administrative zone based on their geographical convenience and eight secondary schools of the woredas depending on the number of the schools the wereda has. Besides, the scope /the content of the study was delimited to practices and problems of secondary school leadership placed under the variables such as the practices like inspiring vision, preparing school plan, supervision, curriculum and staff development and problems related to qualification and

experiences, organizing and situational problems because of a lot of challenges related to this topic the study.

1.6. Limitation of the study

Researchers believe that any research could have its own limitation. The following are limitations of this study.

- Since the responses are opinions of the respondents, they might not provide necessary information for the study.
- Because of political instability and the spread COVID 19 within the scope of the study, the researcher faced a lot of challenging problems.
- Besides, shortage of finance for the accomplishment of this study was another challenges.

CHAPTER 2

Review of the Related Literature

This chapter attempts to review some main ideas raised by different scholars in different times in reference to leadership theories in general and educational leadership (the instructional leadership of the principal ship) in particular.

2.1. The Concept and Meaning of Leadership

Defining leadership has never been a problem for researchers and theorists. Discovering how to create or produce leaders has been same what more difficult. The classical theorists debated whether leadership was a function of individuals and their characteristics or whether the historical context served to shape individuals in response to societal need or events (McEwan 2003). The author further stated the most contemporary researchers, however, have found it far more constructive to study what leaders actually do, rather than to focus on traits like intelligence, friendliness, or creativity. Moreover, Grint (2005) that there are almost as many definitions of leadership as there are people who have tried to define it and accepts that leadership has different meanings for different people. Therefore, Grint (2005) states the definition of leadership that it is a process whereby an individual influences a group of individuals to achieve the common goals leadership has probably been defined in many ways Grint, (2007). Some representative definitions of leaderships, according to Grint (2007): Leadership is:-1, the interpersonal influence, directed through communication to ward goal attainment 2, the influential increment over and above mechanical compliance with directions and orders. 3, an act that causes others to act or respond in a shared direction 4,the art of influencing people by persuasion or example to follow a line of action 5, the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives.

In relation to the above ideas, Grint elaborated that a major point about leadership is that it is found not only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to same extent even by a person. Furthermore, Dubrin, (2007) defines leadership as the ability to inspire confidence and support among the people who are

needed to achieve organizational goal. Supporting the above ideas, Yukl, (2006) describes that there are almost as many definitions of leadership as there are persons who have attempted to define the concepts. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationship and occupation of an administrative position. So that YukL (2006) states that different scholars have defined leadership as follows. Leadership is the behavior of an individual directing the activities of a group toward a shared goal (Hemphill and Coons, 1957). Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization” (Katz and Kahn, 1978). Leadership is exercised when persons mobilize... institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of the followers.’ (Bruns, 1978). Leadership is realized in the process whereby one or more individuals’ success in attempting to frame and define the reality of others (Smirich and Margan, 1982). Leadership is the process of influencing the activities of an organized group toward goal achievement (Rauch and Behling, 1984). Leadership is about articulating visions, embodying values and creating the environment within which things can be accomplished.

In general, although the concept of leadership is often debated, Cheng, (2005) recognized that there is no single definitions which holds in all contexts; two general characteristics are regardless universal. The first characteristics are that leadership is related to the process of influencing other’s behavior. The second is that the leadership is related to goal development and achievement, Cheng, (2005).

2.2. An Overview of Leadership Theories

The questions about leadership have long been a subject of speculation, but scientific researches on leadership did not begin until the twentieth century. The focus of much of the research has been on the determinants of leadership effectiveness. Social scientists have attempted to discover what traits abilities, behaviors, source of power, or aspects of the situation determine how well a leader is able to influence followers and accomplish task objectives. The reason why same people emerge as leaders and the determinants of the way a leader acts are other important

questions that have been investigated, but the predominant concern has been leadership effectiveness.

In light of the above concepts, Dubrin (2007) states that many different theories and explanations of leaderships have developed because of the interest in leadership as a practice and as a research topic several attempts have been made to integrate the large number of leadership theories in to one comprehensive frame work. The frame work resembled here focuses on the major sets of variables that influence leadership effectiveness. The basic assumption underlying the frame work can be expressed that the leadership process is a function of leader, group members (or followers), and other situational variables. In other words, leadership does not exist in the abstract but takes in to account factors related to the leader, the person or persons being led, and a variety of forces in the environment. To confirm the aforementioned idea, Grint (2005) concluded that leadership, above everything else, is not a position out a process.

2.3. Leadership Styles

Leadership style is the relatively consistent pattern of behavior that characterizes a leader (Dubrin, 2007). Leadership is of different styles. According to Dubrin, the following are some of the leadership styles.

- I. Participative leadership share decision making with group members. Participative leadership can be divided in to three sub types: consultative, consensus and democratic consultative leaders: confer with group members before making decisions’.
- II. Consensus leaders: strive for consensus. They encourage group discussion about an issue and then make a decision that reflects general agreement and that group members will support.
- III. Democratic leaders: confer final authority on the group they function as collectors of group opinion and take a vote before making a decision.
- IV. Autocratic leadership: In contrast to participative leaders, autocratic leaders retain most of the authority. They make decisions confidently, assume that group members will comply, and are not overly concerned with group members’ attitudes toward a decision.

- V. Leadership Grid style: leadership grid style is a frame work for specifying the extent of a leaders' concern for production and people.
- VI. Entrepreneurial leadership: entrepreneur is a person who finds and operates an initiative business.

Educational leadership refers to the leadership that encourages professional development and improvement, initiate educational innovations promotes educational values and professionalism and provides professional guidance on structural matters (Cheng, 2005). Hopins, (2003) states that it is now more than twenty years since leadership was identified as one of the key components of good school. And also states that the most important single factor in the success of the schools is the quality of leadership of the head. The relationship between high quality leadership and educational out comes is well documented and generations of research on school effectiveness shows that excellent leadership is one of the main factors in high performing schools (Brundrett and Silcock, 2003). According to Harris and Muijs (2005), the quality of teaching strongly influences pupil motivation and achievement. It has been consistently, argued that the quality of leadership matters in determining motivation of teachers and the quality of teaching in the classroom. Thus, leadership, change and school environment are closely related.

It is clear from many school improvement studies that have been conducted that leadership is a key factor in school ability to improve. This form of leadership has often been associated with the leadership of the head teacher or principals and it has been assumed that this individual's leadership ability or skill is a critical factor in promoting school improvement, change and development. While the education challenges are considerable and the route to reform is complex, the potential of leadership to influence pupil and school performance remain unequivocal. On the other hand, Sharma(2005) states that the key factor to the individual school success is the building of principal who sets the tone as the school educational leader, enforces the positive and convince the students, parents and teachers that all children can learn and improve academically.

2.4. Ideal conceptions of the principal ship

The term school leadership came into existence in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for

accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that connote stability through the exercise of control and supervision. The concept of leadership was favored because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school.

According to Leithwood (et al 1999), there is no agreed definition of the concept of leadership. Yukl (2002, pp.4–5) also adds that the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no ‘correct’ definition. Cuban (1988, p.190) also states that there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders. However, given the widely accepted significance of leadership for school effectiveness (Daresh 1998, NCSL 2001a, Sammons et al 1995, Sheppard 1996) and for school improvement (Stoll and Fink 1996, Hallinger and Heck 1999), it is important to establish at least a working definition of this complex concept. As Beare, Caldwell and Millikan (1989) emphasize: outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority. (Beare, Caldwell and Millikan 1989, p.99)

A central element in many definitions of leadership is that there is a process of influence. Leithwood et al (1999, p.6) say that “influence... seems to be a necessary part of most conceptions of leadership”. Yukl (2002, p.3) explains this influence process: Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organisation. Yukl’s use of ‘person’ or ‘group’ serves to emphasize that leadership may be exercised by teams as well as individuals. This view is reinforced by Harris (2002) and Leithwood (2001) who both advocate distributed leadership as an alternative to traditional top-down leadership models. Ogawa and Bossert (1995, pp.225–26) also state that leadership involves influence and agree that it may be exercised by anyone in an organization. “It is something that flows throughout an organization, spanning levels and flowing

both up and down hierarchies.” Cuban (1988, p.193) also refers to leadership as an influence process. “Leadership, then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking initiatives and risks”. This definition shows that the process of influence is purposeful in that it is intended to lead to specific outcomes. Fidler (1997, p.25) reinforces this notion by claiming that “followers are influenced towards goal achievement”. Stoll and Fink (1996) use the similar concept of ‘invitational’ leadership to explain how leaders operate in schools. “Leadership is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils” (p.109).

However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. Wasserberg (1999, p.158) claims that “the primary role of any for School Leadership leader [is] the unification of people around key values”. From his perspective as a secondary head teacher, he argues that these core values should be:

- Schools are concerned with learning and all members of the school community are learners
- Every member of the school community is valued as an individual
- The school exists to serve its pupils and the local community
- Learning is about the development of the whole person and happens in and out of classrooms
- People prosper with trust, encouragement and praise

While school leadership or educational leadership have become popular as replacements for educational administration in recent years, leadership arguably presents only a partial picture of the work of school, division or district, and ministerial or state education agency personnel, not to mention the areas of research explored by university faculty in departments concerned with the operations of schools and educational institutions.

2.5. Historical Development of Leadership

Burns, in Abbasialiya, 2010 stated that leadership is arguably one of the most observed, yet least understood phenomena on earth. Over time, researchers have proposed many different styles of

leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. According to Naylor (1999), effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change.

There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa, & Weber, 2009), all contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals (Wolinski, 2010). Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories dealt with other variables such as situational factors and skill levels. Some of these theories are the following.

Charry (2012), noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels.

There are various theories and concepts of management and organization that can be used to describe and direct the practice of school leadership in changing education environment.

a) Trait Theory

Trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership.

b) Contingency Theories

Contingency theories of leadership 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 theory, 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 (Charry, 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). Contingency theory 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).

c) Situational Theory

Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective. Fred Fiedler (1967, 1973, 1974), generally considered the father of leadership contingency theory, departed from trait and behavioral models by asserting that three organizational contingencies determine appropriate leadership behavior: leader-member relations (the degree to which a leader is accepted and

supported by group members), task structure (the extent to which tasks are structured and defined with clear goals and procedures), and leader positional power (the ability of a leader to control subordinates through reward and punishment).

d) Behavioral Theory

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioral theory, people can learn to become leaders through training and observation. Naylor (1999) notes that interest in the behavior of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles. It has been observed that groups under these types of leadership perform differently.

e) Transactional Theory

Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

f) Transformational Theory

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to "create a connection" that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and

clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

2.5.1. Countries Experience

Due to the cultural, historical, social and other contextual influences and constraints, the application of these theories and the development of school leadership may be different in different countries (Cheng, 2005). It is not a surprise that the characteristics of principals' leadership in one area (e.g. Australia) are different from those in other areas (e.g. Japan). To understand how the theories and their application are valid across countries or cultural context, it would be interesting to know how the development of characteristic of principals' leadership interacts with the influence of social culture (Cheng 2005). Traditional leadership theory, concentrates on principal's management techniques or skills. The duality of leadership measured by the leader behavior description questionnaire, as (Cheng, 2005) stated, in terms of initiating structure (Task orientation) and relationship (people orientation) was used extensively in leadership studies during the 1970s and 1980s.

On the other hand, Monhan and Hengst (1982) and Murphy (1995) stated that the term principal teacher "head master or head mistress" in England is similar to principal in USA. The development of Principal is firmly attached with the history of the principal in the unit states of America. In the early history of American schooling, there were no principals like that of today. School administration was not differentiated from teaching implying that everything was done by teachers (Murphy). As of Murpy, teachers have all rounded qualities from teaching to administration of the condition. As a result, in the schooling environment in the teaching-learning process, all teachers are qualified as having all entities of teaching and administering. So the day to day activities in the school which ranges from teaching to administration is carried out by teachers. Because in such countries, schooling is largely abide by sciences and philosophy. Hong Kong being an international city exposed in both western and eastern cultures the development characteristics of principals' leadership in Hong Kong schools is an interesting case for international understanding

of how principal's leadership interacts with the societal culture (Cheng, 2005). According to Cheng, (2005), the Honk Kong education system as repetitive example of an international education system has experienced numerous changes over the last decades. One of the most recent policy moves target the changing role of school principals, particularly in relation to quality education, change and the principal's place in school based management.

2.5.2. Ethiopian Experience

Principal ship in Ethiopia is strongly connected with the introduction of modern education in the country. According to MoE (2002), it is stated that prior to 1962, expatriate principals were assigned in elementary and secondary school of different provinces of Ethiopia during the 1930s and 1940s predominantly. Indians were posted to principal ship although the criteria were not at all. Clear, may be for their educational standards and experience in leadership. After the restoration of independence in 1941 education was given high priority which resulted in opening of schools in different parts of the country. As there were no enough educated Ethiopians to teach and run the schools, most of the teachers and head masters in the schools were from foreign countries such as the UK, USA, Canada, Sweden, Egypt and India (ICDR, 1999 as cited in Feseha, 2005). In 1961/2 one year course in supervision and administration was started at Addis Ababa University. This continued until 1976. Still same periodical letters written before the year 1960 (MoE2002) reveal that Ethiopians who were graduated with first degree in any field were assigned as principals in secondary school by senior officials of the MOE. The major selection requirements were educational standards, services year and work experience. On other hand, scale promotion advertisements that had been issued from 1973-1976 showed that secondary school principals were those who held their first degree prefer ability in educational managements field and those who had at least worked for a limited time as a unit leader or the department head, dean or teacher. Then it is stated in job description of the MOE issued in 1989 that secondary school administration including a sufficient work experience that shows an attention to consider principal ship as a professional (Feseha, 2005).

According to Haile Selassie (1999), cognizant of the fact that any educational reform will not be sustainable without adequate and well-qualified personnel and acknowledging that there exists a

serious need for effective educational system and leadership will be professional. However, the trend in secondary schools in Oromia Regional State in the past six or seven years was same what different. The trend of placement to day in this region is that principals for this level were assigned based on the guideline prepared by the education bureau. The responsibility of selecting principals was taken by education offices in the woredas. The committee in these offices and political leaders of that woredas were in charge of properly applying the stated guideline in selecting from among the applicant teachers with BA degree and five years or more service or experience.

2.6. The Major Role of a Principal as an Instructional Leader

McEWan (2003) states that instructional leader must be knowledgeable: knowledge about learning theory, effective instruction and curriculum. In addition, she describes that instructional leaders must be able to communicate and represent to students, teachers, and parents what is of important and value in the school. Furthermore, Sergiovanni, (2009) believes that given what we know about effective teaching and learning, principals must know and engage in matters of instructions to a greater extent and with greater depth than others. She suggests the following as examples of things that principals, who are instructional leaders, might do regularly. They:

1. Plan details of professional development plan with individual teachers, student data, and characteristics of the adopted instructional program.
2. Build professional development plan with individual teachers, based on classroom observations, student's data and characteristics of the adopted instructional program.
3. Visit classrooms daily to observe teaching after developing with teacher's descriptions and criteria of good teaching.
4. Leading a grade level group of teachers in analyzing examples of students work from their classes with reference to benchmark work that meets state or district standards.

In light of the above ideas Sergiovanni, (2006) states that a strong consensus is emerging that whatever else do, principals must be instructional teachers who are directly involved in the teaching and learning life of the school. Supporting the above idea, Kruger, Richardson, and Bailey (2002), states that the main function of the principals as instructional leader is making teaching and learning effective inside and outside the classroom. The principal as instructional

leader is, therefore expected to make teaching and learning effective and performing a managerial responsibility as well. Therefore, the instructional leader must be knowledgeable about learning theory, effective instructional curriculum, (McEwan, 2003). Besides other scholars have also identified and elaborated some of the roles of the instructional leaders or managerial practices as follows.

2.6.1. Planning

Schools as any institutions require an organizational plan to realize success in this organization. Educators in the field have given a number of definitions for the conduct of planning in school. Ubben and Hughes (1997:25) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable out comes. School plan must be democratically oriented and should involve every one concerned teacher, students, parents and community. It is essential to create additional resources both in terms of human and material inputs. So, effective plans are those that require participation of all stake holders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting the idea, Talesra et.al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change. Principal or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra-curricular activities.

2.6.2. Organizing

Organizing is a basic activity of school principal. It is the part of administrative process concerned with determining how work shall be divided, the nature and number of position to be created, what relations shall exist between various positions, and establishment of communication between positions. It is performed to assemble and arrange all required resources including people so that the required work can be accomplished successfully once the objective of the organization and the plans have been established. Knezevich (1969:37) stated that organizing the institution is one

dimension of the tasks of achieving objectives. Further he said that, organizing provides a systematic means of differentiating and coordinating resources (both human and materials) to attain purposes of the institution. It is a means of harnessing the action of many individual to group members. Good organization provides the administrative structure, arrangements, and coordinating mechanisms needed to facilitate teaching and learning (Seirgiovanni, 2001:69) on the top of this, he proposed some basic principles of organizing as follows.

1. The principle of cooperation: - Cooperative teaching arrangements facilitate teaching and enhancing learning. In successful schools, organizational structures enhance cooperation among teachers.

2. The principle of empowerment: Feeling of empowerment among teachers contributes to ownership and increase commitment and motivation to work. When teachers feel like pawns rather than originators of their own behavior they respond with reduced commitment, mechanical behavior, indifference, and in extreme cases, dissatisfaction and alienation. In successful schools, organizational structure enhances empowerment among teachers.

3. The principle of accountability: Accountability is related to empowerment and responsibility. It provides the healthy measure of excitement, challenge and importance. In successful schools, organizational structures allow teachers to participate in setting local standards and achievements.

4. The principle of responsibility: Most teachers and other school professionals want responsibility. Responsibility upgrades the importance and significance of their work and provides a basis for recognition of their success. In successful schools, organizational structures encourage teacher responsibility. In general, school performs well when leaders recognize the need for agreement on goal when resources or both human and material are organized to support goal achievement and when all parts school work consistently and collaboratively towards changing the school environment.

2.6.3. Leading

Leading is one of the key managerial roles of school principals. According to MoE (2002:34), the school principal plays high roles in coordinating, leading and controlling teachers, students and

parents to bring them toward education goal in the school. School principals are expected to provide leadership in important educational activities such as organizational planning and goal setting, guiding instruction and monitoring staff and facilitates for effective teaching-learning process.

Leadership is the key way principals use themselves to create school climate characterized student productivity, staff productivity, and creative thought. Because, an orderly school climate which is efficient and well managed provide the precondition for enhanced student learning (Ubben, 1997:10). Moreover, as Kotter (1990) stated, leadership is not only to bring about change but to set the direction and to lead people to that change. Therefore, a school principal as a leader, he has to encourage staff members' creativity by seeking out the special talents of individual members and their innovations and experimentation; he assets the need for the use of resources, personnel and deploys them to spots where they may be effective.

2.6.4. Communicating

Communicating is, in effect, a means to accomplish the objectives of an organization (Knezevich 1969:67). He also stated that, communication is central for all administrative function such as planning, organizing, decision making, assembling and allocating resources, coordinating, leading and apprising. This indicate that as communication is one of the duties of leader /principal/ to integrate organized activities and to change people behavior by making information useful to productive and for achievement of objective of the organization. Communication skills and techniques are necessary for effective educational leader who wants to bring change. Because it projects how students, staff, parents and community perceive the school. In addition, effective communication helps educational leader to reach subordinates with instruction, directives, policies; and subordinate tasks, performances, problems and suggestions reach to superiors.

2.6.5. Supervising

The secondary school principals are responsible for supervision in the school. In order to improve the teaching-learning process, principals must understand some aspects of good teaching. They must be able to offer suggestion for the general improvement of the instructional program.

Supervision is the link between teacher needs and organizational goals so individuals can improve and work together toward the vision of the school (Glickman, 1990). Supervision focuses on directing and supporting the work of employees and other activities. It is what supervisors do with adults in ways that directly influence the teaching learning process to promote students learning and achieve the goals of the organization. Instructional leaders do these roles of supervisors continuously to help their teachers and improve teaching and learning process.

The supervisory practices that have been conducted by the principal must be influenced heavily by the concept of clinical supervision in which emphasis is placed up on improvement of class room teaching and instruction. Clinical supervision is predicted on teacher supervisor mutual trust and close interaction, a presumed desire of teachers to improve and a systematic approach to the observation and analysis of teaching behavior.

Generally, supervisors are a key component of quality monitoring system. Therefore, the role played by the principal is an important element to bring change in school environment.

2.6.6. Curriculum Development

McNergney and Robert (2004) state that the school principals use their visibility to advance ideas that influence curriculum. Public opinion, professional education groups and vocal individuals all work to influence the curriculum in its many forms. In relation to the above idea, Sergovanni (2001:4) confirms that a principal has the proficient persons tends to facilitate the establishment of a curriculum frame work that provides direction for teaching and learning of curriculum and instruction, the proficient representatives to identify a curriculum framework and common care of learning the school and demonstrates to all state holders knowledge of the school's curriculum frame work and common care of learning that support the mission and the goals of the school.

2.6.7. Principal's Role and Responsibility for Staff Development

The principal plays vital role throughout all of the stages of staff development. The principals must show a positive attitude. The administrator's attitudes and reactions will have a profound effect up on the success of a staff development program Smith, (2009). Smith (2009) that "If the premise is

that people are the key to school improvement, then it follows that the fundamental role of the principal is to help create the conditions that enable the staff to develop so that the school can achieve its goals more effectively. In this regard, MoE (1994) EC states that principals have to develop mechanism by which competent teachers share their experience with staff.

Furthermore, Ediger and Rao, (2003) explain that the present day principal vital goals of assisting teachers to guide pupils to achieve objectives as whichever level is required be it national, state, district, and or individual classroom level. It should definitely be the principal's responsibility to encourage teachers to help pupils achieve optimally.

To generalize the above concepts, Smith (2009) states that designed to make a significant difference in the teaching lives of the staff, and thus, make a similar difference in the learning lives of student, the staff development function will take on a greater role in the improvement of instructional and the achievement of students. The principal, likewise, will have greater responsibility for the development of the staff. The principal is the key person in the staff development process, much like the teacher for students.

2.6.8. School Community Relation

School does not exist apart from the society to be served according to Gamage, (2006). School is a social system that exists to serve the society by educating and training its younger generation. So that, in exercising leadership behavior the proficient principal demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values demonstrates moral and ethical judgment and also demonstrates creativity and innovative thinking (Sergiovanni, 2001). With respect to the internal school community relation MCN Mergeny and Robert, (2004) describe that in effective school, a school act as a community where separate classrooms are connected through a clear and vital mission where by teachers serve as leaders, and the principal act as lead teacher and parents are viewed as partners in the learning process. Furthermore, Demmock (2000) stated that it is the school leader that has to play central roles in linking internal and external environment of the school.

Regarding the external school community relation, Govinda and Diwan (2007) indicate that the school principals as well as the local community of parents have to acquire new skills in human relations. Parents and the school principals, therefore, have to adopt a positive outlook in their mutual relationship. In addition, principals must also facilitate and engage in activities ensuring that the stakeholders are involved in decisions affecting schools and effective conflict resolution skills (Sergiovanni 2001) Ubben and Hughes, (1997) stated that principals involve parents who prepare school policy and let the policy to be implemented. Supporting the above ideas, Vashist, (2008) writes that public school principals must always remember that the schools are subject to public control. Therefore, process should be included for the appropriate participation of parents and other citizens in planning activities and establishing goals.

2.6.9. Evaluation of Teachers

Smith, (2009) states that the evaluation of teachers Coaches and the classified staff are very important to the performance based school. However, the teacher evaluation may be the principal's most important activity. The evaluation proves presents the principal with the opportunity to stimulate growth and improve teacher performance as well as to recognize quality instruction. The improvement of teacher performance is critical because it is directly correlated to improved student performance. The success of students depends on the success of the teachers.

2.7. Qualities of Good Principal as an Instructional Leader

A principal need to have certain qualities to perform his/her instructional roles effectively. That is why own in Ayalew (2000) writes that qualities of a good principal in his/her leader ship of the instruction are reflected in identifying the needs and preferences of his teachers and students and also to motivate and inspire teachers, and a one who share responsibility, build team work. To achieve instructional goals and to elicit maximum contribution of each teacher and group for development and children is another best quality of principals as an instructional leader, (Kochhar, 1988).

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Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision. Dimmock's (1999) states the leadership is influencing others' actions in achieving desirable ends. Successful leaders are people who shape the goals, motivations, and actions of others. Frequently, they initiate change to reach existing and new goals... Leadership... takes... much ingenuity, energy and skill.

2.8. Challenges to Principals

The leadership responsibilities of principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership, principals, usually face a lot of challenges, stressing this point, different scholars listed different challenges that impede leadership responsibility of principals. Some of these include lack of training and skills, lack of

resource, the press of duties, the personal quality of the principal, shortage of time, the problem of limited acceptance in the nature of the school.

2.8.1. Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities, principal need to have skills and training that make them effective and efficient leader. In line, with this Glatter (1988:15) states that professional knowledge skill and attitude have great impact on the achievement of organizational goals and objectives and the lack of skills will create an impediment to principals. According to Bennaars (1994:258) Principals are selected from teacher. All of them have barely any leadership experience or prior training in school administration and management. Suddenly a head teacher finds himself in a leadership position, which calls for a lot of commitment dedication and tolerance. Confirming the idea, McWan (2003:12) states that while many institutions are restructuring their administration programs to provide more opportunities to leadership skills in addition to academic knowledge, a gap remains between the academic and real world. Thus, lack of skills and training is the common impediments to educational leadership effectiveness.

2.8.2. Lack of Resources

Resources are the means to the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high performance schools, the finding that relate to resource is evident Ubben and Hughes (1997:304). In other words, a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership but if the resource necessary to implement his or her leadership are inadequate, the principals will face a significant impede (Gorton, 1983:264)

2.8.3. The Press of Duty /Work Overload/

The principal is the one person in a school who oversee the entire program and holds great responsibility of his/her school. Confirming the above idea, Barth, (In Sergiovanni, 2001:13) states that the principal is ultimately responsible for almost everything that happens in the school and out.

Strengthen the idea Gorton (1983:263) states the exercising instructional leadership takes time and energy over and above that which must be spent on administering a school or school district.

Responsibility other than instructional leadership will frequently press for the principals' time and drain his/her energy leaving him/her with the feeling that he/she is spread too thin and even though the principal would like to be an instructional leader he/she real does not have the time to function as one. Explain in the above idea, Shields (2004:111) state that principals are expected to develop learning communities, build the professional capacity of teacher, take advise form parents, engage in collaborative and consultative decision making, resolve conflicts, engage in effective instructional leadership, and attend respectfully, immediately and appropriately to the needs and requests of families with diverse cultural ethnic and socio-economic grounds.

2.8.4. The Personal Quality of the Principal

Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of the school Ubben and Hughes (1997:104). The principal's own personality, vision, extent of commitment, human relation skills etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorton (1983; 264) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be seen constraining in caring out leadership responsibilities properly.

2.8.5. Shortage of Time

Principals are school representative. They have responsibilities over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole workdays. According to Ubben and Hughes (1997:327) a school executive day is characterized by one encounter after another with staff members, student's parents, community members, politicians and others kind of individual or sub groups are myriad and diverse, all of whom have questions and requests and problems demanding principal's time. Thus, lack of time, due to variety of tasks that principals deal with is another biggest problem in principals' work (McEwane, 2003:13)

2.8.6. The Nature of the School

Many different institutions exist to give different services for human being. Among them, school is one. Schools are different from these social institutions and perhaps are the most complex of all our social inventions. In relation to this, Hanson (1996:1) states that unlike most other formal organizations, the school has a human product that gives rise to unique problem of organization and management. This is because the main participants in the school system are parents, students, teachers, principals and other staff with different backgrounds and interests. However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious and conflicts may be some of the outcome thus the process of school governance became exceedingly complex. The challenge of educational leadership becomes even more complex as the school can again be differentiated from other type of institutions in relation to values structure of the community.

Schools bring individuals of different backgrounds and culture that may hold quite different values yet be thrown as to increasingly closer interactions with each other (Ayalew, 1991:11 and Dimmock 1993:96).

2.8.7. Lack of Experience

Harris, Day, Hopkins Hadfield, Hargreaves and Chapman (2003) state that beginning, in experienced head teaches principals usually face greater amount of uncertainty difficulties than the previously experienced principals to perform their jobs do. Moreover, the variety of new roles that beginner, in experienced head teachers/principal perform during the first year of their leadership create confusion to them, where their vital task in the beginning would be to learn about these roles.

2.8.8. Other School Related Problems

Jaiyeoba and Jibril, (2006) explain that same of the problem that secondary school principals may face include over population of students, problem with school plant, ill equipped and inadequate teachers, to cope with the work load, students with poor academic background, poor funding that

affects management, students negative attitude towards learning, parents are bivalent towards the educational well-being of their children, low motivation, low performance and personal problems including role conflict, social problems and pressures, financial problems and a lot more. Confirming the above idea, Vashist, (2008) added that due to the great growth of pupils' enrollments heavy leadership burdens up on school administrators to provide new school plant facilities which costs many billions of dollars. In general, MoE (2006-2007) writes that as important as sufficient teachers are for the quality education, so is the overall quality of the teachers. In contrast with primary education over all the percentage of qualified teachers is lower in secondary education.

Nationally only 49.8% of all secondary school teachers are qualified for their level of teaching. Even if yet we do not have exact statistics it is likely that preparatory cycle (11-12) teachers may be even less qualified for their level than those teaching first cycle (grade 9-10), general secondary. This means teachers teaching on preparatory cycle still majority of them are first-degree holders. They are not fulfilling the requirement set by Ministry of Education.

CHAPTER 3

Research Methodology and Research Design

This part of the study deals with the research design and methodology, study area, variables, the research site, the source of data, the study population, the sample size and sample techniques, instruments of data gathering and procedures of data gathering will be considered of this study.

3.1. Research Method

The study applied both quantitative and qualitative methods of data gathering with the assumption that the quantitative data collected through questionnaire supplemented by the qualitative data gathered through interview. Because the combination of quantitative and qualitative approaches was being employed to address the basic research questions. Using both quantitative and qualitative method capitalizes on the strengths of each approach, offset their weaknesses, and provides a better understanding of research problems than either approach alone. Supporting this Kamar (2005) has suggested that the choice of a research method has to be based on its objectives and the research questions that ask about the current state or condition.

3.2. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (C.R.Cothari, 2004). Since a survey was administered to the small group of people (sample) to identify trends in attitude and opinion of large group of people (population), survey design with mixed research approach were employed in this study to make the best out of strengths of both qualitative and quantitative research (Creswell, 2011). A mixed research method was used, in which the intent is first to use quantitative method and then qualitative method to help explain the quantitative result in more depth to identify the practices and problems of leadership in selected Secondary Schools of West Wollega Zone in this study. Hence it was believed that this method would help the researcher to obtain contemporary data on the practices and problems of secondary school leadership. Supporting this Kamar (2005) has suggested that the choice of a research method has to be based on its objectives and the research questions that ask about the current state or condition.

3.3. Sources of Data

To achieve the objectives of this study, primary source of data was employed. Primary data was collected from teachers, principals of government secondary schools and WEOs of the sampled woredas using questionnaire and interview to obtain firsthand information about the issue under the study.

3.4. Sampling, Sampling Techniques and Population

Statistical data obtained from West Wallega Zone Education Bureau shows that there are eighteen (18) zones and six (6) administrative Towns in the region. Among these, the researcher selected west Wollega Administrative zone using purposive sampling method. Because the researcher observed the problem of school leadership in providing the necessary leading practices and was familiar with the study area since he had been teaching and educated there; thus hoped that he could obtain adequate information from the respondents. Also he was working in the area of school leadership, then wanted to conduct a research to investigate the practices and problems in the area of school leadership. Therefore, with regard to West Wollega Administrative zone, there are twenty (20) woredas and three (3) administrative towns and a total of eighty one (81) government secondary school.

However, the twenty (20) woredas and three (3) administrative towns were clustered into four according to the directions where they are found from the zone by considering their geographical conveniences. The middle woredas were cluster 1 Gimbi administrative town, Gimbi woreda and Lalo Assabi. Cluster 2 were Haru, Sayyo Nole, Nole, Ganji and Homa. Cluster 3 were Yubdo, Gulliso, Bodji-Chokorsa, Aira, Bodji Dirmaji, Werejiru, Nejo, Najo administrative town and Kiltu Kara and cluster 4 were Mene Sibbu, Jarso, Babo Gambel, Kondala and Begi. By simple random sampling technique cluster four was drawn. Because simple random sampling techniques were used in selecting a sample in such way that all individuals in the defined population had equal and independent chance of being selected for the sample. Again from the drawn cluster 4 woredas by using simple random sampling technique: Jarso, Babo Gambel, Kondala and Begi were selected. The sampled woredas contain 10 secondary Schools. Out of 10 Secondary Schools, 8 secondary schools were also selected using similar technique. Out of the secondary

school teachers in the woredas of selected secondary schools, 112(39.71%) out of 282 teachers were selected through simple random sampling techniques by considering their proportionality. WEO heads of each wereda were included through purposive sampling technique. Because, their involvement in this study recognized their critical role in the school leadership and it was believed that they offer adequate, quality and relevant information to the issue under study.

Table 1: Total sample population of the study.

No	Name of Woredas	School name	Principals	WEO heads	Teachers	Remark
1	Begi	Begi sec. scl.	3	1	39.71%	
		Gunfi sec. scl.	1	-	39.71%	
		Kobor sec. scl.	1	1	39.71%	
2	Kondala	Kondala sec. scl.	3	1	39.71%	
		Bamso sec. scl.	2	-	39.71%	
		Fargashi sec. scl.	1	-	39.71%	
3	BaboGambel	BaboGambel sec	2	1	39.71%	
4	Jarso	Jarso Sec. scl.	2	1	39.71%	
Total sampled population			15	5	39.71%	

3.5. Instruments of Data Collection

In this study, in order to collect data on the practices and problems of secondary school leadership, questionnaire and interview were used. It was believed that the selected instruments fit the study method appropriately.

3.5.1. Questionnaire

Both open and closed ended questionnaire items were used in the study. The need to use the questionnaire as a research instrument in the study was related for the following reasons. First, it enables the researcher to obtain information about the thought, feeling, attitudes, beliefs, value, personality and intentions of the research participants. Hence, different kinds of characteristics from participant's perspective could be measured by questionnaire. Second, the questionnaire enables the researcher to collect data involving large number of participants in an efficient way. Finally, since the researcher would use the survey method which is the most important method in collecting data than others.

Five point Likert Scale questions were developed for the closed ended questionnaire so as to elicit information about how the practice of secondary school leadership is carried out in promoting instructional, curriculum and staff development and on challenges related with leadership practices of secondary school. The need to use this scale stemmed from the reason that it offers high coverage of all significant aspects of the content, and permits detailed and accurate comparability between sets of data (Sarantakos, 2005). Thus the closed ended questionnaire was constructed in the form of five point Likert scales that presented items in a continuum that covers the whole range of possible responses allowing respondents to choose the answer that fit their opinions.

Open ended questions were prepared to allow participants to respond by writing their answers in their own words about their general perceptions, understanding and views toward the practices and problems of school leadership in leading and implementing of the managerial roles. Thus

open ended questions were used to elicit general information so as to supplement information obtained from close ended questions.

3.5.2. Interview

Semi structured interview was conducted so as to elicit an in-depth information about the participants' point of view, thoughts, reasoning and feelings about the issues under the study. Interview was held with WEO. The researcher used interview guided approach by specifying issues related to the questionnaire in order to triangulate and realized the issue of the study. That means the researcher used almost the same questions with those in open and closed ended questions.

3.6. Procedures of Data Collection

With the intention of investigating the practices and problems of secondary school leadership in promoting teaching learning processes in West Wollega Administrative zone, the following procedures were followed while gathering data. First of all, the researcher developed questionnaires based on existing literature and duplicates it in a single copy on which the advisor comment. After the thesis advisor commented on, correction was made. Once the instruments developed well, the researcher made contact with the secondary school principals prior to the collection of data. After orientation was provided to school principals about the study purpose, the researcher received the list of all teachers with their full name in sampled secondary school. After having the lists of participants the researcher employed simple random sampling technique to select the sample teacher and purposively took principals and WEOs. Finally, the researcher administered and collected the questionnaires in collaboration with the school principals or the representative person from each sampled secondary school. Besides, interview was held with WEOs after the researcher obtain the willingness and consensus of the participants.

3.7. Methods of Data Analysis

Data analysis requires going through all the raw data and bringing order and meaning to all the information gathered. It consists of examining, categorizing, tabulating or recombining the evidence to address the initial propositions of the study (Yin in Gentry 2002:62). Therefore, the gathered data were edited for accuracy and completeness. Then the edited data were classified

and tailed in their respective schools and then, be arranged and organized in table. Data that obtained from questionnaire were then be analyzed quantitatively through descriptive statistical computations. Among various descriptive statistics, percentage and mean score were preferred to analyze all the basic questions. Because they are very important in identifying the difference and similarity of respondent's judgments on variables and easily understood by different stakeholders at different levels. Percentage was used to analyze the difference and similarity of respondents judgments to each variable out of hundred. The mean score was used to analyze the middle of the two extremes (strongly agree and strongly disagree in each item). T-test was used to test and compare the opinion of teachers and principals. Data obtained from interview were analyzed qualitatively by using narration in line with the data obtained from closed and open ended questions.

3.8. Ethical Considerations

First contact was made with secondary school principals and teachers, and information was given to them about the purpose of the research work. The respondents were told about the confidentiality of the data that would be obtained through the interview made with them. After gaining verbal consent, the interview was conducted and pseudo names were used to quote the response collected from interview.

CHAPTER 4

Analysis and Interpretation of Data

This Chapter deals with description of the sample population, analysis, and interpretation of the data based on the information obtained from questionnaires and interview. It consists two parts. The first part is concerned with description of the background information of the sample population and the second part concerned with analysis and interpretation of data.

4.1. Background Information

Based on the sampling procedure described in chapter three, from the sampled woredas eight government secondary schools were included that consisted of a total of 132 respondents. That is 15 principals, 30 percent of teachers from sampled secondary school and 5 WEOs from sampled woredas of the sampled schools were included. Accordingly, a total of 127 copies of questionnaires were prepared and distributed to 112 secondary School teachers and 15 principals. Out of this 95.54% of the teachers and 93.33% of principals were filled and returned the questionnaires to the researcher. That producing an overall 94.43% return rate. This high return rate increases the validity of the study. The interview held with WEOs was used as supplementary information and not quantified. Thus, the analysis was made on the basis of the information obtained from questionnaires.

Table 1: The sex and age of the respondents

	Items	Teachers		Principals		WEO officials	
		F	%	F	%	F	%
Sex	Male	95	88.79	14	100	5	100
	Female	12	11.21				
	Total	107	100			5	100
Age	18-30	53	49.53	9	64.29		
	31-40	32	29.91	5	35.71	3	60
	41-50	18	16.82			1	20
	51 and above	4	3.74			1	20
	Total	107		14		5	100

Item 1 of table 1 above indicated that 88.79% of sample teacher's respondents were males and only 11.21% of the sample teachers were females and 100% of sampled secondary School principals and WEOs were males. None of females were participating in assignment related to secondary school leadership, supervisors and WEOs except they are assigned as the performer in WEO. So that as female teachers' involvement in secondary school was low, they could not participate equally in sampled population with their male counter parts.

As can be seen from item 2 of table 1, only 49.53% of teachers and 64.29% of principals were in the age range between 18-30 years. 29.92% of teachers, 35.71% of principals and 60% of WEOs were in the age range between 31-40 years. Moreover 16.82% of teachers and 20% of WEOs were in the age range between 41-50 years. 3.74% of teachers and 20% of WEOs were in the range of 51 and above years. As reflected in this table majority of teachers, principals of the sampled secondary schools and WEOs were found to be in the age range of 18-40 years. So that as the information obtained from the age of the respondents it is possible to obtain matured idea about the practices and problems of secondary school leadership and the way of their assignment.

Table 2: Educational qualification and services year of respondents

	Items	Teachers		Principals		WEO officials	
		F	%	F	%	F	%
Qualification	BA/BSc/BEEd	104	97.19	13	92.86	5	100
	MA/MSc	3	2.81	1	7.14	-	-
	Total	107	100	14	100	5	100
Year of Services	1-10	54	50.47	7	50	-	-
	11-20	28	26.17	5	35.17	3	60
	20 and above	25	23.36	2	14.29	2	40
	Total	107	100	14	100	5	100

Regarding the qualification of respondents indicated in item 1 of table 2 above, majority of teachers (97.19%), principals (92.86%) and all of WEOs (100%) were BA/BSc/B.Ed. holders. Thus, it can be concluded that most secondary school teachers have necessary minimum requirement needed qualification for secondary school level. But only 2.81% of teachers and 7.14% of principals were MA/MSc degree holders. From the researcher's observation, most of the principals were not qualified or trained in educational leadership. From the sampled woreda only 7.14% of principals were qualified in educational leadership that indicates under the minimum requirement assigned for secondary school leadership by the MoE and this was the same for that of WEOs except they were specialized in subject area. In addition, from the data it can be seen that majority of the principals (92.8%) were assigned in leadership position without having educational background in EdL/EdPM. Therefore, leading a school without having the necessary qualification in the position will not bring the school improvement effectively and will not facilitate different practices in the school. As Okumber (1998) stated, that modern educational reform places a great amount on the effective leadership and management of school. Due to this fact, principals should professionally be trained in educational leadership.

As indicated in the above table, of the total work experience of the respondents, majority of teacher respondents (51%) had the work experience of 1-10 years and 23.36% of teachers had 21 and above years. The remaining teacher respondents had 11-20 years were 26.17%. Principals those had the range of work experience between 1-10 years were 50%, between 11-20 years were 35.71%, between 21 and above years were 14.29%. Majority of woreda education officials had the work experience between the range of 1-10 years and 11-20 years of services.

From the data one can observe that majority of teachers, principals and woreda educational officials had more than 6 years of total work experience. Due to this it was believed that this group could give relevant information for the purpose of the study. Because as one stays for a long time in a specific job, he/she can observe the way the school leadership acts or implement the good practices and solve the problems that the school faces; and having more experience has a great contribution in leading and supervising a school for effective teaching and learning

process for school leaders, and woreda educational officials. In light of this point, Fielder and Chemers (1983) indicate that without adequate training and work experience, leadership task structuring ability will be lower or lack of experience can decrease his potential for effectiveness.

4.2. Respondents' view on the Questionnaire and Interview forwarded by the Researcher

Many educationalists pointed out that principals are regarded as having the central and leading role in the successful operation of the teaching and learning process. Therefore, the following table illustrates the respondents' view regarding the ways of assignment of principals to the leadership position.

➤ Leadership and the Leading Practices of the school Leadership

The primary purpose of a school leadership is to facilitate teaching and learning in the school. To perform effective educational leadership, the secondary school leadership must be able to practices a direct relationship between the acts in which she/he engages and the improvement of teaching and learning conditions (Corbally1961:62). School leaderships are accountable for the overall operation of the school. That is as contemporary educational reform places importance of effective leaderships and management of schools. The reason for this position is that, an orderly school environment which is efficient and well managed provides the precondition for enhanced student learning. Therefore, it can be said that a school leader is the pivot person who has an evolvment in all aspects of the school operation and responsibility for all activities that place his/her school. On the top of this, secondary school leadership are expected to practice the major leadership roles, such as, providing clear vision, planning, creating collaborative work, supervision, working with community, staff development and curriculum development in order to improve the school. With regard to this in order to identify to what extent the secondary school leadership practices the major leadership roles so that the research was done in secondary schools of West Wollega Administrative Zone. Based on this, questionnaire was prepared to secure enough information from multiple sources, principals themselves and teachers. Therefore, the key leadership practices of secondary school leadership presented below were are believed to reflect the practices of secondary school principals. Hence to evaluate the extent to which school principals practice the leadership roles, Likert type items were forwarded to the respondents. The

items were rated on 5 points frequency indicators (strongly agree = 5, Agree =4, Undecided =3, Disagree =2, strongly disagree =1). The practices and problems of the school leaderships were interpreted using the mean obtained as follows. < 1.49 = strongly disagree, 1.5 - 2.49 = disagree, 2.5 - 3.49 = undecided 3.5 - 4.49 = agree, > 4.5 = strongly agree. Moreover, the data obtained through interview were used to supplement the findings.

Note: X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=119

4.3. Respondents view on how school leadership were assigned

Table 3: Ways of assignment of the school leadership (principals)

No.	Items	Options	Teachers		Principals	
			F	%	F	%
1	Before you were a principal of this School, did you want to be a principal?	Yes			4	28.57
		No			10	71.43
2	Position attainment condition of school leadership by competition based on their merit	By competition based on their merit	65	60.7	10	71.43
		Based on the directives set by MoE	15	14.01	4	28.57
		Close involvement in supporting government policy	27	25.2	-	-
3	How do you rate the extent of your school leadership success?	Very good			10	71.43
		Good			3	21.43
		Fair			-	-
		Poor			-	-

Item 1 of Table 3, 28.57 %of principals were asked whether they had an interest to become a school leader and they pointed out that they had interest to be in a leadership position before came to the position. Whereas 71.43% of principals did not have any interest before they came to leadership position. This item was accompanied with open ended question for why principals did like or didn't like the position. Accordingly, about 28.57% suggested that they liked because they want to develop experience how to lead organization and to get advantage in case of better salary than when they were a teacher. The rest 71.43% of principals reasoned out that, they disliked the position due to its complexity and challenging nature of work. In addition, they have no interest because of political instability in the area. Principals stressed here that if they carry out their leadership responsibilities, political organization out of government frightens them not to do it making a phone call or contacting them out of the sight of people. ‘ ‘Wereda Education Office’ is for government and ‘Forest’ is for them... to present what and why we did things’’ said the principals of why they dislike coming to the leadership position.

Item 2 of table 3 respondents were asked how the school leadership was assigned in leadership position. Regarding this 28.57% of principals and 25.2% of Teachers responded that they were assigned to the position by competition based on their merit and 71.43% of principal's and 60.7% of teachers responded that they were assigned to the position by close involvement in supporting the government policy. 14.01% of teachers responded that they were assigned to position based on the directives set by MoE. However, it can be concluded that majority of the school leadership were assigned by competition on the basis of their merit. Regarding to this, Stoops (1981:90) suggested that the selection and placement of the School leadership should be up on the basis of merit and merit only. But the information that was obtained from personal suggestion of teachers in the open ended question and interview made with WEO revealed that, selection and placement of school leadership were not all in all by competition and not according to the prerequisite criteria set by MoE and regional educational bureau. Rather, the main criteria seen to select and place a school leadership in a position is close involvement in supporting the government policy. But it's better to select and assign school leadership according to the directives set by MoE. As the result of this school leadership face problem in leading school for effective teaching-learning process.

Item 3 of table 3 show that, the extent to which School leaderships succeed in managing the School. Based on this 7.1% of principals rated excellent, 71.43% of principals rated very well and 21.43% principals rated good. Therefore, it is possible to conclude that principals were in a very good position in managing the Schools under the study.

4.4. Respondents' view on the practices of school leadership

4.4.1. The practices of school leadership in line with school vision

The quality and effectiveness of leadership towards school improvement vary as to the situation and capacity of leaders. The school leadership's skills and knowledge about the field of leadership can create the ability in developing different practices which lead to success. In this study, an attempt was made to examine the secondary school leadership practices in the formulation of school vision to promote enabling environment for school improvement program.

Table 4: Items describing about the practices of visionary leadership

No	Item	Res pon den ts		5	4	3	2	1	\bar{x}	SD	Overall X	PValue(t)
1.	The School Leadership is capable in providing clear vision	Tchs.	F	23	58	15	11	-	3.87	0.87	4.15	0.39
			%	21.5	54.2	14	10.3	-				
		Prncp	F	6	8	-	-	-	4.43	0.5		
			%	42.9	57.1	-	-	-				
2	The School Leadership is skilled in developing the school mission,	Tchs.	F	24	54	13	13	3	3.78	1.02	4.14	0.12
			%	22.4	50.4	12.15	12.15	2.8				
		Prncp	F	7	7	-	-	-	4.5	0.5		

	goals and objective	cp.	%	50	50	-	-	-				
3	The School Leadership is communicating the vision to have common understanding with staff and community	Tchs.	F	37	48	6	15	1	3.9	1.0	4.16	0.69
			%	34.5	44.8	5.61	14.02	0.9				
		Prncp	F	7	6	-	1	-	4.36	0.84		
			%	50	42.8	-	7.14	-				
4	The school Principal brought change based on school vision which is perceived by the school community	Tchs.	F	20	44	20	22	1	3.56	1.04	3.89	0.00
			%	18.7	41.1	18.7	20.6	0.9				
		Prncp	F		9	1	-	-	4.21	0.57		
			%	28.6	64.3	7.14	-	-				
5	The school Leadership is capable in setting directions toward the implementation of school vision.	Tchs.	F	22	49	19	17	-	3.7	0.9	4.14	0.11
			%	20.6	45.8	17.8	15.9	-				
		Prncp	F	9	4	1	-	-	4.57	0.65		
			%	64.3	28.6	7.14	-	-				

Item 1 of table 4 indicates that 54.2% of teachers and 57.1% of principals rated agree. 21.1% of teachers and 42.9% of principals rated strongly agree. 14% of teachers and 10.3% of teachers rated undecided and disagree respectively. So that as indicated in table 4 item 1, respondents were asked whether or not the school leadership is capable in providing clear vision, teachers and principals with the ($X = 3.87$, $SD = 0.87$) and ($X = 4.43$ $SD = 0.5$) respectively agree that, School leadership were capable in providing clear vision. The overall $X = 4.15$ shows the agreement of the total respondent with the point. Therefore, based on the overall score value, it can be concluded that school leadership were capable in providing clear vision. In supporting the significant level ($P = 0.39$) greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals.

In line with this, the information gathered through interview made with WEOs was also confirmed that school principals were capable in providing clear vision. Leadership can be defined as providing vision, direction and support towards a different and preferred state suggesting change (Harris and Muijis2005). Also Louis and Miles (in Harris and Muijis 2005) suggests that successful change leaders consistently articulated a vision for their schools, so that everyone understood the vision, most importantly; they shared influence, authority, responsibility and accountability with the staff in shaping the vision. Scholars also underlined the importance of inspiring school vision. Leaders are able to bring their vision to everyone's level, breathing life into other individuals' hopes and dreams. This strengthens the individuals, strengthens the team, and strengthens the vision. When leaders believe that they can make a difference, others see that the vision can be for the common good of all involved (Kouze and Posner, 2010). A vision is an image that heals the psychological and material wounds that leaders and followers share. It soothes present anxieties and offers hope for the future (Black, 2007). Supporting this during the interview with WEO, they stated that the schools have clear vision as: ‘... Our school vision was writing in visible form and posted in the school compound and it always inspire me to...’

Item 2 of table 4 indicates that 50.47% of teachers and 50% of principals rated their response agree. 22.43% of teachers and 50% of principals rated strongly agree. 12.15% of teachers rated undecided, 12.15% of teachers rated disagree and 2.8% of teachers were rated strongly disagree.

So that majority of teachers and principals rated agree and strongly agree. The mean value of teachers and principals were found to ($X=3.78$, $SD=1.02$) agree that school leadership was skilled in developing the school mission, goals and objective and principals with ($X =4.5$, $SD=0.51$) strongly agreed that school leadership was skilled in developing the school mission, goals and objective. The overall $X=4.14$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluded that school leadership was skilled in developing the school mission, goals and objective. The t-test revealed that the significance level ($p=0.12$) is greater than 0.05 and this shows there is no significance difference between teachers and principals views regarding the school leadership's skill in developing the school mission, goals and objective.

Item 3 of table 4 reflected that 44.86% of teachers and 42.86% of principals were rated agree. 34.58% of teachers and 50% of principals were rated strongly agree on the school leadership practices of communicating the vision in order to have common understanding with the staff and community. 5.61% of teachers rated undecided. 14.02% of teachers and 7.14% of principals were rated disagree. 0.93% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.98$, $SD=1.02$) and ($X =4.35$, $SD=0.84$) respectively agreed that, school leadership was communicating the vision in order to have common understanding with staff and community. The overall $X=4.16$ shows the agreement of the total respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that school leadership was communicating the vision in order to have common understanding with staff and community. The significance level ($p=0.69$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point.

Item 4 of Table 4 indicates that 41.1% of teachers and 64.3% of principals rated agree. 18.7% of teachers and 28.6% of principals rated strongly agree. 18.7% of teachers and 7.14% of principals rated undecided. But 20.6% of teachers rated disagree and 0.93% of teachers rated their response strongly disagree. The mean value of teachers and principals were found to be ($X=3.56$, $SD=1.04$) and ($X =4.21$, $SD=0.57$) respectively agreed that school principal brought change based on school vision which is perceived by the school community. The overall $X=3.89$ shows

the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluded that school principal brought change based on school vision which is perceived by the school community. The significance level ($p=0.00$) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and principals regarding the point.

Item 5 of Table 4 reflects that 45.8% of teachers and 28.6 % of principals rated agree. 20.6% of teachers and 64.3% of principals rated their response strongly agree. But less than half of the respondents, means 17.8% of teachers and 7.14% of principals rated undecided. 15.9% of teachers show their responses disagree. None of teachers and principals rated strongly disagrees. The mean value of teachers and principals were found to be ($X=3.56$, $SD=1.04$) and ($X =4.21$, $SD=0.57$) respectively agreed that the school leadership was capable in setting directions to word the implementation of school vision. The overall $X=3.89$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluded that school leadership was capable in setting directions toward the implementation of school vision. The significance level ($p=0.11$) is greater than 0.05; this indicates that there is no significance difference between the opinions of teachers and principals regarding the capability of principals in setting directions.

4.4.2. Analysis of the Planning Practices of School Leadership

Planning is one of the front lines of management function through which all the other functions are carried out. Therefore, the following table is brief illustration of an extent to which secondary school leadership carry out planning and its related activities.

Table 5: Planning Practices of School Leadership

No	Item	Respon den ts		5	4	3	2	1	\bar{x}	SD	Over all Y	P-value (ttest)
1	The school leadership carry out analysis of the school environment before preparing school plan	Tchrs	F	27	44	25	8	3	3.79	1.00	4.14	0.78
			%	25.2	41.1	23.4	7.5	2.8				
		Prncp	f	7	7	-	-	-	4.5	0.52		
			%	50	50							
2	The school leadership plans and work toward changing the school	Tchrs	f	34	46	17	10	-	3.97	0.93	4.30	0.33
			%	31.8	42.99	15.9	9.35					
		Prncp	f	10	3	1	-	-	4.64	0.63		
			%	71.43	21.43	7.14	-	-				
3	The school leadership is making the school plan flexible	Tchrs	f	23	42	26	14	2	3.65	1.01	4.00	0.17
			%	21.5	39.25	24.3	13.1	1.9				
		Prncp	F	7	5	2	-	-	4.36	0.74		
			%	50	35.7	14.3	-	-				
4	The school leadership encourages the staff to participate in school planning	Tchrs	F	36	37	15	13	6	3.79	1.18	4.18	0.01
			%	33.64	34.6	14.02	12.15	5.61				
		Prncp	F	8	6	-	-	-	4.57	0.51		
			%	57.14	42.86	-	-	-				

Item 1 of table 5 shows that the practice of school leadership in practicing, the analysis of the school environment before preparing schools plan. Regarding this 25.2% of teachers and 50% of principals rated strongly agree. 41.1% of teachers and 50% of principals rated agree. 23.4 % of teachers rated undecided. 7.5% of teachers rated disagree and 2.8% of teachers rated strongly disagree. The mean value of teachers and principals were found to ($X=3.78$, $SD=1.00$) agree that the school leadership carry out analysis of the school environment before preparing school plan and principals with ($X=4.50$, $SD=0.52$) strongly agreed that the school leadership carry out analysis of the school environment before preparing school plan. The overall $X=4.14$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluded that school leadership carries out analysis of the school environment before preparing school plan. The significance level ($p=0.78$) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and principals regarding the point. Every organization exists in an environment with which it is independent. In case of school, the local community, the school district, region, state and the national system can be considered as its environment. It is important to think of school in the context of their environment, requiring the heads of schools to spend more time managing transaction between their school and environments, especially when the authority is developed on to the schools and all relevant stakeholders in the school community are given opportunities to participate (Gamage, 2006).

Item 2 of table 5 deals with the leadership practices of plan and working toward changing the school. Accordingly, 31.8% of teachers and 71.43% of principals rated strongly agree. 42.99% of teachers and 21.43% of principals rated agree. 15.9% of teachers and 7.14% of principals rated undecided. They were not sure of the school leadership plans and work toward changing the school. The rest 9.35% of teachers rated disagree. Majority of teacher and principal respondents agree and strongly agree that the school leadership plans and works toward changing the school. The mean value of teachers and principals were found to be ($X=3.97$, $SD=0.93$) and ($X =4.64$, $SD=0.63$) respectively agreed that, the school leadership plans and work toward changing the school. The overall $X=4.30$ shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that the school leadership plans and work toward changing the school. The significance level of t-test ($p=0.33$) is greater than

0.05, this indicates that there is no significance difference between the opinions of teachers and principals showing consensus or agreement of responses

Item 3 of table 5 deals the practice of the school leadership in making school plan flexible. Accordingly, 21.5% of teachers and 50% of principals rated strongly agree. 39.25% of teachers and 35.7% of principals rated their response agree. 24.3% of teachers and 14.3% of principals rated undecided. The rest 13.1% of teachers and 1.9% of teachers rated disagree and strongly disagree respectively. The mean value of teachers and were found to be ($X=3.65$, $SD=1.01$) and ($X =4.35$, $SD=0.74$) respectively agreed that school leadership was making the school plan flexible. The overall $X=4.00$ shows the agreement of the total respondents with the point. This implies that the majority of respondents agreed with the issue. Therefore, from the response of the majority, it is possible to conclude that, the school leadership was making the school plan flexible. Supporting this, significance level of t-test ($p=0.17$) is greater than 0.05, indicating that there is no significance difference between the opinions of teachers and principals.

Item 4 of table deals school leadership practices in encouraging the staff to participate in the school planning. Accordingly, 33.64% of teachers and 57.14% of principals rated strongly agree. 34.6% of teachers and 42.86% of principals rated agree. The rest 14.02% of teachers rated undecided. 12.15% of teachers rated disagree and 5.61% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.79$, $SD=1.18$) agreed with that the school leadership was encouraging the staff to participate in school planning and principals with the ($X=4.57$, $SD=1.18$) strongly agreed that the school leadership was encouraging the staff to participate in school planning. The overall $X=4.18$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that, the school leadership was encouraging the staff to participate in school planning. The significance level ($p=0.01$) is less than 0.05, this indicates that there is significant difference between the opinions of teachers and principals regarding the point where principals' agreement was found to be higher than that of teachers.

On the top of this, the interview made with WEOs, even though they have trends in encouraging the staff to participate in school planning, show weak initiation to involve all stake holders

during the preparation of school planning except they include SIP committee emerged at school level from teachers. Due to this most of the time the school leadership face problem in implementing the plan through the participation of the stake holders. Therefore, it would be possible to conclude the school leaders in preparing the school plan in collaboration with the staff were not to the level required. In this, Ubben and Hughes (1997:25) indicated that for effective implementation of intended goals, the school leadership should allow concerned bodies such as teachers, students and the community to participate in planning and goal setting. Here it is possible to conclude that school principals in the study area were in better position to participate all teachers in school planning. It is believed that collaboration is the heart of successful planning and implementation. Supporting this Hopkins (2001) suggest that, collaborative planning is a base to set common goals, resolve differences and to take action. Also the quality of school level planning has been identified as a major factor in a number of studies of school effectiveness. For instance, Purkey and Smith (in Hopkins 1994) described that both collaborative planning and clear goals as a key process dimensions. Caldwell and Spinks (as cited in Hopkins 1994) also indicate that goal-setting and planning as the two of the phases of the collaborative school management model which linking these two activities within one cycle of the management process.

4.4.3. Participatory Practices of School Leadership

Table 6: Views on participatory practice of school leadership

No	Item	Respon dents		5	4	3	2	1	\bar{x}	SD	Overall \bar{X}	PValue (ttest)
1	The School Leadership work with the staff members to improve the School	Tchs	F	34	51	11	11	-	4.00	0.91	4.18	0.66
			%	31.8	47.7	10.3	10.3	-				
		Prncp	F	6	7	1	-	-	4.36	0.63		
			%	42.86	50	7.14						
2	The School Leadership have the ability to delegate and share responsibility	Tchs	F	34	39	20	14	-	3.87	1.01	4.25	0.02
			%	31.78	36.45	18.69	13.08					
		Prncp	F	9	5	-	-	-	4.64	0.49		
			%	64.29	35.71							
3	The School Leadership provide opportunity for shared decision making	Tchrs	F	27	39	18	20	3	3.99	1.14	3.92	0.28
			%	25.23	36.45	16.82	18.69	2.80				
		Prncp	F	7	4	2	1	-	4.21	0.97		
			%	50	28.57	14.29	7.14	-				
4	School leadership making relationship based on collegiality and mutual trust	Tchrs	f	23	45	21	16	2	3.66	1.04	3.93	0.65
			%	21.49	42.06	19.63	14.95	1.87				
		Prncp	f	7	3	4	-	-	4.21	0.89		
			%	50	21.43	28.57	-	-				

Item 1 of table 6 indicates that the respondents were asked whether or not the school leadership work with the staff members to improve the school. Based on this 31.8% of teachers and 42.86% of principals rated strongly agree. 47.7% of teachers and 50% of principals rated agree. The rest 10.3% of teachers and 7.14% of principals rated undecided. 10.3% of teachers rated disagree. None of teachers and principals rated strongly disagrees. The mean value of teachers and principals were found to ($X=4.00$, $SD=0.91$) and ($X=4.36$, $SD=0.63$) agreed respectively that the school leadership work with the staff members to improve the school. The overall $X=4.18$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership works with the staff members to improve the school. The significance level ($p=0.66$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. In line with this, the information gathered through interview with WEOs were also confirmed that school leadership was working with the staff members to improve the school. Here it is possible to conclude that school principals in the study area were in better position in working with the staff members to improve the school. So that effective leaders give more attention to work with the staff members to improve the school.

Item 2 of table 6 shows the ability of school leadership in delegating and sharing responsibility. Accordingly, 31.78% of teachers and 64.29% of principals rated strongly agree. 36.45% of teachers and 35.71% of principals rated agree. 8.69% of teachers rated undecided. 13.08% of teachers rated disagree. The mean value of teachers and principals were found to be ($X=3.87$, $SD=1.01$) agreed that school leadership have the ability to delegate and share responsibility and principals with the ($X=4.64$, $SD=0.49$) strongly agreed that school leadership have the ability to delegate and share responsibility. The overall $X=4.25$ shows the agreement of the respondents with the point. This implies that majority of the respondents agree with the issue. The significance level ($p=0.02$) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and principals regarding the point. So that, the school leaderships under the study were effective in delegating tasks. In organizations a single man cannot perform several duties unless shared with others. In addition, delegation and sharing of responsibilities reduces burden of work and facilitate staff empowerment.

Item 3 of table 6 indicates the practice of school leadership in providing opportunity for shared decision making. Based on this, 23.23% of teachers and 50% of principals were rated strongly agree. 36.45% of teachers and 28.57% of principals rated agree. 16.82% of teachers and 14.29% of principals rated undecided. 18.69% of teachers and 7.14% of principals rated disagree. 2.80% of teachers rated strongly disagree. The mean value of teachers and principals were found to ($X=3.63$, $SD=1.14$) and ($X=4.21$, $SD=0.97$) agreed respectively that, the school leadership provide opportunity for shared decision making. The overall $X=3.92$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership provides opportunity for shared decision making. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point.

In line with this, the information gathered through interview with WEOs were also confirmed that the school leadership provides opportunity for shared decision making. In supporting this during the interview with WOE, one of them stated his opinion as "...principals are always willing to involve teachers in decision-making process but teachers' work-load does not allow them to do so..." Here it is possible to conclude that school principals in the study area were in better position in participating teachers in decision making process. Somech (2002) suggested that involving teachers in the decision-making process offers a variety of potential benefits, which can generate the social capacity necessary for excellent schools: improving the quality of the decisions, enhancing teacher motivation and contributing to the quality of their work life. In addition to these allowing teachers in decision making process can develop trust and initiation between school leadership and teachers. Because, the school improvement is the result of a joining and coordinated activities of the school community in decision making processes. The principal has to involve the staff in the process (Hoy and Miskel cited in Morphet, Reller, and Johns 1982:126).

Item 4 of table 6 reveals that the practices of school leadership in making relationship based on collegiality and mutual trust. Accordingly, 21.49% of teachers and 50% of principals rated strongly agree. 42.06% of teachers and 21.43% of principals rated agree. 19.63% of teachers and

28.57% of principals rated undecided. 14.95% of teachers rated disagree and 1.8% of Teachers were rated strongly disagree. The mean value of teachers and principals were found to ($X=3.66$, $SD=1.04$) and ($X =4.21$, $SD=0.89$) agreed respectively that the school leadership making relationship based on collegiality and mutual trust. The overall $X=3.93$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership making relationship based on collegiality and mutual trust. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. So that the school leadership can play a leading role in facilitating and improving the school environment by creating a strong link with a school community and stakeholders.

4.4.4. Supervision related practices of leadership

The secondary school leaderships are responsible for supervising the school. They must be able to offer their teachers assistance for improvement of school condition. Table 7 shows the extent to which school leaderships play their supervisory practices.

Table 7: Views on supervision related practice of school leadership

	Item	Resp onden ts		5	4	3	2	1	\bar{x}	SD	Overall	P-value (ttest)
1	The School Leadership visit classroom to ensure classroom instruction align with the school goal	Tchrs	F	30	48	14	15	-	3.89	0.98	4.11	0.08
			%	28.04	44.86	13.08	14.02	0.93				
		Prncp	F	8	4	1	1	-	4.36	0.92		
			%	57.14	28.57	7.14	7.14					
2	The School Leadership	Tchrs	f	26	38	16	25	2	3.57	1.15	3.85	0.06

	observe teachers for professional development rather than evaluation		%	24.29	35.51	14.95	23.36	1.87				
		Prncp	f	6	7	1	-	-	4.36	0.63		
			%	42.86	50	7.14						
3	The School Leadership encourage in built supervision within the school	Tchrs	f	31	45	19	10	2	3.87	0.68	3.07	0.00
			%	28.97	42.06	17.76	9.35	1.87				
		Prncp	f	7	5	1	1	-	4.29	0.81		
			%	50	35.71	7.14	7.14					
4	The School Leadership supervise teachers to improve instructional practices	Tchrs	f	31	46	17	11	2	3.87	1.01	4.10	0.08
			%	28.97	42.99	15.89	10.28	1.87				
		Prncp	f	7	5	1	1	-	4.29	0.74		
			%	50	35.71	7.14	7.14	-				

Table 7 item 1 deals with the practices of school leadership in visiting the classroom to ensure classroom instruction align the School goal. Accordingly 28.04% of teachers and 57.14% of principals rated strongly agree. 44.86% of teachers and 28.57% of principals rated agree. 13.08% of teachers and 7.14% of principals rated undecided. 14.02% of teachers and 7.14% of principals rated disagree and 0.93% of teachers was rated strongly disagree. The Mean value of teachers and principals were found to be ($X=3.87$, $SD=0.98$) and ($X =4.36$, $SD=0.92$) respectively agreed that, the school leadership visits the classroom to ensure classroom instruction align with the school goal. The overall $X=4.11$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership visits the classroom to ensure

classroom instruction align with the school goal. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. The data obtained through supervision document analysis shows that the feedback which is given to the teacher seems that the supervision that the school made were simply for purpose of data because the document could not tell somebody that what were the plan, what were the level of success and the purpose was not known but simply problems were listed. So from this the researcher tried to conclude that even though teachers and principals were satisfied with the supervision service it lacks plan which exactly show what to supervise and when to supervise and its purpose as a result the activities were below the expectation and standard. In addition to this there were inadequate in visiting a classroom to ensure the classroom instruction aligns with the school goal. This implies that school leadership has very limited contact with instructional process of the school. This may be because of school leaderships give great attention to administrative work than instructional practices as suggested by WEOs during the interview made with them.

Item 2 of table 7 deals with the practices of school leadership's in observing teachers for professional development rather than evaluation. Accordingly, 24.29% Item 2 of teachers and 42.86% of principals rated strongly agree. 35.51% of teachers and 50% of principals rated agree. 14.95% of teachers and 7.14% of principals rated undecided. 23.36% of teachers rated disagree and 1.87% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.60$, $SD=1.15$) and ($X =4.10$, $SD=0.63$) respectively agreed that the school leadership observe teachers for professional development rather than evaluation. The overall $X=3.85$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership observes teachers for professional development rather than evaluation. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the point. Even though majority of the respondents agree with the issue, from the different frequencies of the respondents and interview made with WEOs, the practice of school leadership in observing teachers for professional development is inadequate. Because school leadership has limited contact with instructional processes as they give great attention to administrative work. Unless

the school leadership frequently contact with instructional process they cannot observe and supervises teachers for professional development. Since, developing someone (teachers) needs the frequent observation of leadership.

Item 3 of table 7 deals with the practice of school leadership in encouraging and build supervision within the school. 28.97% of teachers and 50% of principals rated strongly agree. 42.06% of teachers and 35.71% of principals were rated agree. 17.76% of teachers and 7.14% of principals rated undecided. 9.35% of teachers and 7.14% of principals rated disagree and the rest 1.87% of teachers rated strongly disagrees. The mean value of teachers and principals were found to be ($X=1.86$, $SD=0.68$) were not sure about the issue, on the other hand principals with the ($X=4.25$, $SD=0.81$) agreed that the school leadership encourage in built supervision within the school. The overall $X=3.07$ shows no response of the respondents with the point. This implies that the majority of respondents said nothing about the issue. As the researcher revised interview made with WEOs, the interview revealed that the responses of principals lack reality. Therefore, based on the responses of the majority of the responses of teachers, it can be said that the school leadership was not properly encouraged to build supervision within the school. The significance level ($p=0.00$) is less than 0.05; this indicates that there is a significance difference between the opinions of teachers and principals regarding the school leadership encouragement to build supervision within the school. This implies principals agreed and teachers replied no response concerning the school leadership encouragement in building supervision within the school. So that the variation of responses of teachers and principals show that the school leaderships were deficient in encouragement of inbuilt supervision. Because developing inbuilt supervision in school needs the knowledge of supervision or training in the area of supervision.

Item 4 of table 7 deals with the practices of school leadership's in supervising teachers to improve instructional practices. Accordingly, 28.97% of teachers and 50% of principals rated strongly agree. 42.99% of teachers and 35.71% of principals rated agree. 15.89% of teachers and 7.14% of principals rated undecided. 10.28% of teachers and 7.14% of principals rated disagree. The mean value of teachers and principals were found to be ($X=3.86$, $SD=1.01$) and ($X =4.35$, $SD=0.74$) respectively agreed that the school leadership supervise teachers to improve instructional practices. The overall $X=4.10$ shows the agreement of the respondents with the

point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership supervises teachers to improve instructional practices. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the school leadership supervise teachers to improve instructional practices. Generally secondary school leaderships are responsible for supervision in the school. As Shukl (1983) stated supervision is one of the most important areas in instructional work that addresses mainly the principals as instructional leaders in teaching learning process. If planned visit were practiced regularly, it enables to identify good practices that to be shared with others and also help to identify problems that need to be corrected and even to rate or evaluate individual teachers. Moreover, since the major objectives of schooling lies at the heart of teaching-learning, school leaders should have intended to visit classes in order to obtain valuable insights into the quality of teaching learning process. Observation of the class was highly recommended by the authors in the field.

4.4.5. School Leadership Practices in Creating School Community Relationship

There should be a partnership linkage between the school and community. Effective school leadership establishes a variety of methods for communicating as well as working with parents and community. The school leaders involve parents and community members in all practices of the school. They make sure that parents are involved in aspects of their children's learning. Table 8 shows the extent to which the school leadership practices in creating relation with the school and community.

Table 8: Views of respondents in creating school community relationship

	Item	Resp onde nts		5	4	3	2	1	\bar{x}	SD	Overall	P
1	The School Leadership invite parents and guardians to actively	Tchrs	F	26	39	15	22	5	3.55	1.15	3.83	0.12
			%	24.29	36.45	14.02	20.56	4.67				
	involved in their children's learning	Prncp	F	5	6	2	1	-	4.07	0.91		
			%	35.71	42.86	14.29	7.14					
2	The School Leadership create effective communication between the School and parents	Tchrs	F	25	35	16	25	6	3.45	1.17	3.98	0.12
			%	23.36	32.71	14.95	23.36	5.61				
		Prncp	F	6	3	4	1	-	4.00	1.03		
			%	42.86	21.43	28.57	7.14					
3	The School Leadership encourage community, parents school relationship to bring change in students'	Tchrs	F	26	32	19	25	5	4.11	1.17	3.74	0.28
			%	24.29	29.91	17.76	23.36	4.67				
		Prncp	F	5	5	2	2	-				

	academic achievements		%	35.71	35.71	14.29	14.29					
4	The school leadership works to strengthen PTA and allows them take part in school leadership	Tchrs	F	21	53	16	12	5	3.68	1.16	3.84	0.13
			%	19.63	49.53	14.95	11.21	4.67				
		Prncp	F	7	4	3	-	-				
			%	50	28.57	2.80	-	-				

Item 1 of table 8 deals with the practices of school leadership in inviting parents and guardians to actively involved in their children's learning. Accordingly, 24.29% of teachers and 35.71% of principals rated strongly agree. 36.45% of teachers and 42.86% of principals rated agree. 14.02% of teachers and 14.28% of principals rated undecided. 20.56% of teachers and 7.14% of principals rated disagree. 4.67% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.58$, $SD=1.15$) and ($X =4.07$, $SD=0.91$) respectively agreed that the school leadership invite parents and guardians to actively involved in their children's learning. The overall $X=4.11$ shows the agreement of the respondents with the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the school leadership invites parents and guardians to actively participate in their children's learning. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals regarding the school leadership invite parents and guardians to actively involved in their children's learning. Here it is possible to conclude that school principals in the study area were in better position in involving parents to improve students' learning. In line with this, (EIC, 2000) point out that parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it.

Item 2 of table 8 deals with the practices of school leadership's in creating effective communication between parents and school. Based on this, 23.36% of teachers and 42.86% of principals rated strongly agree. 32.71% of teachers and 21.43% of principals rated agree. 14.95% of teachers and 28.57% of principals rated undecided. 23.36% of teachers and 7.14% of principals rated disagree. 5.61% of teachers were rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.49$, $SD=1.17$) and ($X=4.00$, $SD=1.03$) respectively agreed that the school leadership creates effective communication between the school and parents. The overall $X=3.98$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership creates effective communication between the school and parents. The significance level ($p=0.12$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership create effective communication between the school and parents.

Item 3 of table 8 deals with the practices of school leadership's in encouraging community, parents, school relationship to bring change in student academic achievement. Regarding to this 24.29% of teachers and 35.71% of principals rated strongly agree. 29.91% of teachers and 35.71% of principals rated agree. 17.76% of teachers and 14.28% of principals rated undecided. 23.36% of teachers and 14.28% of principals rated disagree. The mean value of teachers and principals were found to be ($X=3.57$, $SD=1.17$) and ($X=3.92$, $SD=1.07$) respectively agreed that the school leadership encourage community, parents school relationship to bring change in students' academic achievements. The overall $X=3.74$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership encourage community, parents school relationship to bring change in students' academic achievements The significance level ($p=0.28$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership encourage community, parents school relationship to bring change in students' academic achievements. School leadership plays a great role to establish link with parents, other organizations and the wider community to promote care of students and enhance learning (ACT Government, 2009).

Item 4 of table 8 deals with the practice of school leadership in working with strengthen PTA and allow them take part in school leadership. Regarding this 19.63% of teachers and 50% of principals rated strongly agree. 49.53% of teachers and 28.57% of principals rated agree.14.95% of teachers and 2.80% of principals rated undecided. The rest 11.21% of teachers rated disagree and 4.67% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.68$, $SD=1.16$) and ($X=4.01$, $SD=0.89$) respectively agreed that the school leadership works to strengthen PTA and allows them take part in school leadership. The overall $X=3.84$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership works to strengthen PTA and allows them take part in school leadership. The significance level ($p=0.13$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership works to strengthen PTA and allows them take part in school leadership. This implies that PTA members are actively involved in the school management. Here it is possible to conclude that school principals in the study area were in better position to strengthen PTA and allows them take part in school leadership. Developing partnerships with parents and society enables schools to provide quality education. So, it is vital to mobilize pupils, parents, and other members of the community in support of the school activities (Hopkins, 1994).

4.4.6. Curriculum development practice of School leadership

Curriculum development work, of course, takes place over and above the actual teaching program of each individual staff members. Therefore, the school leaderships with their staff should have a strong and recognizable plan for curriculum improvement and development in their schools. Table 9 addresses an extent to which the school leadership practices the development of curriculum.

Table 9: views on curriculum development practices of school leadership

No	Item	Respondents		5	4	3	2	1	\bar{x}	SD	Overall X	P-Value(t-test)
1	The School Leadership identify students and community need so as to improve curriculum	Tchrs	F	15	32	28	23	9	3.19	1.16	3.44	0.01
			%	14.02	29.91	26.17	21.49	8.41				
		Prncp	F	3	6	2	3	-	3.65	0.91		
			%	21.43	42.86	14.29	21.43	-				
2	The School Leadership work as a resource person in curriculum improvement	Tchrs	F	11	41	28	21	6	3.28	1.07	3.45	0.09
			%	10.28	38.32	26.17	19.63	5.61				
		Prncp	F	3	6	4	1	-				
			%	21.43	42.86	28.57	7.14	-				
3	The School Leadership identifies the problems in implementing the existing curriculum as per the education policy	Tchrs	F	17	39	26	22	3	3.42	1.07	3.51	0.33
			%	15.89	36.45	24.29	20.56	2.80				
		Prncp	F	3	5	5	1	-	3.71	0.91		
			%									

			%	21.43	35.71	35.71	7.14	-				
4	The School Leadership involves stake holders in curriculum improvement	Tchrs	F	17	41	16	30	3	3.36	1.13	3.47	o.18
			%	15.89	38.32	14.95	28.04	2.80				
		Prncp	F	4	4	5	1	-	3.79	0.97		
			%	28.57	28.57	35.71	7.14	-				

Item 1 of table 9 deals with the practices of school leadership's in identifying students, and community needs so as to improve curriculum. Based on this 14.02% of teachers and 21.43% of principals rated strongly agree. 29.91% of teachers and 42.86% of principals rated agree. 26.17% of teachers and 14.29% of principals rated undecided. 21.49% of teachers and 21.43% of principals rated disagree. 8.41% of teachers rated strongly disagree. The mean value of teachers were found to be (X=3.39, SD=1.16) were not sure about the issue and principals with the (X=3.50, SD=0.91) agreed that the school leadership identify students and community need so as to improve curriculum. The overall X=3.44 shows the neutrality of the majority of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership was not in a good position to identify students and community needs so as to improve curriculum. The significance level (p=0.11) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership identify students and community need so as to improve curriculum.

Item 2 of table 9 deals the practices of school leaderships' work as a resource person in curriculum improvement. Regarding this 10.28% of teachers and 21.43% of principals rated strongly agree. 38.32% of teachers and 42.86% of principals rated agree. 26.16% of Teachers and 28.57% of Principals rated undecided. 19.63% of teachers and 7.14% of principals rated

disagree. 5.61% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.38$, $SD=1.06$) were not sure about the issue and principals with the ($X=3.51$, $SD=0.89$) agreed that the school leadership work as a resource person in curriculum improvement. The overall $X=3.45$ shows neutrality of the majority of the respondents with the point. Thus, it is possible to conclude that principals attempt to work as resource person in curriculum improvement were not satisfied teachers, as they expressed not sure about leadership work as a resource person in curriculum improvement. The significance level ($p=0.09$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership work as a resource person in curriculum improvement. Therefore, the effort of school leadership as a resource person in curriculum improvement was not satisfactory.

Item 3 of table 9 deals with the practices of School leadership's in identifying the problems in implementing the existing curriculum as per the education policy. Based on this 15.89% of teachers and 21.43% of principals rated strongly agree. 36.45% of teachers and 35.71% of principals rated agree. 24.29% of teachers and 35.71% of principals rated undecided. 20.56% of teachers and 7.14% of principals rated disagree and the rest 2.80% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.50$, $SD=1.07$) and ($X=3.52$, $SD=0.91$) respectively agreed that, the school leadership identifies the problems in implementing the existing curriculum as per the education policy. The overall $X=3.51$ shows the agreement of the majority of the respondents with the point. Thus, it is possible to conclude that school leadership identifies the problems in implementing the existing curriculum as per the education policy. This implies that the school leadership in the study area was in a good position to understand and implement education polices. The significance level ($p=0.33$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership identifies the problems in implementing the existing curriculum as per the education policy. School leadership has become a priority in education policy because it believes to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system,

effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

Item 4 of table 9 deals with the practices of School leadership's in involving stakeholders in curriculum improvement. Accordingly, 15.89% of teachers and 28.57% of principals rated strongly agree. 38.32% of teachers and 28.57% of principals rated agree. 14.95% of teachers and 35.71% of principals were rated undecided. 28.04% of teachers and 7.14% of principals rated disagree. 2.80% of Teachers rated strongly disagree. The mean value of teachers was found to be ($X=3.32$, $SD=1.13$) were not sure about the issue and principals with the ($X=3.63$, $SD=0.97$) agreed that the school leadership involves stake holders in curriculum improvement. The overall $X=3.46$ shows neutrality of the majority of the respondents with the point. Thus, it is possible to conclude that the school leadership involves stake holders in curriculum improvement were not satisfied teachers, as they expressed they were not sure about the issue. The significance level ($p=0.18$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership involves stake holders in curriculum improvement. In line with this, leading the instructional program dimension of instructional leadership involves working directly with teachers in areas related to curriculum and instruction (Hallinger& Murphy, 1985). Job functions included in this dimension consist of supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Coordinating the curriculum refers to principal activities that provide opportunities for staff and stakeholders collaboration on alignment of curriculum to standards and achievement tests. The instructional management job function of monitoring student progress refers to the principal's use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger& Murphy, 1985)

4.4.7. Staff Development Practice of School Leadership

Staff development implies the ways and means by which the school leadership shows interest in ensuring the staff needs are meeting through programs that would improve the qualitative and quantitative of staff to overall goals of the system. Therefore, table 10 shows an extent to which the school leadership practices activity related to staff development.

Table 10: views on staff development practice of school leadership

No	Item	Respondents		5	4	3	2	1	\bar{x}	SD	Overall \bar{y}	P-value (ttest)
1	The School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues	Tchrs	f	26	41	19	20	1	3.66	1.11	3.98	0.11
			%	24.29	38.32	17.76	18.69	0.93				
		Prncp	f	5	8	1	-	-	4.29	0.61		
			%	35.71	57.14	7.14	-	-				
2	The School Leadership helps the teacher to attend CPD/continuous professional development	Tchrs	f	33	55	7	10	2	4.00	0.57	4.32	0.57
			%	30.84	51.40	6.54	9.35	1.87				
		Prncp	f	11	2	-	1	-	4.64	0.61		
			%	78.57	14.29	-	7.14	-				
3	The School Leadership helps the teachers to read different current educational publications	Tchrs	f	18	37	25	22	5	3.38	1.10	3.87	0.38
			%	16.82	34.58	23.36	20.56	4.67				
		Prncp	f	6	7	1	-	-	4.36	0.86		
			%	42.86	50	7.14	-	-				

Item 1 of table 10 deals the practices of School leaderships' in developing mechanisms by which competent teachers share their experiences with their colleagues. Accordingly, 24.29% of teachers and 35.71% of principals rated strongly agree, 38.32% of teachers and 57.14% of principals rated agree. 17.76% of teachers and 7.14% of principals rated undecided. The rest 18.69% of teachers and 0.93% of teachers rated disagree and strongly disagree respectively. The mean value of teachers and principals were found to be ($X=3.66$, $SD=1.11$) and ($X=4.29$, $SD=0.61$) respectively agreed that the school leadership develop mechanisms by which competent teachers share their experiences with their colleagues. The overall $X=3.89$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership develops mechanisms by which competent teachers share their experiences with their colleagues. The significance level ($p=0.11$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership develop mechanisms by which competent teachers share their experiences with their colleagues.

Item 2 of table 10 deals with the practices of school leadership's in helping teachers to attend CPD (Continuous Professional Development) at their school. Regarding this 30.84% of teachers and 78.57% of principals rated strongly agree. 51.40% of teachers and 14.29% of principals rated agree. The rest 6.54% of teachers rated undecided. 9.35% of teachers and 7.14% of principals rated disagree. 1.87% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=4.00$, $SD=0.57$) and ($X=4.64$, $SD=0.61$) respectively agreed that the school leadership helps the teacher to attend CPD/continuous professional development. The overall $X=4.18$ shows the agreement of the respondents with the point. From this the researcher is interested to conclude that there were good attempts of school leadership to improve quality instruction by helping teacher to attend CPD/continuous professional development. The significance level ($p=0.57$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding the school leadership helps the teacher to attend CPD/continuous professional development. In line with this, Marezely (1996) pinpoint that in addition to a supportive attitude and creating an atmosphere where there is a love of learning, school principals must be the primary CPD developers, because it is the principal who has the greatest direct control over the factors

affecting school environment. Marezely further stated that identifying the development needs of each teacher and the school staff as a whole, developing and arranging CPD opportunities, monitoring progress and evaluating performance must be undertaken by school principal.

Item 3 of table 10 deals with the practices of school leadership's in helping teachers to read different current educational publications. Regarding to this 16.82% of teachers and 42.86% of principals rated strongly agree. 34.58% of teachers and 50% of principals rated agree. 23.36% of teachers and 7.14% of principals rated undecided. 20.56% of teachers rated disagree and 4.67% of teachers rated strongly disagree. The mean value of teachers and principals were found to be ($X=3.38$, $SD=1.10$) and $x=4.36$, $SD= 0.86$ respectively agree that the school leadership helps the teachers to read different current educational publications. The overall $X=3.87$ shows the agreement of the respondents with the point. Therefore, from the response of the majority, it is possible to conclude that the school leadership was helping teachers to read different current educational publications. In addition, as was learned from document analysis, the researcher has observed curriculum materials, class room magazines and print references most of them were in their libraries. The significance level ($p=0.38$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and principals regarding that the school leadership helps teachers to read different current educational publications.

CHAPTER 5

Conclusion and Recommendation

A short summary of the study, research basic questions and major findings, conclusions and recommendations are presented in this chapter.

5.1. Summary

A school leadership plays great role in the improvement of teaching learning process by giving continuous professional support to teachers, which in turn results in improved students learning. The purpose of this study was to examine the practices and problems of secondary schools of west Wollega administrative zone and recommending possible ways of reducing those problems. To this end the following basic questions were entertained in the study.

1. How are school leaders selected and assigned in secondary schools for the positions?
2. What are the problems that school leadership faces in secondary schools of West Wollega Administrative Zone?
3. To what extent do secondary school principals practice their leadership role to overcome leadership challenges in the school?

In order to address the basic questions of this study, Descriptive survey design was used. The samples of the study were to be school principals, teachers, and woreda education officials. The researcher employed different instruments of data collection as they helped him to combine the strength and amend some of the inadequacies. Accordingly, questionnaires (closed and open ended questions) were used to collect data from principals and teachers and interview was made with woreda education officials of the sampled woredas

The data obtained through questionnaire were tabulated and analyzed using percentage, mean and t-test. Whereas the data obtained through interview were analyzed qualitatively by using narration in line with the data obtained from closed and open ended questions. As a result the following findings were drawn from the analysis of the data.

1. Among 14 principals, 1(one) principal had educational qualification in educational leadership and the rest were all specialized in subjects. The WEOs were not qualified for the position except having short training.
2. In relation to principals' interest in the leadership position, before they became principal of the schools, majority (71.43%) of them had no interest to be a principal of a school. Rather they came to the position for the sake of the benefit they were to obtain from being the school leader. This is to mean that they came to the position with intention that the governing organization paves way for them to become rich and get advantage in case of better salary than they were a teacher.
3. 71.43% of principals and 60.7% of teachers responded that school leadership was assigned by competition on the basis of their merit only without following the directives set by MoE. However, majority of the school leadership don't fulfill the prerequisite criteria like educational qualification, experiences and training in educational leadership. As the result the study revealed that the directives of MoE and the regional education bureau were not kept by the assigning bodies while selecting and assigning the school leadership to the position.
4. As far as concerning the vision of school leadership, the finding disclosed that 70.84% of teachers and 95.72% of principals responded that the School leadership were capable in providing clear vision, skilled in developing the School mission, goals and objectives, communicating the vision in order to have common understanding with staff and community, can brought change based on School vision and capable in setting directions toward the implementation of School vision was in a good position.
5. Concerning the planning practices of School leadership, the finding disclosed that 67.52% of Teachers and 91.07% of Principals responded that School leadership carryout analysis of environment before preparing School plan, plan and work toward changing the School, making the School plan flexible and encouraging the staff to participate in School planning was in a good position. So that both respondents confirm that the school leader ship played their role in preparing the school plan and makes the prepared plan flexible. Without plan and rigged plan implementing success full leadership practices was impossible.

6. Concerning the participatory practices of School leadership, 68.22% of teachers and 91.07% of principal agreed on the School leadership work with the staff members to improve the School, have the ability to delegate and share responsibility, providing opportunity for shared decision making and making relationship based on collegiality and mutual trust was in a good position.
7. As far as the supervision practices of School leadership concerning the encouragement of inbuilt supervision the overall mean value of teachers and principals (3.07) shows majority of the respondents were not sure about the issue. But as the researcher attempts to observe interview made with PTA woreda education officials, school leadership were deficient in encouraging inbuilt supervision within the school and supervising teachers to improve instructional practices.
8. The finding depicted that 59.97% of teachers and 73.21% of principals were responded that the School leadership were in a good position in inviting parents in school affairs, creating effective communication between parents and school, encouraging community, parents school relationship and strengthen PTA and allow them to take part in school leadership. But the parents and community were not willing to participate in School affairs.
9. Concerning curriculum development practices of the school leadership as in the mean value (3.46) of majority of the respondents shows that the school leadership were deficient in identifying students and community needs so as to improve curriculum, working as a resource person in curriculum improvement, in identifying the problems in implementing the existing curriculum and in involving all stakeholders in curriculum improvement
10. With regard to the staff development practices of school leadership, the finding shows that the majority of teachers and principals mean value (4.05) shows that the school leadership were in a good position in developing mechanisms by which competent teachers share their experiences with their colleagues and helping teachers to attend continuous professional development and in helping the teachers to read different current educational publications.

11. Concerning the major problems that secondary school leadership face, the study shows that 60.28% of teachers and 69.64% of principals and their overall mean value of 3.50 shows that a school leadership were lack experience to tackle the problems, lack of educational background in preparing the school plan, were not trained in the area of educational leadership and lack of commitment in implementing educational policy to carry out the leadership activities.
12. Furthermore, the study shows that 64.72% of teachers and 73.21% of principals with their weighted mean $\bar{x}=3.77$ responded and agreed that a school leadership were weak in initiating PTA to participate in school affairs and lack community support to improve the school, lack of professional support from external school supervisors and lack of internal and external facilities to facilitate the instructional process where the problems that secondary school leadership faces.

5.2. Conclusions

Based on the major findings of the study presented above the following conclusions were made.

When it is wanted to assign or select principals to the school leading position of the school, the assigning bodies keep the directives set by MoE. Even though the school leaderships in sampled secondary schools assigned to their current position through competitions they were not selected and assigned according to the directives of MoE and the regional educational bureau.

The school leaderships are accountable for the overall operations of the school. That is, they should show good leadership practices that currently ensure efficiency and effectiveness in the provision of quality education. However, from the study it can be concluded that inspiring the school vision, preparing an actionable plan, participating the staff member in decision making, creating school community relationship, staff development and curriculum development are the current practice of school leadership in which the school leadership practices to facilitate the instructional processes. The school leadership practices in giving academic and administrative guidance follow up (supervision) and giving support, evaluation and giving feedback are also the current practices of school leadership.

The extent to which school leadership practices the key managerial role is that some practices like inspiring the school vision, preparing the school plan, participating the staff in decision making practices, in creating relation with community and with the practice of staff development the school leadership were in a good position. But in supervision practice and curriculum development practices the school leaderships were deficient to play their respective practice and responsibility. So that it can be concluded that implementing partial key managerial role influence the quality of education which in turn affect the teaching learning process and lastly influence the academic achievement of the students.

Regarding the problems that encountered the school leadership it can be concluded that lack of training, lack of experience, lack of delegating the job properly, work overload, unable to build team and situational problems (lack of good relation and support of community, weak initiation of PTA, lack of professional support from external supervisors and lack of external and internal facilities were the problems that affected the practices of school leadership in the sampled secondary schools. Because of these problems the leading practices given at the schools by the school leaderships were found to be insufficient. So that insufficient leading practices of school leader affects the teaching learning process.

5.3. Recommendations

On the basis of the finding and conclusion drawn the following recommendations are forwarded. As revealed by the study certain managerial practices of School leaderships are under rated. Thus, to improve the situation the following must be done.

1. If a challenge of educational administration increases the need to assign appropriate person in the leadership position is very important. Thus, the directives for selecting and assigning school leadership are prepared at federal or regional level and implemented at woreda or school level. Effective and efficient implementation of the directives demands the availability of human resources that fulfils the prerequisites criteria. However, the problem lies on the fact that the qualified human resources who fulfill the prerequisites criteria are not available at woreda or school level. For example, one of the prerequisite criteria to compete for the position of a secondary

school principal is having an MA degree in educational leadership or any other subject. Because if the unavailability of such qualified teachers in woredas or schools, the woreda education office is usually invite first degree holders to the position by violating the criteria set by upper bodies. Thus, the researcher recommends that the ministry of education and the regional education bureau better to assess the qualification of the existing human resource available in lower structures before setting and sending directives which cannot be operational at lower structures such as zones, woredas and schools and it were advisable the ministry of education to revise the directives.

2. In this research, it was revealed that the practices of School leadership in visiting the classroom, observing teachers for professional development and encouraging inbuilt supervision were inadequate. They only assigning teacher development committee and department heads for supervision practices. Therefore, it is recommended that the school principals included themselves in supervision practice of the school and also as they are head teachers and leaders of their respective schools they give administrative guidance and instructional leadership to teachers.
3. In order to extend the interest of the community to participate in all school affairs it is recommended that all concerned bodies, i.e. the woreda education office, principals, teachers have to arrange and offer awareness raising conferences at different levels. For example, the woreda education office can give the awareness raising conferences to the school leaders and teachers at woreda level. The school leaders and teachers in their turn can possibly conduct similar conferences at their respective schools.
4. The research disclosed that the School leaderships in identifying the students and community need and allowing all stake holders so as to improve curriculum was not sufficiently enough. The researcher recommended that woreda education office should provide appropriate support for school leadership like short term training provision to obtain the knowledge and skill of assessing and identifying students and community need to improve the curriculum.
5. The finding disclosed that in some practices of implementing managerial role school leadership were found in good position, but in certain practices the school leadership

was deficient. So that the researcher recommends that school leadership should organize and implement all managerial practices. Otherwise implementing partial and ignoring the other practices affect teaching learning processes which in turn affect the academic achievement of the students. So it is recommended that the school leadership should integrate, coordinate, and organize all managerial practices to implement.

Generally, the current practices of school leadership were not a one academic or limited academic year practices of school leadership. It is better to have continuity. So that the researcher recommended that the woreda education offices encourage, initiate and reward in giving incentives or recognizing the work of the school leadership in order to continuously implement the best practice of them.

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APPENDIX-A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled out by Secondary School Teachers and School Principals

This questionnaire is prepared to assess practices and problems of secondary school leadership in West Wollega Administrative Zone of Oromia regional state. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please, read the instructions to each part and items in the questionnaire before responding to it. If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Directions:

- Write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.
- No need to write your name in any part of the questionnaire.
- Give your own candid response without consulting others.
- Please try all questions and do not leave a question not answered.

Thank you very much for your cooperation!

Part I. Background Information

Instruction I: Please indicate your answer by using a “√” mark in the given boxes or by giving short answer on the space provided

1. Administrative Zone _____ Woreda _____
2. School _____
3. Sex: Male__ Female__
4. Age: 18- 20yrs__ 21-30yrs__ 31-40yrs__ 41-50yrs__ 51and above__
5. Your qualification: Diploma__ BA/BSc/Bed__ MA/MSc__
6. Your major area of study: Major _____ Minor _____
7. Experience: 1-5yrs__ 6-10yrs__ 11-15yrs__ 16-20yrs__ 21 and above__
8. Position attainment of your school leadership

By competition based on their merits

By competition based on directives set by MoE

By close involvement in supporting government policy

If any other specify _____

Instruction II: The following items are designed to get your response on the School leadership practices of secondary school leadership like planning, supervising, curriculum development, staff development and creating relation with community. Please show to what extent these functions are performed by your school leadership (principals). You are kindly requested to show your degree of agreement or disagreement to each item listed under A-F from the given

alternatives by putting “√” mark in the appropriate column that indicate your level of agreement or disagreement. 1: strongly disagree 2: disagree 3: undecided 4: agree 5: strongly agree

A. How the School Leadership works in line with School vision

No	Item	5	4	3	2	1
1	The School Leadership is skilled in developing the school mission and goal					
2	The School Leadership is capable in providing clear vision					
3	The school principal brought change based on school vision which is perceived by the school community					
4	The School Leadership is communicating the vision in order to have common understanding with staff and community					
5	The School Leadership is capable in setting directions to word the implementation of School vision					

B. School leadership performance related to planning function

No	Item	5	4	3	2	1
1	The school leadership carry out analysis the School environment before preparing school plan					
2	The school leadership plans and work toward changing the school					
3	The school leadership is making the school plan flexible					
4	The school leadership is encouraging the staff to participate in school planning					

C. The participatory practices of School Leadership

No	Item	5	4	3	2	1
1	The School Leadership work with the staff members to improve the School					
2	The School Leadership have the ability to delegate and share responsible					
3	The School Leadership provide opportunity for shared decision making					
4	School Leadership making relationship based on collegiality and mutual trust					

D. Supervision related practices of School Leadership

No	Item	5	4	3	2	1
1	The School Leadership visits the classroom to ensure classroom instruction align with the school goal					
2	The School Leadership observe teachers for professional development rather than evaluation					
3	The School Leadership encourage in built supervision within the school					
4	The School Leadership supervise teachers to improve instructional practices					

E. School-Community relationship practices

No	Item	5	4	3	2	1
1	The School Leadership invite parents and guardians to actively involved in their children's learning					
2	The School Leadership create effective communication between the School and parents					
3	The School Leadership encourage community, parent's school relationship to bring change in students' academic achievements					
4	The School Leadership works to strengthen PTA and allows them take part in school leadership					

F. Curriculum development functions of the School Leadership

No	Item	5	4	3	2	1
1	The School Leadership identify students and community need so as to improve curriculum					
2	The School Leadership work as a resource person in curriculum improvement					
3	The School Leadership identifies the problems in implementing the existing curriculum as per the education policy					
4	The School Leadership involves stake holders in curriculum improvement					

G. Staff development practices of the School Leadership

No	Item	5	4	3	2	1
1	The School Leadership develop mechanisms by which competent teachers share their experiences with their colleagues					
2	The School Leadership helps the teacher to attend CPD/continuous professional development					
3	The School Leadership helps the teachers to read different current educational publications					

Instruction III:-Below is an open-ended question related to the practices and problems of secondary school leadership. Please state it as much as possible in the space provided.

1. Please write any other problem that secondary School Leadership (principals) faces during their School Leadership and suggest solution to solve the problem you mentioned.

APPENDIX-B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for Secondary School Supervisors and WEOs

Part 1. Background information

1. Codes of the interviewees _____

Part II. Interview questions

1. How do school leaderships are assigned at school?
2. How do you suggest the practices of your secondary school principals in implementing the key leadership and instructional role?
1. 3. To what extent secondary school leadership initiates the participation of community in school affairs?
3. Can you suggest the major problems that principal's faces during their secondary school leadership related to conditions like Politics, Economy, Social, and cultural conditions?
4. What possible solution you suggest to tackle the problems facing the school principals in their school leadership?