

Jimma University

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICE AND CHALLENGES OF DISTRIBUTED LEADERSHIP AND
ITS IMPLICATION TO TEACHERS' COMMITMENT IN THE SECONDARY
SCHOOLS OF JIMMA ZONE.**

BY

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**A THESIS SUBMITTED FOR THE MASTER OF ARTS DEGREE IN
SCHOOL LEADERSHIP.**

BY

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12 FEBRUARY 2021

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Declaration

I the under signed graduate student hereby declare this thesis on the title practices and challenges of Distributed leadership and its implication to teacher's commitment in the secondary schools of Jimma Zone is my original work, and that all sources of the materials used for this have been duly acknowledged.

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Table of Content

Acknowledgements	III
Abbreviations and Acronyms	VIII
<i>ABSTRACT</i>	I
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	5
1.3.1. General objective.....	5
1.3.2. Specific objectives.....	5
1.4. Significances of the Study.....	6
1.5. Delimitation of the Study	6
1.6. Limitation of the Study	7
1.7. Definitions of Key Terms	7
1.8. Organization of the Study	8
CHAPTER TWO.....	8
REVIEW OF RELATED LITERATURE.....	9
2.1. Distributed leadership in schools	9
2.1.1 An emerging idea	9
2.1.2. Distributed leadership: two key theorists, Spillane and Duignan.....	10
2.1.3. Other Features of Distributed Leadership	11
2.1.3.1. Distributed leadership as an emergent property of interaction.....	11
2.1.3.2. Distributed leadership as recognition of expertise	11
2.1.3.3. Distributed leadership suggests openness of boundaries.....	12
2.2. Distributed leadership: Barriers and challenges	12
2.3. Organizational Commitment	14
2.4. Cultivating Organizational Commitment in Schools	15
2.5. School Leadership Implication to Organizational Commitment	16
2.6. Theoretical framework	17

2.7. Conceptual framework	18
CHAPTER THREE.....	19
THE RESEARCH DESIGN AND METHODOLOGY.....	19
3.1. The Research Design.....	19
3.2. The Research Method.....	19
3.3. Sources of Data.....	19
3.4. Sample size and Sampling Technique	20
3.5. Data Gathering Tool.....	23
3.5.1. Questionnaire	23
3.5.2. Interview.....	24
3.6. Validity and Reliability of Research Instruments	24
3.6.1. Validity of the Instrument	24
3.8.2. Reliability of the Instrument	24
3.7. Data Collection Procedures.....	25
3.8. Method of Data Analysis	25
3.9. Ethical consideration	26
CHAPTER FOUR.....	27
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	27
4.1. Analysis and Interpretation on the characteristics of respondents	27
4.2 Analysis and Interpretation on the dimensions of distributed leadership practice	30
4.3. Analysis and Interpretation on the challenges of distributed leadership	40
4.4. Analysis and Interpretation of the practices and challenges of distributed leadership implications to teachers' commitment	49
CHAPTER FIVE:.....	54
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	54
5.1. Summary of Major Findings	54
5.2. Conclusions	56
5.3. Recommendations	57
REFERENCES.....	58
APPENDIX A.....	I
Appendix-B	X

List of tables

Table 1: Sample and sample size to be taken from each selected schools	22
Table 2: Reliability test results with Cranach's alpha	24
Table 3: characteristics of respondents	28
Table 4: Descriptive statistics for the dimensions of distributed leadership	30
Table 5: Setting the school vision and mission.....	31
Table 6: Managing instruction	33
Table 7: Promoting a conducive school learning climate	35
Table 8: Developing people	37
Table 9: Building effective relationship	39
Table 10: Descriptive statistics for the challenges of distributed leadership	41
Table 11: Lack of Skills and Training	41
Table 12: Lack of Cooperation and Commitment	43
Table13: Lack of resource availability and allocation	44
Table 14: Lack of Vision, Will and Courage	46
Table 15: Box's Test of Equality of Covariance Matrices ^a	48
Table 16: Multivariate Tests ^a	49
Table 17: Levene's Test of Equality of Error Variances ^a	50
Table 18: Tests of Between-Subjects Effects	51
Fig 1: Conceptual frame work	18

Abbreviations and Acronyms

MoE: Ministry of Education

SD: Standard Deviation

SPSS: Statistically Package for Social Science

ABSTRACT

The general objective of this study was to investigate the practices and challenges of distributed leadership and its implication to teachers' commitment in secondary schools of Jimma Zone. For the purpose of this study, an explanatory mixed methods design was employed. A total of 6 secondary schools were selected by simple random sampling technique, particularly through lottery methods. Data were collected from 6 (100%) Principals, 6 (100%) vice principals, 6(100%) supervisors was selected by using census or comprehensive sampling techniques and 140(65%) teachers were selected by simple random sampling technique. Data obtained through questionnaire were analyzed using statistical tools like percentages, mean, weighed mean, standard deviation, independent sample t-test, and Multivariate Analysis of Variance (MANOVA) on SPSS version 20. The qualitative data that were collected through interviews were analyzed qualitatively and interpreted through description of trends to supplement the quantitative data. The findings of this study had showed that three of the five dimensions of distributed leadership practice i.e. setting the school vision and mission, building effective relationship and managing instruction have significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) while, promoting a conducive school learning climate and developing people have no significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) in secondary schools of Jimma Zone. On the other hand, the findings of this study indicated that the four major challenges of distributed leadership (lack of skills and training, lack of cooperation and commitment, lack of resource availability and allocation and lack of vision, will and courage) have significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) in secondary schools of Jimma Zone. The researcher recommended that school leaders, teachers and worded education office should work the major challenges influencing the successful implementation of distributed leadership in secondary schools.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, research questions objectives of the study, significance of the study, delimitations of the study, limitation of the study, definitions key terms and organization of the study.

1.1. Background of the Study

Education plays a very important role in the overall socioeconomic and political development of any society. The basic purpose of educations is to produce trained human resources which can overcome development impediments of a given country (Spillane, 2008). As to Gunter (2001), the purposes of schools and schooling are to educate as well as train, and enable children to engage in the theory and practice of what it means to be a citizen in an unfolding and reforming democratic project.

The success of schools in achieving their intended goal may be determined by several in- school and out- of- school factors including school leadership. Leadership is one of the most important factors in making a school successful (OECD, 2008; Harris, 2004). School leadership has a significant effect on student learning, second only to the effects of the quality of the curriculum and teaching (Leithwood and Riehl, 2003).

Effective school administrators seek to develop an atmosphere defined by trust, collaboration, and transparency. According to Beachum and Dentith (2004), a more relational model of leadership is needed to successfully meet the challenges facing schools. A more democratic model of leadership restructures school governance in addressing the needs of an increasingly diverse student body while developing and utilizing the talents of teachers as leaders. Lambert (2006) described the highest level of primary and secondary school leadership as a distributed model. Distributed leadership refers to a collective and interactive approach to leading where leadership is “stretched over multiple leaders” (Spillane, 2006). Within a distributed leadership model faculty, staff, and administrators share equal responsibility and status as it relates to school governance and instructional decisions(Lambert, 2006).

Distributed leadership, as defined by Spillane (2005), is a result of an interaction between leaders, followers and situation. Harris and Muijs (2003) state that leadership should involve every member of the organization. Teacher leadership is one of the dimensions in distributed leadership.

A teacher can lead other teachers in the effort of developing situational participation and cooperation in all activities as well as instructional programs. Studies have proven that a principal plays a vital role in developing the capacity of teacher leadership ability in schools. This is related to the teacher leadership factor which is able to influence the existence of effective schools (Harris &Muijs, 2003; Katzenmeyer& Moller, 2001).

Harris, Brown and Abbot (2006) stated that distributed leadership, in terms of its practicality, is a transition from top-down organizational hierarchy leadership model to a leadership form that emphasize on shared leadership by members of the organization. Teachers play a great role in sharing leadership with the principal, which will enhance their organizational commitment and motivation. This in turn can improve students' achievements in schools. A study conducted by HairuddinMohd Ali and Salisu (2015) found out that distributed leadership has a significant positive effect on teachers' organizational commitment. A committed teacher has a very close relationship with not only to students' achievements, school effectiveness, teacher satisfaction, job performance, but also to teacher absenteeism (Singh & Billingsley, 1998).

From the above literatures, one can understand that distributed leadership gives opportunity to members of an organization to take leadership responsibility and boost their commitment to the overall goal attainment of the organization rather than relying on individual leaders because a shared vision can be attained more efficiently through shared responsibility. In other words, it means that leadership is not the work of individuals; rather, it is the joint contribution of teachers, students and other stakeholders so that they enthusiastically make every effort towards the achievement of school goals.

Teachers Commitment is defined as a high level of attachment to an organization (Croswell, 2006). Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow,1993).Meyer, Allenand Best(1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief

That it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are

bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee 2001). Pareek (2004) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. Commitment is regarded as the opinion that teacher commitment is one of the major professional characteristics that influence an educator's success (Creswell 2006).

A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are: Affective commitment, Continuance commitment, and normative commitment.

According to Hulpia, Devos and Rosseel (2009), the relationship between distributed leadership and organizational commitment still remain unexplored by scholars. This is particularly true in the context of Ethiopia where there are very few researches conducted on the topic. Therefore, this study is taking the opportunity to meet gaps in research needs for empirical data on distributed leadership and teachers' commitment. Thus, this study was investigated practices and challenges of distributed leadership; and implication to teachers' commitment in selected schools in Jimma zone.

1.2. Statement of the Problem

Distributed leadership is a fluid and emergent leadership shared by principals, teachers, students, and staff at all levels, which focuses on leading the process and self enhancement. Distributed leadership takes place in an inclusive and complex school environment. Leadership practice is in the center and the roles of leaders and followers can be shifted according to the different situations. Distributed leadership is collaborative, collective and coordinated leadership in which all members of a team in one way or another involve in the decision- making process of their group or organization. A distributed leadership perspective recognizes that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between schools (Harris, 2007). A distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders. Harris (2004) outlines some additional difficulties. She recognizes that structural and cultural barriers operate within schools which could make it very difficult for some

teachers to show leadership. Jockeying for power positions in a school can create a climate which is not conducive to, for example, young teachers expressing their opinion, especially if it differs from the traditional or prevailing opinion.

The merits of distributed leadership have received significant attention. As a result of the increased burden on educators and the complexity of the school business, many school leaders arrive at the realization that alone, the job of leadership is massive and complex. In contrast to traditional top-down approach of leadership, distributed leadership approach advocates the need for schools to adopt a more democratic and collective form of leadership that reflects the view that every person in one way or another can demonstrate leadership (Goleman, 2002). Therefore, it is unwise to think that principal is the only one providing leadership for school improvement (Spillane, Halverson, & Kaplan, 2001).

There is a claim that schools are not led in ways that enables them to respond to the current increasing demands that face educational institutions (Elmore, 2000). This happened due to several forces continually changing educational context in which school leaders operate (Murphy,2002). Educational contexts are now become more complex, dynamic and fluid than ever before, suggesting various scenarios that could affect the ways in which leaders perform their roles and deal with problems challenging them. Therefore, schools need to follow distributed leadership approach to cope up with the challenges of the changing environment. Moreover, with the rise of the accountability system, the participation and collaboration of educators help schools produce higher student achievement.

The purpose of the current study is, therefore, two- fold. First, it aims to gain some insight into distributed leadership practice in secondary schools. Second, it verifies the relationship between distributed leadership and its implication to teachers' commitment, one of the essential conditions for enhancing school performance (Allen& Meyer, 1990) which is claimed to be in decline in many countries, including Ethiopia.

There are very few researches conducted in Ethiopia on the practices and challenges of distributed leadership. For instance, Dejene (2014) carried out a research on the title "practices and challenges of distributed leadership in Addis Ababa University." But his study was conducted in the context of higher education level. Moreover, his study didn't include, distributed leadership implication to teachers' commitment. Similarly, Shimelis (2018) assessed the Practices and

Challenges of Distributed Leadership in Secondary schools of Aksum Town, Tigray. Through the researcher practical experience study didn't address the issue of distributed leadership and its implication to teachers' commitment in schools.

This study is different from the above stated researches because it is conducted in secondary schools context and also includes distributed leadership and its implication to teachers' commitment. This shows the fact that empirical researches on this topic are scanty and thus the need to fill this gap motivated the researcher to conduct a study on the topic of practices and challenges of distributed leadership and its implication to teachers commitment. The practices of distributed leadership seem invisible in secondary schools in Jimma Zone. Therefore, to fill this gap, the study was intended to address the practices and challenges of distributed leadership and its implication to teachers' commitment in secondary schools in Jimma Zone. In order to achieve the purpose of this study, the following basic research questions were entertained:

1. To what extent do distributed leadership practices of principals of secondary schools in Jimma Zone?
2. To what extent the major challenge of distributed leadership has implications to teachers' commitment in secondary schools of Jimma Zone?
3. To what extent the practice of distributed leadership has implications to teachers' commitment in secondary schools of Jimma Zone?

1.3. Objectives of the Study

1.3.1. General objective

The general objective of the study was to investigate the practices and challenges of distributed leadership and its implication to teachers' commitment in secondary schools of Jimma Zone.

1.3.2. Specific objectives

To assess the extent principals and teachers of secondary schools in Jimma Zone practice distributed leadership in school setting.

To identify major challenges that influence principals practice of distributed leadership in secondary schools of Jimma Zone.

To identify the practices and challenges of distributed leadership implications to teachers' commitment in secondary schools of Jimma Zone.

1.4. Significances of the Study

The purpose of this study was to investigate the practices and challenges of distributed leadership and its implication to teachers' commitment in secondary schools of Jimma Zone. The study may have the following significance:

- ❖ This study may shed light into the concept of distributed leadership and thus may help secondary schools to review their leadership styles in line with the standards stated in the literatures.
- ❖ The study may help schools leaders of educational institutions to get some ideas on how to become effective in their leadership practices, moreover, it is essential to understand how the practice of leadership is stretched over the work of multiple leaders in an organization since it is highly unlikely that only a single leader can improve the school performance.
- ❖ For teachers, the study could make contributions to provide important insights for teaching as a profession and for teacher professionalism as teachers become adapted to the notion of distributed leadership and to the idea of changing their practice.
- ❖ This study may also serve as a point of reference or a starting point for someone who might wish to conduct further study around the topic.

1.5. Delimitation of the Study

The study was delimited to Jimma Zone which is one of eighteen zones of Oromia Regional State. Jimma Zone is located in the south western part of Oromia. This area was decided to be taken as a setting for this study for two reasons. Firstly, since the researcher has worked in different schools located at different Woredas of the Zones, it is thought that this may better help him in the process of data collection. Secondly, since the Zones consisted of people with diversified cultures, life styles and economic conditions, there is high probability that the findings could be at a certain level representative of the situation in other Zone too.

This Zone has 21 woredas and 82 secondary schools. It is clear that conducting a study in all secondary schools would be advantageous in order to have a complete picture of distributed leadership and its implication to teacher's commitments. However, due to time and finance constraints the study was delimited to 6 woredas and 6 government secondary schools of the Zone

.Moreover, the study was delimited to the five dimensions of distributed leadership practice and four major challenges of distributed leadership and its implication to teacher's commitments.

1.6. Limitation of the Study

Some limitations encountered the researcher during data collection of the study. A small numbers of respondents may not seriously fill the questionnaire. Some of the respondents may be busy to answer the questionnaire return timely .shortage of fence, coved 19. The researcher overcomes this limitation, through orientation repeatedly on the purpose of the study and given ample time to fill the questionnaire and made a maximum effort to get relevant data.

1.7. Definitions of Key Terms

Distributed leadership: refers to a collect interactive approach to leading where leadership is stretched over multiple leaders (Spillane, 2006).

Leadership: is one of the most important factors in making a school successful by influence on the activities of an organized group and achieve its goals (OECD, 2008; Harris, 2004).

Shared leadership: Shared leadership equips team members to lead through social interaction and consists of four components: social process, multiple leaders, expertise, and context (Harris, 2007).

Sustainable leadership: Sustainable leadership embraces a participatory culture by leveraging the talents of all stakeholders within the school community in making governance and policy decisions (Beck & Wilson, 2000).

Teacher commitment: is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and value(Harris et al., 2003).

1.8. Organization of the Study

This study was organized into five chapters. Chapter one presents the introductory part which includes the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, and definition of key terms. The second chapter deals with the review of related literature. The third chapter deals with research design and methodology which included research method, sources and types of data, sampling technique and sample size, instruments of data collection, procedures of data collection, methods of data analysis as well as ethical considerations. The fourth chapter deals with presentation, analysis, and interpretation of data; while the fifth chapter includes the conclusions, and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter presents related literature that helps to enrich the study. The literature deals with the concept of distributed leadership, the major theories of distributed leadership, distributed leadership as emerging concept, features of distributed leadership, barriers and challenges of implementing distributed leadership in schools, organizational commitment, cultivating organizational commitment in schools and also the implication of leadership to teachers' commitment.

2.1. Distributed leadership in schools

2.1.1 An emerging idea

Distributed leadership refers to a collective and interactive approach to leading where leadership is “stretched over multiple leaders” (Spillane, 2006). It is distributing leadership practices (Malloy, 2012). The idea of distributed leadership is not a new one. As far back as 1984, Migratory and Reynolds stressed that “leadership can occur at a variety of levels in response to a variety of situations and is not necessarily tied to possession of a formal organizational role” (cited in Law and Glover 2003).

Throughout the 1980s and 1990s, the idea of distributed leadership was taking shape. The practice of developing teacher leadership was being explored and promoted (Lieberman, 1988 and Wheatley, 1999). In the context of schools, distributed leadership was a wide- ranging concept, incorporating ideas such as teachers working together in teams and teachers taking a variety of responsibilities within the school. On the positive side, it was considered beneficial to students if teachers discussed their practice with colleagues, gave and accepted critiques of their works and open to learning from each other. However, this interaction between teachers was not always easy to achieve.

2.1.2. Distributed leadership: two key theorists, Spillane and Duignan

In the current educational leadership discourse, distributed leadership has a variety of interpretations. The work of Spillane and Duignan (2001), two eminent researchers on the topic, is examined and analyzed below. Both researchers view distributed leadership as being central to the teaching and learning process in the school and agree that leadership involves all members of the school community, not just the principal and deputy principal. Spillane argues that leadership happens in a variety of ways throughout the school and is centered in the interactions between people. “Depending on the particular leadership task, school leaders’ knowledge and expertise may be best explored at the group or collective level rather than at the individual leaders level” (Spillane, Halverson and Diamond 2001). Spillane’s theory of distributed leadership moves beyond individual agency and the study of what leaders know and do to exploring how leaders think and act in situ. In using distributed cognition and activity theory as the basis for his study of leadership practices, he identifies the social context as an integral component. He identifies “the tasks, actors, actions and interactions of school leadership as they unfold together in the daily life of the school” as contributing factors to distributed leadership in schools (Spillane, Halverson and Diamond, 2001). He highlights not only the interaction between people, but the interdependence between the people and their context. “The interdependence of the individual and the environment shows how human activity as distributed in the interactive web of actors, artifacts and the situation is the appropriate unit of analysis for studying practice” (Spillane et al 2001) . Spillane (2001) explains the idea further by detailing three types of co-leadership practice; collaborative, collective and coordinated. Collaborative leadership distribution is carried out by multiple leaders working together at one time and place, e.g. leading a faculty meeting. Collective leadership distribution occurs when the work of leaders is performed separately but is interdependent, for example, an assistant principal making a number of visits to classrooms, giving formative evaluations and the principal making the formal visit and giving summative evaluation.

Coordinated leadership distribution refers to leadership routines that are carried out in a sequence, for example, using data from standardized assessments to influence instruction. A series of steps is required from the initial administering of the tests, to analyzing results to presenting information in an appropriate format for discussion at faculty meetings (Spillane and Diamond 2007).

In conclusion, both Spillane and Duignan (2001) recognize that leadership is not solely the remit of one person at the top of the organization and advocate that leadership and leadership development are relevant to the central purpose of school improving student outcomes. However, Duignan (2001) rejects the term distributed leadership as it does not necessarily create a sense of community within a school.

2.1.3. Other Features of Distributed Leadership

In a comprehensive review of the literature on distributed leadership carried out for the National College of School Leadership in the UK (Woods et al 2004) three key features were identified:

- ❖ Distributed leadership as an emergent property of interaction.
- ❖ Distributed leadership as recognition of expertise.
- ❖ Distributed leadership suggests openness of boundaries.

2.1.3.1. Distributed leadership as an emergent property of interaction

One of the characteristics of distributed leadership is “an emergent property of a group or network of interacting individuals” (Woods et al., 2004). Gronn (2000) suggests that it is about the additional dynamic which is the product of conjoint activity where people work together in such a way that they pool their initiative and expertise, the outcome is a product or energy which is greater than the sum of their individual actions.

This may be compared to Spillane’s definition of distributed leadership as “the collective properties of the group of leaders working together to enact a particular task, leading to the evolution of a leadership practice that is potentially more than the sum of each individual practice” (Spillane et al., 2001). Theories on teamwork share the view that working together produces results over and above what would be expected from individuals working alone. The literature on teamwork often makes the distinction between formal and informal teams but suggests that both types operate best in a culture that fosters an open climate and where relationships are based on trust, mutual protection and support (Woods et al., 2004).

2.1.3.2. Distributed leadership as recognition of expertise

Another distinctive characteristic of distributed leadership (Woods et al 2004), is that the distribution of leadership varies according to expertise. There is recognition that various tasks

require different expertise and that all the expertise does not reside in one person at the top. Schools nowadays are complex organizations and therefore it is too much to expect that they can be led by one person. “The role of principal is now so complex and demanding, that it is unrealistic to think that any one person can discharge the role without the assistance of considerable number of colleagues, both from the teaching and the support staff” (Martin, 2006). This is particularly significant in the context of leadership for improved learning as it is recognized in the literature that the most significant influence on student learning is the direct influence the teacher has in the classroom. Elmore, along with Spillane and Duignan (2001), argues that leadership should be concerned with improving instruction and that in this context the skills and knowledge that matter are those that are connected to, or lead directly to the improvement of instruction and student performance (Elmore 2000). Elmore recognizes that in any organization people will have different skills and competencies that are related to their predispositions, interests, aptitudes, prior knowledge and specialized roles. He acknowledges that some people will do things better than others, either as a function of their personal preferences, their experience or their knowledge and argues therefore, that distributed leadership acknowledges “multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture”.

2.1.3.3. Distributed leadership suggests openness of boundaries

The third distinctive characteristic as identified by Woods et al (2004) is that distributed leadership suggests openness of boundaries. While distributed leadership is generally explored from the perspective of the principal and teachers, it could also include students, parents and those involved in governance and management. It also raises the question of all teachers being leaders or potential leaders. Harris takes up the point in her statement all teachers harbor leadership capabilities waiting to be unlocked and engaged for the good of the school (Harris et al., 2003).

2.2. Distributed leadership: Barriers and challenges

The distributed leadership movement is a call for leadership to be shared throughout the organization in a more democratic fashion; “the fundamental premise of the concept of distributed leadership is that leadership activities should not be accreted into the hands of a sole individual but, on the contrary, they should be shared between a number of people in an organization or team” (Storey 2004 in Mayrowetz 2008). The questions must be asked, however, whose interests

are being served by particular distributions? Are all distributions intended to enhance teaching and learning? It is possible that distributed leadership could support the abuse of power (Maxcy and Nguyen, 2006 in Mayrowetz, 2008). Teachers can become overstressed by shared decision-making and the benefits of participation do not necessarily accrue to better teaching practice or to the benefit of the school as a whole, especially if teachers' and organizational goals are not well aligned (Mayrowetz, 2008). According to Danielson (2006) factors inhibiting the practice of distributed leadership can be two broad categories: cultural and structural:

Cultural factors: cultural factors are normally related to traditional standards and the solidarity of teachers in a hierarchical structure (Danielson 2006). These include:

Administrators threatened by teacher leadership: If teachers feel that they are under rigid control of senior management, teachers will not grow in an environment dominated by fear.

Administrators need the active engagement of teachers in making their contribution beyond teaching and learning. Some leaders may consider significant initiative of teachers as a step in resolving issues.

Teacher unwillingness: Teachers may be reluctant to be leaders either because they feel that they step above the line of duty or that teachers feel they need their time to improve their teaching practice. Lack of confidence could be another factor as they simply think that they do not have professional expertise that could be of importance to others.

Structural Factors: Some schools do not promote teacher leadership, as the school calendar is organized around a view of teaching in regards to contact time. Any extra time for curriculum development, problem solving, or professional learning is counted as unnecessary. The problem is not a problem of time as it is a matter of commitment (Danielson, 2006)

Hargreaves and Fink (2006) pointed that there are many problematic issues related to distributed leadership which can be summarized as follows:

Payment: This matter of payment arises when some teachers get paid for their responsibilities of leadership and others do not.

Time: Spillane (2006) noted that some teachers handled roles for which they had release time from teaching. Other teachers taught full-time, and they found it difficult to handle roles beyond teaching responsibilities.

Role conflict: This happens when roles are poorly defined which may give rise to struggle and conflict with other leadership (Mayo, 2010).

2.3. Organizational Commitment

Organizations large and small commit significant investment aimed at producing loyal team members who are enthusiastic about their current, and future, role within the organization. According to Mow day, Steers, and Porter (1979), organizational commitment can be described as the degree to which an individual is involved in, and identifies with, an organization. Typically, individuals demonstrate commitment to the organization in three ways: alignment and belief in the organization's values; willingness to work diligently for the good of the organization; and fidelity to the organization. Monday et al (1979) further classified organizational commitment within two levels: behavioral and attitudinal. While behavioral commitment is more tangibly observed through team member actions, attitudinal commitment requires a more intentional investigation.

Allen and Meyer (1990) settled on an organizational commitment description comprised of three components: affective, continuance, and normative.

Affective Commitment: Affective commitment is described as an emotional commitment, or the degree to which a team member identifies with the organization and its values. It refers to employees' emotional attachment, to identification with and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so.

Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicated that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability.

Continuance commitment: Continuance commitment expresses the perceived costs team members anticipate if they were to leave the organization. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2000). Meyer

and Allen (1997) highlighted costs such as lost status, pension benefits, and job-specific skills. Aytac (2015) also suggested continuance commitment not only takes into account the cost of leaving for the individual, but on the organization as well. In this instance, team members remain with the organization, at least in part, to avoid the negative impact of separation (Aytac, 2015).

Normative Commitment: Allen and Meyer (1990) described normative commitment as the degree to which a team member feels obligated to remain with the organization. It reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization (Meyer and Allen, 1997). Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1990; Bagraim, 2003). It is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari et al., 2007). Reasons for perceived obligation vary. Organizational commitment is a powerful construct because it prominently impacts organizational success. According to Balay (2012), organizational commitment involves not only compliance and participation, but a psychological alignment and identification as well (Balay, 2012). In fact Erdem and Ucar (2013) specifically described organizational commitment as the psychological relationship employees experience with their workplace. As suggested by Sarikaya&Erdogan (2016), psychological attachment to the organization is grounded in compliance, identification or internalization. At the internalization level of commitment, the employee identifies a synergy between individual values and those of the organization (Reilly & Chatman, 1986; Sarikaya&Erdogan, 2016). Psychological alignment positively correlates with increased commitment to the organization. A healthy relationship produces positive affectations between employee and employer.

2.4. Cultivating Organizational Commitment in Schools

Organizational commitment is a multidimensional construct (Choi & Tang, 2011; Somech&Bogler, 2002). In fact, teachers develop organizational commitment to various aspects of the profession. The psychological bond associated with organizational commitment may connect teachers to the school itself, individual students, the subject matter or the teaching profession. A school principal, for example, increasing teacher commitment to the profession alone may prove insufficient. In this instance, the teacher may take the increased commitment to the teaching profession to another school or school district. In the interests of the principal and school, the loss of this teacher could prove significant. Somech and Bogler (2002) identified two

domains of participation: technical and managerial. In the technical domain, instructional decisions are made directly related to the classroom. On the other hand, the managerial domain refers to building-level responsibilities such as school budgets, personnel decisions, or student scheduling (Somech&Bogler, 2002).Since organizational commitment is multidimensional and depends upon the leadership opportunities presented to the teacher, principals and other school administrators should obtain knowledge of the interests and abilities of each teacher. Such knowledge will allow the principal or school leader to distribute meaningful leadership to the teacher in the area of greatest strength. As a result, the teacher is more likely to make a positive contribution to the school. The teacher will also likely develop increased organizational commitment to the school. For learning organizations, organizational commitment is paramount.

In support, Balay (2012) suggested educational institutions must inspire team members to engage the organization beyond task compliance. A deeper commitment, connection, and motivation for engagement must exist. Cherkowski (2011) illustrates the importance of teachers organizational commitment reflecting more than a desire to remain employed at a certain school. In a qualitative study of a small inner city, elementary school, Cherkowski (2011) reported teachers and administration expressed an emotionally safe climate builds trust among faculty members. As a result, faculty members enjoyed increased confidence, took risks, and embraced leadership roles within the school. Teacher organizational commitment as a construct resulted from teachers' desire to participate in a professional learning community, where professional growth and relationships with colleagues were both sustained and organizationally fundamental (Cherkowski, 2011).

2.5. School Leadership Implication to Organizational Commitment

Organizational commitment is affected by team members' perceptions of leadership. Bennis and Nanus (1985) asserted leaders are responsible for assuring commitment from employees. As a result, principals and other school leaders have a responsibility to lead in a manner which inspires teacher organizational commitment. Bullough and Hall- Kenyon (2012) identified an antecedent to teacher organizational commitment. Teacher organizational commitment is linked to a sense of calling to the profession, internal hopefulness, autonomy, and responsibility (Bullough& Hall-Kenyan, 2012). Consequently, principals and other school leaders should structure school governance models in alignment with such an environment. The consequences of a distributed leadership model directly align with both teacher autonomy and responsibility. Firestone and

Rosebud (1988) asserted teacher organizational commitment is linked to five additional factors. These factors include: relevance, respect and affiliation, support, expectations, and influence. Teachers desire relevance by identifying with a sense of purpose in the role of teaching, while affiliation equates to the degree teachers feel connected to their colleagues.

Teacher involvement in decision-making will increase teachers' organizational commitment. More significantly; the integration of leadership teams and the number of support towards teacher leadership are highly correlated to organizational commitment. Also indirectly, it is closely related to job satisfaction of the teachers. Aydin, Sarier and Uysal (2013) stated that a school principal has the biggest influence on these two dimensions which have a significant relationship with distributed leadership: integration of leadership teams and number of support towards teacher leadership.

As a result, teacher organizational commitment levels are impacted by the actions of the principal. Aytac (2015) asserted leadership styles of school leaders are considered to be critical factors in determining organizational commitment of teachers. Educational organizations recognize the need for managing and retaining talented team members.

School leaders are charged with the responsibility to improve teacher organizational commitment. Notably, Aydin et al (2013) demonstrated the effect school principal leadership style had on teachers' job satisfaction and commitment to the school. Transformational leadership had a significant and positive impact on teacher job satisfaction and organizational commitment. According to Aydin et al (2013), transformational leaders foster organizational commitment and motivation through the development of shared vision. Shared vision speaks to a democratizing of purpose. An autocratic leader cannot impute a vision onto employees.

A shared vision, mutually embraced, is the result of an empowering leadership approach. Transformational leadership goes seeks to connect with team members at an emotional level and empower them to operate with significant autonomy (Noland & Richards, 2014) Therefore the researchers investigating the practices and challenges of distributed leadership; implication to teachers' commitment in selected schools of Jimma Zone.

2.6. Theoretical framework

Theoretical framework for this study is based on (Harris ,2005;Spillane, 2006 ; Mayrowetz 2008) that the foundation in a distributed conceptual Framework lies in the relationship between

leaders, followers, and the situation. Distributed leadership is generally explored from the perspective of the principal and teachers, it could also include students, parents and those involved in governance and management.

2.7. Conceptual framework

Conceptual framework is based on the interactions effect of the independent variables and the dependent variables of the study. The independent variables are dimensions of distributed leadership practice and challenges of distributed leadership and dependent variable is implication to teacher's commitments. Dimensions of distributed leadership practice (setting the school vision and mission, managing instruction, promoting conducive school climate, developing people and building effective relationship schools)

The challenges of distributed leadership (lack of skills and training, lack of cooperation and commitment for distributed leadership practice, lack of resource availability and allocation and lack of vision, will and courage).

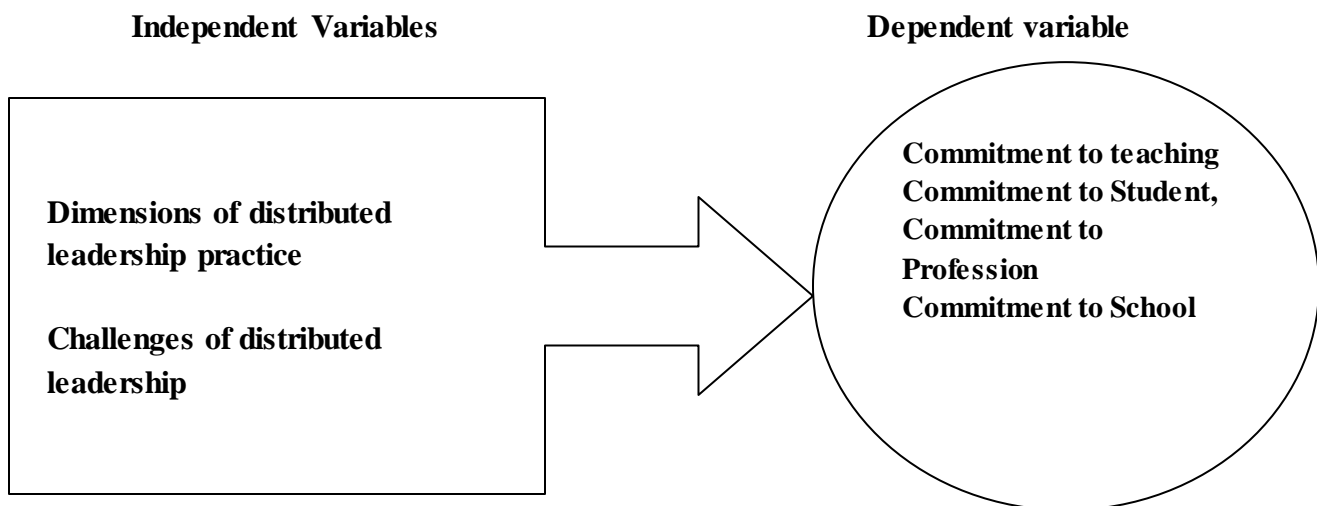


Fig 1: Conceptual frame work ,Source: (Robert , 2010; Rosalind and Guerrie ,2014))

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter describes the overall research design, methodology, sources of data, sampling techniques, sample size, instruments of data collection, validity and reliability of the instruments, data collection procedures, method of data analysis and ethical consideration.

3.1. The Research Design

Among the types of mixed research designs, concurrent triangulation mixed design was employed with the intention of getting the general picture of the practices and challenges of distributed leadership and its implication to teachers' commitment in the secondary schools of Jimma Zone. The purpose of a concurrent triangulation mixed design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem (Cress well, 2012). The researcher gathers both quantitative and qualitative data, analyzes both datasets separately, compares the results from the analysis of both datasets, and makes an interpretation as to whether the results support or contradict each other (Cress well, 2008).

A basic rationale for this design was that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. In addition to this, quantitative scores on an instrument from many individuals provide strengths to offset the weaknesses of qualitative documents from a few people. Alternatively, qualitative, in-depth interview of a few people offers strength to quantitative data that does not adequately provide detailed information about the context in which individuals provide information (Cress well, 2012). The design is useful to capture the best of both quantitative and qualitative approaches and helps to integrate the information in to the results, triangulate the data and provide a comprehensive analysis of the research problem (Creswell, 2003).

3.2. The Research Method

Basely (2003) defines this method as the use of both data (numerical and text). It is a type research method where the researcher combines or mixes qualitative and quantitative research techniques, methods, approaches, concepts in a single study. The mixed methods research also

enables the researcher to gather data from multiple sources through using two data gathering instruments and ensures the strengths of both quantitative and qualitative methods by minimizing their weaknesses in data gathering (Weitzman &Lohfeld, 2009).

A rationale for combination of qualitative and quantitative research methods was that both approaches provide for cross-validation or triangulation of combining two sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon (interdependence of research methods) and they also provide for the achievement of complementary results by using the strengths of one method to enhance the other (Weitzman &Lohfeld, 2009).The method also combines and reinforces the strengths of each approaches and providing strong bases for conclusions and discussions based on findings (Creswell, 2003).

3.3. Sources of Data

In this study, primary data sources were employed to obtain reliable information about the practices and challenges of distributed leadership; implication to teachers' commitment. Primary sources of data included the key informants for information such as supervisors, principals and vice principals and teachers who have direct and indirect involvement in leadership roles at least at the classroom level.

3.4. Population, Sample size and Sampling Technique

Creswell (2008) states Population is the whole of research subject. In other word, population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The entire Jimma Zone in Oromia regional state was considered as the study population. This area was decided to be taken as a setting for this study for two reasons. Firstly, since the researcher has worked in different schools located at different Woredas of the Zones, it is thought that this may better help him in the process of data collection. Secondly, since the Zones consisted of people with diversified cultures, life styles and economic conditions, there is high probability that the findings could be at a certain level representative of the situation in other Zone too.

The sample respondents and schools are determined based on the 2010/2011 E. C. annual report of Jimma Zone Education Office. According to this report, there are 88 government's first cycle secondary schools in 21 Woredas of the Zone. In these secondary schools, a sum of 3520

teachers, 21 supervisors, 88 principals, 104 vice principals, 440 department heads, 176 unit leaders are working.

In selected secondary schools of Jimma Zone there are twenty one woredas and all of them have secondary schools. Out of this twenty one Woredas (21), the researcher selected six woredas and included them in the study by assuming they were representative of twenty one woredas from JimmaZone. The sample woredas were selected by using simple random sampling techniques which is the best way to get representative samples and to have every subject equal chance to be selected. The target population of this study is 233 (18 school leaders and 215 teachers) in the selected government secondary schools of six woredas namely, Sekoru, Omo nada, Dedo, Kersa, Sakachekorsa and Goma from Jimma zone.

These six woredas have 22 schools from which the researcher selects 6(six schools) or (27%) employing simple random sampling technique to get good representative sample. This is because it gives equal chances for selecting these secondary schools and the selection of the others does not affect the chance of the others to be selected (Teddlile and Yu, cited in Furi, 2016). Accordingly, Danba, Nada, Serbo, Gembe, Sakachekorsa and Kolbo secondary schools, were selected.

Regarding the sample size of respondents the researcher selects on the idea of Creswell (2012) that says a general rule of thumb is to select as large sample as possible from the population. The participants of this study was 6(100%) Principals, 6(100%) vice principals, 6(100%) supervisors was selected by using census or comprehensive sampling techniques while, 140(65%) teachers was selected by using the idea of Yamane (1967) formula.

The following table reveals total number of teachers in the sampled schools and sample size of teachers who will involve in the study from each school.

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

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

$$\text{Therefore: } n = \frac{215}{1+215(0.05)^2} = 140$$

After determined the sample size and the proportional sample size from each stratum was calculated by using the following formula:

$$n_i = (n N_i) / N$$

Where: n_i = sample size for respondents

n = the total number of selected for each secondary schools

N_i = the total sample size for each selected secondary schools

N = the total number of secondary schools

Therefore, the distribution of the Sampling technique and sample size in relation to their respective population for each of the six secondary schools in Jimma Zone is precisely summarized in table 1.

Table 1: Target Population and sample size taken from each selected schools

Samples Woredas	Sample secondary schools	Subjects	Target Population	Sample Size		Sampling techniques
			N	$n_i = (n \times N_i) / N$	%	
1. Sekoru	Denba	Principal	1	1	100	Censuser Comprehensive
		Vice Principal	1	1	100	Censuser Comprehensive
		Teachers	50	32	64	Simple random sampling
		Supervisor	1	1	100	Censuser Comprehensive
2. Seka chekorsa	Seka	Principal	1	1	100	Censuser Comprehensive
		Vice Principal	1	1	100	Censuser Comprehensive
		Teachers	28	18	64	Simple random sampling
		Supervisor	1	1	100	Censuser Comprehensive
3. Omonada	Nada	Principal	1	1	100	Censuser Comprehensive
		Vice Principal	1	1	100	Censuser Comprehensive
		Teachers	31	20	64	Simple random sampling
		Supervisor	1	1	100	Censuser Comprehensive
4. Dedo	Kolobo	Principals	1	1	100	Censuser Comprehensive
		Vice Principal	1	1	100	Censuser Comprehensive
		Teachers	41	27	66	Simple random sampling
		Supervisor	1	1	100	Censuser Comprehensive
		Principal	1	1	100	Censuser Comprehensive

5. Kersa	Serbo	Vice Principal	1	1	100	Censusor Comprehensive
		Teachers	44	29	66	Simple random sampling
		Supervisor	1	1	100	Censusor Comprehensive
6.Goma	Gembe	Principal	1	1	100	Censusor Comprehensive
		Vice principal	1	1	100	Censusor Comprehensive
		Teachers	21	14	67	Simple random sampling
		Supervisor	1	1	100	Censusor Comprehensive
Total		Vice principal	6	6	100	Censusor Comprehensive
		Principals	6	6	100	Censusor Comprehensive
		Teachers	215	140	65	Simple random sampling
		Supervisor	6	6	100	Censusor Comprehensive

3.5. Data Gathering Tools

For the purposes of this study, data collection instruments were questionnaires and interviews in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews proved to be appropriate instruments for data collection.

3.5.1. Questionnaire

The main reason to use questionnaire is for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time Questionnaire based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resource available and the skill of the researcher. Questionnaire items that is, closed ended items was used to collect data from the above groups of respondents to principals, vice principals, supervisors and teachers regarding for measuring the distributed leaderships; implication to teachers commitments. The closed ended items were arranged in five point rating Likert type scale from strongly agree to strongly disagree this 5=Strongly Agree,4=Agree, 3=Undecided and 2=Disagree 1=Strongly Disagree was used for the study.

3.5.2. Interview

Interview was used in order to collect data from those who would provide information needed for the study. The reason why structured interview was employed was that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased questions (Koul, 2008). For the purposes of this study, a total of 8 samples (2 supervisors, 2 principals and 4 teachers) were interviewed. The interviews were made by the researcher in accordance with the objectives of the study and the basic questions design.

3.6. Validity and Reliability of Research Instruments

3.6.1. Validity of the Instrument

Validity is the extent to which any measuring instrument measures what it is intended to measure or the suitability or meaningfulness of the measurement (Thatcher, 2010). In order to check the validity of the instruments, the instrument was developed under close guidance of the advisor and, the (pilot test) pre-test was done in Agaroweroda, Jida secondary school with 17 teachers, 1 principal, 1 vice principal and 1 supervisor. The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007). The necessary modification was made on the items and unclear questions were modified or removed. The researcher made some changes to the questionnaire such as modifying the wording of some items.

3.8.2. Reliability of the Instrument

Reliability can be defined as the extent to which a measurement instrument yields consistent, stable, and uniform results over repeated observation or measurements under the same conditions each time (Berthoud, 2000). Reliability refers to the degree of consistency of a certain instrument when used repeatedly on the same subject. Cronbach's (1984) stated that the alpha Cronbach's method is a widely used statistical tool to study the reliability of a certain research questionnaire. The alpha value indicates degree of internal consistency. The Cronbach's α result is a number between 0 and 1. An acceptable reliability score is one that is 0.7 and higher (Berthoud, 2000). After the pilot questionnaire were filled and returned the reliability of the items were measured by using Cronbach's alpha method by the help of SPSS version 20. The obtained test result was 0.778. Then, as the result indicated it was a good indicator of the internal consistency of the items.

Table 2: Reliability test results with Cronbach's alpha

No	Variables	No of Item	Cronbach alpha
1	Setting the school vision and mission	4	.78
2	Managing instruction	4	.87
3	Promoting a conducive school learning climate	4	.85
4	Developing people	4	.75
5	Building effective relationship	4	.78
6	Lack of Skills and Training	4	.71
7	Lack of Cooperation and Commitment	4	.76
8	Lack of resource availability and allocation	4	.83
9	Lack of Vision, Will and Courage	4	.66
10	Over all dimension of teacher commitments'	16	.79
	Average Reliability result	52	0.778

3.7. Data Collection Procedures

After the necessary corrections were made from the pilot test, the final questionnaires were duplicated and distributed with necessary orientation by the researcher to be filled out by respondents. Respondents were given ample time (one week at least) to complete the questionnaires and returned them to the researcher himself. Data from completed surveys were entered in to SPSS version 20.

Then interviews with school leaders were conducted in such a manner that the interviewees were visited and briefed on the objectives of the study.

3.8. Method of Data Analysis

The data collected from the questionnaire and interview was analyzed and interpreted. Depending on the nature of the variables quantitative data analysis method was employed. The quantitative data obtained through a five point Likert scales ranging from strongly agree to strongly disagree in questionnaire was organized and tabulated around the sub-topics related to the basic research questions. Descriptive statistics like frequency, percentage, mean, standard deviation, and weighed mean was calculated for those items prepared in Likert type of scale was analyzed and interpreted. For more advanced statistical operations, data were inserted into statistical software program, SPSS version 20 and inferential statistical such as Independent sample t- test and Multivariate Analysis of Variance (MANOVA) was used. Independent sample t- test was used to make sure whether there is a significant difference between means of the two groups of respondents (school leaders and teachers) in terms of a given items of the practice and challenges

of distributed leadership. MANOVA was used to analyse the cause-effect relationship between two or more independent variables and two or more dependent variables. In more statistical terms, it tests the effect of one or more independent variables on one or more dependent variables (Fields, 2009).

Finally, the qualitative data that were collected through interviews were analyzed qualitatively and interpreted through description of trends to supplement the quantitative data.

3.9. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his/her respondents. Ethical considerations play a role in all research studies, therefore the researcher will go to the study area with the letter of entry which was prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Jimma Zone Education department office. After the researcher has obtained letter of entry from the zone and explain the objectives of the study. Then, the study will be conducted after getting permission from the selected sample of secondary schools in the zone. Any communication with the concerned bodies should be accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The respondents will be informing of the duration of the study as well as confidentiality of information obtained and anonymity of their identity. According to Best and Khan, (1999) involving participants in a research work, it is important considering the ethical principles lay down and the names of respondents and the collected data were securely kept under the researcher's safe keeping them.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires. The questionnaire was classified in to two major categories. The first category dealt with characteristics of respondents, while the second category has analyzed specific issues of the study. The data was collected from a total of 150 respondents. A total of 150 copies of questionnaire were distributed to 14 school leaders and 136 teachers. The entire questionnaire (100%) that was distributed to the teachers and school leaders were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with 4 school leaders and 4 teachers. The data collected through a five point Likert scales ranging from strongly agree to strongly disagree in questionnaire was analyzed and interpretation based on the mean and weighted mean values 1-1.80 as very low, 1.81-2.60 as low, 2.61-3.40 as moderate, 3.41-4.20 as high and 4.21-5.00 as very high.

4.1. Analysis and Interpretation on the characteristics of respondents

The two groups of respondents were asked to indicate their personal information. The result was summarized in the following table 3.

Table 3: characteristics of respondents

No	Items	Category of items	Respondents			
			School Leaders		Teachers	
			No	%	No	%
1	Sex	Male	13	72.22	91	65
		Female	5	27.77	49	35
		Total	18	99.99	140	100
2	Age	21-25 years	2	11.11	27	19.28
		26-30 years	3	16.66	66	47.14
		31-35 years	7	38.88	18	12.86
		36-40 years	4	22.22	20	14.28
		41-45 years	2	11.11	9	6.43
		46-50 years	-	-	-	-
		Above 50years	-	-	-	-
		Total	18	99.98	140	99.99
3	Level educational attainment	Certificate	-	-	-	-
		Diploma	-	-	-	-
		BA/BED	10	55.55	101	72.14
		MA/MSC	8	44.44	39	27.86
		Total	18	99.99	140	100
4	Work experiences	5 and below years	-	-	19	13.57
		6-10 years	5	27.77	34	24.28
		11-15 years	2	11.11	41	29.28
		16-20 years	7	38.88	28	20
		21-25 years	4	22.22	13	9.28
		26 and above	-	-	5	3.57
		Total	18	99.98	140	99.98
5	Training attended	Did not take at all	12	66.66	109	77.85
		1-2 weeks	-	-	-	-
		3-4 weeks	-	-	-	-
		1-3 months	-	-	-	-
		More than 3 months	-	-	-	-
		Graduated MA in EDPM / ScL	6	33.33	31	22.14
		Total	18	99.99	140	99.99

As observed from table 3, 13 (72.22%) of school leaders respondents and 91(65%) of teacher respondents were males while the remaining 5 (27.77%) of school leaders respondents and 49 (35%) of teacher respondents were females respectively. This implies that, the participation of females either in leadership or in secondary school teaching is less than males.

With regard to item 2 on the table 3, which is concerned with the age, 2 (11.11%) of school leaders respondents and 27(19.28%) of teacher respondents were between 21-25 years. 3 (16.66%) of school leader respondents and 66(47.14%) of teacher respondents fall between the ages of 26-30 years. 7(38.88%) of school leader respondents and 18 (12.86%) of teacher respondents were between the ages of 31-35 years. 4 (22.22%) of school leader respondents and 20(14.28%) of teacher respondents were between the ages of 36-40 years. On the other hand, 2 (11.11%) of school leader respondents and 9 (6.43%) of teacher respondents were between 41-51 years. This implies that school leader respondents and teachers of different age groups were participated as sample respondents.

From item 3 on the table 3, showed that level of educational attainment was concerned, 10 (55.55%) of school leader respondents and 101(72.14%) of teachers respondents were BA/BSC/BED degree while, 8(44.44%) of school leader respondents and 39(27.86%) of teachers respondents were MA degree. This implies teachers and school leader those who had the required educational level had provided their responses for this study and the collected responses were sounded.

With respect to item 4 on the table 3, which are concerned with the work experiences of respondents, 19(13.57%) of teacher respondents were 5 years and below work experience. 5(27.77%) of school leader respondents and 34 (24.28%) of teachers respondents had 6-10 years' work experience. 2 (11.11%) of school leader respondents and 41(29.28%) of teachers had a work experience of 11 to 15 years. 7(38.88%) of school leader respondents and 28(20%) of teacher respondents had 16-20 years of work experience. 4(22.22%) of school leader respondents and 13 (9.28%) of teacher respondents had 21-25 years of work experience. On the other hand, 5(3.57%) of teachers respondents have work experiences of 26-years and above. This implies that teachers and school leaders those who had different teaching experiences were participated as the respondents.

Concerning to item 5, on the table 3, shows that training attended to school leadership, 12 (66.66%) of school leader respondents and 109(77.85%) of teacher respondents did not take at all any training which is relevant to school leadership while the remaining 6(33.33%) of school leader respondents and 31(22.14%) of teacher respondents were taken school leadership training. This implies that majority of school leaders and teachers below standard were working in the schools.

4.2 Analysis and Interpretation on the dimensions of distributed leadership practice

The variables that measured the dimensions of distributed leadership practice were rated with five point Likert Scale with one being the lowest score and five being the highest. Then mean scores were compared with 2.50-3.49 (which is moderate) to indicate the level of dimensions of distributed leadership practice as perceived by school leaders and teachers. If the mean score on the dimensions of distributed leadership practice between 2.50-3.49 (moderate), the researcher assumed that dimensions of distributed leadership were practiced and vice versa. The mean for each of the five dimensions of distributed leadership practice was calculated by averaging the scores for the entire questionnaire within each dimension for the 150 (14school leaders and 136teachers) in the participating secondary schools.

Table 4: Descriptive statistics for the dimensions of distributed leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Setting the school vision and mission	150	1.00	5.00	2.29	1.06
Managing instruction	150	1.00	5.00	3.32	1.12
Promoting a conducive school learning climate	150	1.00	5.00	3.67	1.18
Developing people	150	1.00	5.00	3.47	1.31
Building effective relationship	150	1.00	5.00	2.55	1.01

From table 4, the mean for each of the five dimensions of distributed leadership practice, setting the school vision and mission (M=2.29, SD=1.06), managing instruction (M=3.32, SD=1.12), promoting a conducive school learning climate (M=3.29, SD=1.18), developing people(M=3.47, SD=1.31) and building effective relationship(M=2.55, SD=1.01). This implies that school principals were practiced dimensions of distributed leadership practice in secondary schools of Jimma Zone.

Table 5: Setting the school vision and mission

No	The school principals	Respondents'	N	Mean	SD	WM	T-value	Sig.(2-tailed)
1	Collect data from multiple sources to create a common vision for the school	school leaders	14	2.11	1.02	2.11	1.66	0.84
		teachers	136	2.10	1.09			
2	Well express or communicate the vision to all stakeholders	school leaders	14	2.44	1.01	2.31	4.41	0.00
		teachers	136	2.17	1.19			
3	Develop missions that are easily understood and used by stakeholders	school leaders	14	2.42	1.10	2.46	0.42	0.81
		teachers	136	2.51	1.03			
4	Allocate adequate resources for the effective implementation of a school vision and mission	school leaders	14	2.56	1.03	2.29	1.51	0.34
		teachers	136	2.02	1.08			
Average		school leaders	14	2.38	1.04	2.29		
		teachers	136	2.20	1.09			

WM = Weighted mean, Significant level=0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21-5.00 = very high

With regard to item 1 on the above table5, which is concerned with the practice of school leaders that collect data from multiple sources to create a common vision for the school was rated at low as indicated in the mean values of the two groups were 2.11and 2.10 by school leaders and teachers respectively with 2.11 weighted mean values. The t- test result (1.66) is less than the table value (1.99) and p value (0.84) is greater than significant level ($P > 0.05$) which confirms that there is no significant difference between the responses of the two groups' respondents.

With respect to item 2, in the same table ,showed that the practice of school principals in well express or communicate the vision to all stakeholders was rated at low as indicated in the means values of 2.44 and 2.17 by school leaders and teachers respectively with 2.31weighted mean values. The t-test result (4.41) is greater than the t-critical value (1.99) and p value (0.00) less than significant level (0.05) which is denotes that there is significant difference between the two groups of respondents.

Concerning item 3 on the table 5, showed that the practice of school principals develops missions that are easily understood and used by stakeholders was rated at low. This was concluded from the respondents mean values from school leaders and teachers of 2.42and 3.51 with the weighted

mean of 2.46. However, the result obtained from the t-test (0.42) is less than the t-critical value (1.99) and p value (0.81) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 4, on the table 5, which is concerned with the practice of school principals that allocate adequate resources for the effective implementation of a school vision and mission was rated at low as indicated in the means values of 2.56 and 2.02 by school leaders and teachers respectively with 2.29 weighted mean values. The t-test result (1.51) is less than the t-critical value (1.99) and p value (0.34) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, the practice of school principals with regard to setting the school vision and mission in secondary schools was rated at low as indicated in the average means of 2.38 and 2.20 by school leaders and teachers respectively with 2.29 weighted mean values.

The interviewed respondents responded that the school principals were involving the concerned stake holders in adequate resources allocation, develop missions and vision for school improvement and creates commitment for the staff that contributes to the realization of the goals , even though the data obtained from the questionnaire proof it.

In generally, the practice of school principals with regard to setting the school vision and mission in secondary schools of Jimma Zone was not effectively practice.

Table 6:Managing instruction

No	The school principals	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum	school leaders	14	3.44	1.05	3.39	0.48	0.65
		teachers	136	3.34	1.11			
2	Involves teachers in identifying students with disciplinary problems and providing proper guidance	school leaders	14	4.0	1.11	3.73	1.62	0.10
		teachers	136	3.57	1.09			
3	Makes and encourage teachers to participate in planning and implementation of co-curricular activities.	school leaders	14	3.89	1.02	3.31	3.54	0.001
		teachers	136	2.73	1.33			
4	Evaluating the effectiveness of instructional program in achieving school goals	school leaders	14	2.88	1.02	2.78	0.66	0.49
		teachers	136	2.68	1.21			
	Average	school leaders	14	3.55	1.05	3.32		
		teachers	136	3.08	1.18			

WM = Weighted mean, Significant level=0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21-5.00 = very high

The table 6 tells about managing instruction in secondary schools. Concerning item 1, the practice of school principal's that advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum was rated moderate level, as indicated in the means of 3.44 and 3.34 mean values of school leaders and teachers respectively, with 3.39 weighted mean values. The t-test result (0.48) is less than the t-critical value (1.99) and p value (0.65) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 2, on the table 6, which is concerned with the practice of school principals that involves teachers in identifying students with disciplinary problems and providing proper guidance was rated high level, as indicated in the means of 4.0 and 3.57 by school leaders and teachers respectively with 3.73 weighted mean values. The t-test result (1.62) is less than the t-critical value (1.99) and p value (0.10) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning to item 3, in the same table, showed the practice of school principals that makes and encourage teachers to participate in planning and implementation of co-curricular activities was rated moderate level, as indicated in the mean values of 3.89 and 2.73 by school leaders and teachers respectively with 3.31 weighted mean values. Since, the calculated t-test result (3.54) was greater than the t-critical value (1.99) and p value (0.001) is less than significant level (0.05). This implies that there is statistically significant difference between the two groups of respondents 'response.

With respect the table 6, item 4, which is concerned with the practice of school principals that in evaluating the effectiveness of instructional program in achieving school goals were rated at moderate level as indicated in the means values of 2.88 and 2.68 by school leaders and teachers respectively with 2.78 weighted mean values. The t-test result (0.66) is less than the t-critical value (1.99) and p value (0.49) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Generally, with regarding to the practice of school principals that managing instruction in secondary schools were rated moderate level of practice, as indicated in the average means of 3.55 and 3.08 by school leaders and teachers respectively with 3.32 weighted mean values.

The interviewed respondents responded that the school principals were makes and encourage teachers to participate in planning and implementation of co-curricular and provide opportunity for staff collaboration on the alignment of curriculum with standards and achievement.

As whole, the practice of school principals with regard to managing instruction in secondary schools were rated moderately practice. The practice was: makes and encourage teachers to participate in planning and implementation of co-curricular activities, evaluating the effectiveness of instructional program in achieving school goals, managing the school curriculum and instruction.

Table 7: Promoting a conducive school learning climate

No	The school principals	respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Create conducive environment in which a good working relationship exist	school leaders	14	4.55	1.81	3.63	1.80	0.67
		teachers	136	2.70	1.18			
2	Advocate school environment conducive to student achievements	school leaders	14	3.55	1.07	3.67	1.58	0.37
		teachers	136	3.80	1.15			
3	Developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools	school leaders	14	3.88	1.0	3.87	3.74	0.00
		teachers	136	3.87	1.16			
4	Establish a productive working relationship with the community	school leaders	14	4.21	1.01	3.52	1.75	0.23
		teachers	136	2.83	1.07			
Average		school leaders	14	4.05	1.22	3.67		
		teachers	136	3.30	1.14			

WM = Weighted mean, Significant level=0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21-5.00 = very high

With regard to item 1 on the above table 7, which is concerned with the practice of school leaders that create conducive environment in which a good working relationship exist was rated at high level as indicated in the mean values of the two groups were 4.55 and 2.70 by school leaders and teachers respectively with 3.63 weighted mean values. The t- test result (1.80) is less than the table value (1.99) and p value (0.67) is greater than significant level (P> 0.05) which confirms that there is no significant difference between the responses of the two groups' respondents.

With respect to item 3, in the same table, showed that the practice of school principals in advocate school environment conducive to student achievements were rated at high level as indicated in the means values of 3.55 and 3.80 by school leaders and teachers respectively with 3.67weighted

mean values. The t-test result (1.58) is less than the t-critical value (1.99) and p value (0.37) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups' of respondents.

Concerning item 3 on the table 7, the practice of school principals that developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools was rated at high level. This was concluded from the respondents mean values from school leaders and teachers of 3.88 and 3.87 with the weighted mean of 3.87. However, the result obtained from the t-test (3.74) is greater than the t-critical value (1.99) and p value (0.00) less than significant level (0.05) which is denotes that there is significant difference between the two groups of respondents.

Regarding item 4, on the table 7, which is concerned with the practice of school principals that establish a productive working relationship with the community was rated at high level as indicated in the means values of 4.21 and 2.83 by school leaders and teachers respectively with 3.52 weighted mean values. The t-test result (1.75) is less than the t-critical value (1.99) and p value (0.23) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, the practice of school principals with regard to promoting a conducive school learning climate in secondary schools was rated at high level as indicated in the average means of 4.05 and 3.30 by school leaders and teachers respectively with 3.67weighted mean values.

Table 8:Developing people

No	The school principals	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Encourage stock holders to take part in the planning and implementation of school budget	school leaders	14	4.56	1.51	3.69	5.98	0.00
		teachers	136	2.83	1.20			
2	Encourages teachers to assume certain responsibilities	school leaders	14	3.50	1.57	3.45	1.01	0.58
		teachers	136	3.39	1.24			
3	Encourages teachers to attend professional development activities which directly enhance their teaching	school leaders	14	3.44	1.53	3.26	1.10	0.27
		teachers	136	3.08	1.36			
4	Establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member.	school leaders	14	3.88	1.02	3.47	1.77	0.60
		teachers	136	3.06	1.21			
	Average	school leaders	14	3.85	1.41	3.47		
		teachers	136	3.09	1.21			

WM = Weighted mean, Significant level=0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1- 1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21-5.00 = very high

With regard to item 1, on the 8, which is concerned with the practice of school principals that encourage stock holders to take part in the planning and implementation of school budget was rated high level, as indicated in the means of 4.56 and 2.83 by school leaders and teachers respectively with 3.69 weighted mean values. The t-test result (5.98) is greater than the t-critical value (1.99) and p value (0.00) less than significant level (0.05) which is denotes that there is significant difference between the two groups' of respondents.

Regarding item 2, in the same table, the practice of school principals that encourages teachers to assume certain responsibilities was rated high level, as indicated in the means of 3.50 and 3.39 by school leaders and teachers respectively with 3.45 weighted mean values. The t-test result (1.01) is less than the t-critical value (1.99) and p value (0.58) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning item 3, on the table 8, showed the practice of school principals that encourages teachers to attend professional development activities which directly enhance their teaching was rated moderate level, as indicated in the mean values of 3.44 and 3.08 by school leaders and teachers respectively with 3.26 weighted mean values. Since, the calculated t-test result (1.10) was less than the t-critical value (1.99) and p value (0.27) is greater than significant level (0.05). This implies that there is no significant difference between the two groups of respondents' responses.

With respect to the table 8, item 4, the practice of school principals that establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member were rated at high level as indicated in the means values of 3.88 and 3.06 by school leaders and teachers respectively with 3.47 weighted mean values. The t-test result (1.77) is less than the t-critical value (1.99) and p value (0.60) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Generally, with regarding to the practice of school principals that developing people in secondary schools were rated high level of practice, as indicated in the average means of 3.85 and 3.09 by school leaders and teachers respectively with 3.47 weighted mean values.

Table 9: Building Effective Relationship

No	The school principals	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Ensure open and collaborative communication within staff	school leaders	14	2.30	0.97	2.42	1.87	0.14
		teachers	136	2.54	0.88			
2	Encourage teachers help and support each other	school leaders	14	2.00	1.07	2.38	0.99	0.78
		teachers	136	2.77	0.95			
3	Treat school community equitably and fairly	school leaders	14	2.88	1.02	2.86	1.47	0.56
		teachers	136	2.84	1.00			
4	Listen to and accept teachers suggestions	school leaders	14	2.56	1.17	2.54	1.80	0.33
		teachers	136	2.52	1.06			
	Average	school leaders	14	2.44	1.06	2.55		
		teachers	136	2.67	0.97			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1-1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21- 5.00 = very high

With regard to item 1 on the above table 9, which is concerned with the practice of school leaders that ensure open and collaborative communication within staff was rated at low level as indicated in the mean values of the two groups were 2.30 and 2.54 by school leaders and teachers respectively with 2.42 weighted mean values. The t- test result (1.87) is less than the table value (1.99) and p value (0.14) is greater than significant level ($P > 0.05$) which confirms that there is no significant difference between the responses of the two groups' respondents.

With respect to item 2, in the same table, showed the practice of school principals that in encourage teachers help and support each other was rated at low level as indicated in the means values of 2.00 and 2.77 by school leaders and teachers respectively with 2.38 weighted mean values. The t-test result (0.99) is less than the t-critical value (1.99) and p value (0.78) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning item 3, on the table 9, the practice of school principals that treat school community equitably and fairly was rated at moderate level. This was concluded from the respondents mean values from school leaders and teachers of 2.88 and 2.84 with the weighted mean of 2.86. However, the result obtained from the t-test (1.47) is less than the t-critical value (1.99) and p value (0.56)

greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 4, on the table 9, which is concerned with the practice of school leaders that listen to and accept teachers suggestions was rated at low level as indicated in the means values of 2.56 and 2.52 by school leaders and teachers respectively with 2.54 weighted mean values. The t-test result (1.80) is less than the t-critical value (1.99) and p value (0.33) less than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, the practice of school leaders with regard to building effective relationship in secondary schools were rated at low level practice as indicated in the average means of 2.44 and 2.67 by school leaders and teachers respectively with 2.55 weighted mean values.

4.3. Analysis and Interpretation on the challenges of distributed leadership

The variables that measured the challenges of distributed leadership were rated five point Likert Scale with one being the lowest score and five being the highest. Then mean scores were compared with 2.50-3.49 (which is moderate) to indicate the level of challenges of distributed leadership as perceived by school leaders and teachers. If the mean score on the dimensions of distributed leadership practice was equal to or higher than 2.50-3.49 (moderate), the researcher assumed that dimensions of distributed leadership were practiced and vice versa. The mean for each of the four challenges of distributed leadership was calculated by averaging the scores for the entire questionnaire within each challenges for the 150 (14 school leaders and 136 teachers) in the participating secondary schools.

Table 10: Descriptive statistics for the challenges of distributed leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Lack of Skills and Training	150	1.00	5.00	3.95	1.11
Lack of Cooperation and Commitment	150	1.00	5.00	3.52	1.13
Lack of resource availability and allocation	150	1.00	5.00	3.90	1.02
Lack of Vision, Will and Courage	150	1.00	5.00	3.28	0.87

From table 10, the mean for each of the four variables of the challenges of distributed leadership: lack of skills and training (M=3.95, SD=1.11), lack of cooperation and commitment (M=3.52, SD=1.13), lack of resource availability and allocation (M=3.90, SD=1.02) and lack of vision, will and courage (M=3.28, SD=0.87). This implies that there are many challenges of distributed leadership in secondary schools of Jimma Zone.

Table 11: Lack of Skills and Training

No	Description	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Lack of training on instructional leadership	school leaders	14	3.42	1.13	3.49	0.47	0.65
		Teachers	136	3.57	1.10			
2	Lack of qualified instructional leaders in the area of education	school leaders	14	4.00	0.99	3.96	1.12	0.29
		Teachers	136	3.93	0.77			
3	Lack of in-service training and teachers development program	school leaders	14	3.00	1.06	3.73	2.70	0.00
		Teachers	136	4.45	1.49			
4	Lack of qualified teachers	school leaders	14	4.70	1.00	4.6	1.79	0.62
		Teachers	136	4.50	1.28			
	Average	school leaders	14	3.78	1.05	3.95		
		Teachers	136	4.11	1.16			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1-1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21- 5.00 = very high

Concerning item 1, on the table 11, showed that lack of training on instructional leadership was rated to high challenges of distributed leadership, as indicated in the mean values 3.42 and 3.57 of school leaders and teachers respectively, with 3.49 weighted mean values. The t-test result (0.47) is less than the t-critical value (1.99) and p value (0.65) greater than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

With respect to item 2, in the same table, shows that lack of qualified instructional leaders in the area of education was rated high challenges of distributed leadership, as indicated in the means of 4.00 and 3.93 by school leaders and teachers respectively with 3.96 weighted mean values. The t-test result (1.12) is less than the t-critical value (1.99) and p value (0.29) greater than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

Concerning item 3, on the table 11, shows that lack of in-service training and teacher's development program was rated high challenges of distributed leadership, as indicated in the mean values of 3.00 and 4.45 by school leaders and teachers respectively with 3.73 weighted mean values. Since, the calculated t-test result (2.70) was greater than the t-critical value (1.99) and p value (0.00) is less than significant level (0.05). This implies that there is statistically significant difference between the two groups of respondents' response.

With respect the table 11, item 4, showed that lack of qualified teachers were high challenges of distributed leadership, as indicated in the means values of 4.70 and 4.50 by school leaders and teachers respectively with 4.60 weighted mean values. The t-test result (1.79) is less than the t-critical value (1.99) and p value (0.62) greater than significant level (0.05) which denotes that there is no significant difference between the two groups of respondents.

Generally, with regarding to the lack of skills and training in secondary schools were high challenges of distributed leadership, as indicated in the average means of 3.78 and 4.11 by school leaders and teachers respectively with 3.95 weighted mean values. This indicates that the challenges had how much difficult to distributed leadership practice.

The interviewed respondents responded that challenges of distributed leadership practice in secondary schools were: Lack of training in leadership aspects like teacher development program, continuous professional development, community participation, lack commitment and moral of instructional leaders to accomplish their tasks, lack of commitment and moral to perform their function and lack in-service education opportunity .

As whole, with regarding to the lack of skills and training in secondary schools had highly challenged to distributed leadership in secondary schools. The challenges were: lack of training in leadership, lack of in-service training and teachers' development program, lack of qualified

instructional leaders in the area of education, lack commitment and moral of instructional leaders to accomplish their tasks.

Table 12:Lack of Cooperation and Commitment

No	Description	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Lack of school leader interaction with teachers	school leaders	14	2.90	1.16	2.75	1.08	0.70
		teachers	136	2.60	1.67			
2	Lack of school leader interaction with students	school leaders	14	3.82	1.09	4.09	1.09	0.58
		teachers	136	4.37	1.48			
3	Lack of school leader interaction with school communities	school leaders	14	3.44	0.13	3.15	1.66	0.19
		teachers	136	2.86	0.58			
4	Lack of school leader interaction with school boards	school leaders	14	4.00	1.20	4.06	1.10	0.47
		Teachers	136	4.13	1.75			
	Average	school leaders	14	3.54	0.89	3.52		
		Teachers	136	3.49	1.37			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1-1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21- 5.00 = very high

With regard to item 1 on the above table 12, which is concerned with lack of school leader interaction with teachers was rated at moderate challenges of distributed leadership practice , as indicated in the mean values of the two groups were 2.90 and 2.60 by school leaders and teachers respectively with 2.75 weighted mean values. The t- test result (1.08) is less than the table value (1.99) and p value (0.70) is greater than significant level ($P > 0.05$) which is confirms that there is no significant difference between the responses of the two groups' respondent's.

With respect the table 12, item 2 showed that lack school leader interaction with students was rated at high challenges of distributed leadership practice, as indicated in the means values of 3.82 and 4.37 by school leaders and teachers respectively with 4.09 weighted mean values. The t-test result (1.09) is less than the t-critical value (1.99) and p value (0.75) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning item 3 on the table 12, shows that lack school leader interaction with school communities was rated at moderate challenges of distributed leadership practice, as indicated in the means values of 3.44 and 2.86 by school leaders and teachers respectively with the weighted mean of 3.15. However, the result obtained from the t-test (1.66) is less than the t-critical value (1.99) and p value (0.19) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 4, on the table 12, showed that lack school leader interaction with school boards was rated at high challenges of distributed leadership practice, as indicated in the means values of 4.00 and 4.13 by school leaders and teachers respectively with 4.06 weighted mean values. The t-test result (1.10) is less than the t-critical value (1.99) and p value (0.47) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, lack of cooperation and commitment in secondary schools was rated at high challenges of distributed leadership practice, as indicated in the average means of 3.54 and 3.49 by school leaders and teachers respectively with 3.52 weighted mean values. This shows that distributed leadership was not practiced in in secondary schools of Jimma Zone.

Table13:Lack of resource availability and allocation

No	Description	respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Lack of recurrent budget support	school leaders	14	3.34	1.11	3.21	1.13	0.27
		teachers	136	3.08	1.65			
2	Lack of adequacy of Instructional time	school leaders	14	3.88	1.02	3.47	1.76	0.46
		teachers	136	3.06	1.21			
3	Lack of school facilitates	school leaders	14	4.80	0.90	4.86	2.66	0.00
		teachers	136	4.93	0.81			
4	Lack of stationary materials for teaching	school leaders	14	4.40	1.31	4.08	3.76	0.04
		teachers	136	3.77	1.05			
	Average	school leaders	14	4.10	1.08	3.90		
		teachers	136	3.71	1.17			

WM = Weighted mean, Significant level =0.05, t-critical value =1.99, Sig (2 tailed) =P, Mean scores 1-1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21- 5.00 = very high

Concerning item 1, on the 13, showed that lack of recurrent budget support was rated at moderate challenges of distributed leadership practice, as indicated in the means of 3.34 and 3.08 by school leaders and teachers respectively with 3.21 weighted mean values. The t-test result (1.13) is less than the t-critical value (1.99) and p value (0.27) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 2, on the table 13, shows that lack of adequacy of instructional time was rated high challenges of distributed leadership practice, as indicated in the means of 3.88 and 3.06 by school leaders and teachers respectively with 3.47 weighted mean values. The t-test result (1.76) is less than the t-critical value (1.99) and p value (0.46) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning item 3, on the table 13, shows that lack of school facilitates was rated at very high challenges of distributed leadership practice, as indicated in the mean values of 4.80 and 4.93 by

school leaders and teachers respectively with 4.86 weighted mean values. Since, the calculated t-test result (2.66) was greater than the t-critical value (1.99) and p value (0.00) is less than Significant level (0.05). This implies that there is significant difference between the two groups of respondents' response.

With respect the table 13, item 4 showed that lack of stationary materials for teaching were rated at high challenges of distributed leadership practice, as indicated in the means values of 4.40 and 3.77 by school leaders and teachers respectively with 4.08 weighted mean values. The t-test result (3.76) is greater than the t-critical value (1.99) and p value (0.04) less than significant level (0.05) which is denotes that there is significant difference between the two groups of respondents.

Generally, with regarding to the lack of resource availability and allocation in secondary schools were rated at high challenges of distributed leadership practice, as indicated in the average means of 4.10 and 3.71 by school leaders and teachers respectively with 3.90 weighted mean values.

Table 14:Lack of Vision, Will and Courage

No	Description	Respondents'	N	Mean	SD	WM	T-Value	Sig.(2-Tailed)
1	Lack of adequate knowledge base of instruction leadership	school leaders	14	3.89	1.02	3.87	1.05	0.35
		teachers	136	3.84	1.00			
2	Lack of organizing the school community for leadership work	school leaders	14	4.05	1.09	4.29	0.98	0.15
		teachers	136	4.52	1.78			
3	Lack of courage to take risks, at time for the improvement of instruction	school leaders	14	2.55	0.51	2.75	1.43	0.71
		teachers	136	2.94	0.49			
4	Unwillingness to assess staff and school capacity for leadership	school leaders	14	2.00	0.67	2.22	1.91	0.52
		teachers	136	2.43	0.46			
	Average	school leaders	14	3.12	0.82	3.28		
		teachers	136	3.43	0.93			

WM = Weighted mean, Significant level=0.05, t-critical value =1.99, Sig (2 tailed) =P, Means scores 1- 1.80 = very low, 1.81-2.60= low, 2.61-3.40 = moderate, 3.41-4.20 = high and 4.21- 5.00 = very high

With regard to item 1 on the above table 14, which is concerned with lack of adequate knowledge base of instruction leadership was rated at high challenges of distributed leadership practice , as indicated in the mean values of the two groups were 3.89 and 3.84 by school leaders and teachers respectively with 3.87 weighted mean values. The t- test result (1.05) is less than the table value (1.99) and p value (0.35) is greater than significant level ($P > 0.05$) which is confirms that there is no significant difference between the responses of the two groups' respondent's.

With respect the table 14, item 2 showed that lack of organizing the school community for leadership work was rated at very high challenges of distributed leadership practice, as indicated in the means values of 4.05 and 4.52 by school leaders and teachers respectively with 4.29 weighted mean values. The t-test result (0.98) is less than the t-critical value (1.99) and p value (0.15) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Concerning item 3 on the table 14, showed that lack of courage to take risks, at time for the improvement of instruction were rated at moderate challenges of distributed leadership practice. This was concluded from the respondents mean values from school leaders and teachers of 2.55 and 2.94 with the weighted mean of 2.75. However, the result obtained from the t-test (1.43) is less than the t-critical value (1.99) and p value (0.71) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

Regarding item 4, on the table 14, showed that unwillingness to assess staff and school capacity for leadership was rated at low challenges of distributed leadership practice, as indicated in the means values of 2.00 and 2.43 by school leaders and teachers respectively with 2.22 weighted mean values. The t-test result (1.91) is less than the t-critical value (1.99) and p value (0.52) greater than significant level (0.05) which is denotes that there is no significant difference between the two groups of respondents.

As a whole, lack of vision, will and courage in secondary schools was rated at moderate challenges of distributed leadership practice, as indicated in the average means of 3.12 and 3.43 by school leaders and teachers respectively with 3.28 weighted mean values.

The interviewed respondents responded that the challenges of distributed leadership in secondary schools was internal and external problems of the schools such as :unwillingness to assess staff and school capacity for leadership, lack of adequate knowledge base of instruction leadership, lack of multiple responsibilities of the implementers, lack of capable head teachers to investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed time.

Generally, lack of vision, will and courage in secondary schools had moderately challenged to distributed leadership practice. The challenges are: unwillingness to assess staff and school capacity for leadership, lack of adequate knowledge base of instruction leadership, lack of multiple responsibilities of the implementers, lack of capable head teachers to investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed time.

4.4. Analysis and Interpretation of the practices and challenges of distributed leadership implications to teachers' commitment

The analysis was addressing the third research question; what are the practices and challenges of distributed leadership and its implications to teachers' commitment in secondary schools of Jimma Zone. Multivariate Analysis of Variance (MANOVA) was used to analyse the cause-effect relationship between two or more independent variables and two or more dependent variables. In more statistical terms, it tests the effect of one or more independent variables on one or more dependent variables.

Table 15: Box's Test of Equality of Covariance Matrices ^a

Box's M	46.857
F	3.256
df1	136
df2	7592.576
Sig	0.001

The table 15 above shows that for One-Way MANOVA is Box's M Test of equality of covariance matrices. For the dependent variables, the MANOVA requires the covariance's to be homogenous in all dependent variables. The Box Test does not confirm this since we have to reject the null hypothesis that the observed covariance matrices are equal (**p= 0.001**).

Table 16: Multivariate Tests ^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.992	3521.208 ^b	4.000	114.000	.000	.992
	Wilks' Lambda	.008	3521.208 ^b	4.000	114.000	.000	.992
	Hotelling's Trace	123.551	3521.208 ^b	4.000	114.000	.000	.992
	Roy's Largest Root	123.551	3521.208 ^b	4.000	114.000	.000	.992
Aggregate setting the school vision and mission	Pillai's Trace	.661	5.787	16.000	348.913	.000	.165
	Wilks' Lambda	.448	5.787	16.000	348.913	.000	.182
	Hotelling's Trace	.989	5.787 ^b	16.000	450.000	.000	.198
	Roy's Largest Root	.565	5.787 ^b	16.000	117.000	.000	.361
Aggregate managing instruction	Pillai's Trace	.862	8.037 ^b	16.000	348.913	.000	.216
	Wilks' Lambda	.305	8.037 ^b	16.000	348.913	.000	.257
	Hotelling's Trace	1.740	8.037 ^b	16.000	450.000	.000	.303
	Roy's Largest Root	1.340	8.037 ^b	16.000	117.000	.000	.573
Aggregate promoting a conducive school learning climate	Pillai's Trace	.025	.738 ^b	8.000	230.000	.939	.013
	Wilks' Lambda	.975	.738 ^b	8.000	230.000	.939	.013
	Hotelling's Trace	.026	.738 ^b	8.000	230.000	.939	.013
	Roy's Largest Root	.026	.738 ^b	8.000	230.000	.939	.025
Aggregate developing people	Pillai's Trace	.000	.000 ^b	4.000	114.000	1.000	.000
	Wilks' Lambda	1.000	.000 ^b	4.000	114.000	1.000	.000
	Hotelling's Trace	.000	.000 ^b	4.000	114.000	1.000	.000
	Roy's Largest Root	.000	.000 ^b	4.000	114.000	1.000	.000
Aggregate building effective relationship	Pillai's Trace	.309	12.758 ^b	4.000	114.000	.000	.309
	Wilks' Lambda	.691	12.758 ^b	4.000	114.000	.000	.309
	Hotelling's Trace	.448	12.758 ^b	4.000	114.000	.000	.309
	Roy's Largest Root	.448	12.758 ^b	4.000	114.000	.000	.309
Aggregate lack of skills and training	Pillai's Trace	.085	2.661 ^b	4.000	114.000	.036	.085
	Wilks' Lambda	.915	2.661 ^b	4.000	114.000	.036	.085
	Hotelling's Trace	.093	2.661 ^b	4.000	114.000	.036	.085
	Roy's Largest Root	.093	2.661 ^b	4.000	114.000	.036	.085
Aggregate lack of cooperation and commitment	Pillai's Trace	.057	.842 ^b	8.000	230.000	.000	.028
	Wilks' Lambda	.943	.847 ^b	8.000	230.000	.000	.029
	Hotelling's Trace	.060	.852 ^b	8.000	230.000	.000	.029
	Roy's Largest Root	.060	.852 ^b	8.000	230.000	.000	.057
Aggregate lack of resource availability and allocation	Pillai's Trace	.759	15.517 ^b	16.000	348.913	.000	.190
	Wilks' Lambda	.295	15.517 ^b	16.000	348.913	.000	.263
	Hotelling's Trace	2.207	15.517	16.000	348.913	.000	.356
	Roy's Largest Root	2.121	15.517 ^b	16.000	348.913	.000	.680
Aggregate lack of vision, will and courage	Pillai's Trace	.000	.993 ^b	4.000	114.000	.000	.000
	Wilks' Lambda	1.000	.993 ^b	4.000	114.000	.000	.000
	Hotelling's Trace	.000	.993 ^b	4.000	114.000	.000	.000
	Roy's Largest Root	.000	.993 ^b	4.000	114.000	.000	.000

a. Design: Intercept + Aggregate setting the school vision and mission + Aggregate managing instruction + Aggregate promoting a conducive school learning climate + Aggregate developing people + Aggregate building effective relationship + Aggregate lack of skills and training + Aggregate lack of cooperation and commitment + Aggregate lack of resource availability and allocation + Aggregate lack of vision, will and courage

b. Exact statistic

The result of table 16 shows that that the overall model tests of significance. Although Walk's Lambda is typically used to measure the overall goodness of fit of the model, SPSS computes other measures as well. The result indicated that aggregate setting the school vision and mission , aggregate managing instruction , aggregate building effective relationship , aggregate lack of skills and training , aggregate lack of cooperation and commitment, aggregate lack of resource availability and allocation and aggregate lack of vision, will and courage have significant influence on the dependent variables, while ,aggregate promoting a conducive school learning climate and aggregate developing people have no significant influence on the dependent variables.

Table 17: Levene's Test of Equality of Error Variances ^a

	F	df1	df2	Sig.
Aggregate commitment to students	10.135	34	115	.000
Aggregate commitment to teaching	11.006	34	115	.000
Aggregate commitment to Schools	324.046	34	115	.000
Aggregate commitment to Profession	59.115	34	115	.000
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Aggregate setting the school vision and mission + Aggregate managing instruction + Aggregate promoting a conducive school learning climate + Aggregate developing people+ Aggregate building effective relationship + Aggregate lack of skills and training + Aggregate lack of cooperation and commitment + Aggregate lack of resource availability and allocation + Aggregate lack of vision, will and courage				

The above table 17 is the result of the Levene Test of homogeneity of error variances. In the case of aMANOVA the Levene Test technically tests for the homogeneity of the error variances, that is, the variability in the error in measurement along the scale. The result shows the test was significant for all dependent variables (p=0.000). Therefore the researcher rejects the null hypothesis that the error variance is not homogenous for all dependent variables.

Table 18: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Aggregate commitment to students	195.819 ^a	32	6.119	115.917	.000	.969
	Aggregate commitment to teaching	40.181 ^b	32	1.256	238.270	.000	.985
	Aggregate commitment to Schools	216.353 ^c	32	6.761	27.477	.000	.883
	Aggregate commitment to Profession	30.380 ^d	32	.949	17.458	.000	.827
Intercept	Aggregate commitment to students	30.087	1	30.087	569.936	.000	.830
	Aggregate commitment to teaching	48.085	1	48.085	9124.354	.000	.987
	Aggregate commitment to Schools	37.414	1	37.414	152.051	.000	.565
	Aggregate commitment to Profession	42.002	1	42.002	772.369	.000	.868
Aggregate setting the school vision and mission	Aggregate commitment to students	3.071	4	.768	14.542	.001	.332
	Aggregate commitment to teaching	.242	4	.061	11.498	.001	.282
	Aggregate commitment to Schools	.072	4	.018	.73	.001	.003
	Aggregate commitment to Profession	.028	4	.007	.130	.001	.004
Aggregate managing instruction	Aggregate commitment to students	.514	4	.128	2.433	.000	.077
	Aggregate commitment to teaching	.771	4	.193	36.568	.000	.556
	Aggregate commitment to Schools	.848	4	.212	.861	.000	.029
	Aggregate commitment to Profession	.685	4	.171	3.147	.000	.097
Aggregate promoting a conducive school learning climate	Aggregate commitment to students	.000	2	.000	.000	1.00	.000
	Aggregate commitment to teaching	.008	2	.004	.773	.464	.013
	Aggregate commitment to Schools	.381	2	.190	.774	.463	.013
	Aggregate commitment to Profession	.044	2	.022	.407	.667	.007
Aggregate developing people	Aggregate commitment to students	.023	1	.124	.666	1.000	.000
	Aggregate commitment to teaching	.056	1	.564	1.456	1.000	.000
	Aggregate commitment to Schools	.056	1	.332	.778	1.000	.000
	Aggregate commitment to Profession	.043	1	.2234	.657	1.000	.000
Aggregate building effective relationship	Aggregate commitment to students	.786	1	.786	14.880	.000	.113
	Aggregate commitment to teaching	.0678	1	.231	13.112	.000	.000
	Aggregate commitment to Schools	8.929	1	8.929	36.285	.000	.237
	Aggregate commitment to Profession	1.464	1	1.464	26.921	.000	.187
Aggregate lack of skills and training	Aggregate commitment to students	.078	1	.0211	.998	.000	.000
	Aggregate commitment to teaching	.123	1	.0331	.908	.000	.000
	Aggregate commitment to Schools	.678	1	.011	.973	.000	.000
	Aggregate commitment to Profession	.118	1	.118	2.175	.000	.018
Aggregate lack of cooperation and commitment	Aggregate commitment to students	.189	2	.095	1.793	.000	.030
	Aggregate commitment to teaching	.016	2	.008	1.523	.000	.025
	Aggregate commitment to Schools	.342	2	.000	.567	.000	.000
	Aggregate commitment to Profession	.004	2	.002	.784	.000	.001
Aggregate lack of resource availability and allocation	Aggregate commitment to students	.568	4	.142	2.691	.000	.084
	Aggregate commitment to teaching	.985	4	.246	46.720	.000	.615
	Aggregate commitment to Schools	.590	4	.147	.599	.000	.020
	Aggregate commitment to Profession	.201	4	.050	.926	.000	.031
Aggregate lack of vision, w ill and courage	Aggregate commitment to students	.567	2	.341	.781	.000	.000
	Aggregate commitment to teaching	.996	2	.567	.765	.000	.000
	Aggregate commitment to Schools	.987	2	.333	.431	.000	.000
	Aggregate commitment to Profession	.906	2	.232	.213	.000	.000
Error	Aggregate commitment to students	6.176	117	.053			
	Aggregate commitment to teaching	.617	117	.005			
	Aggregate commitment to Schools	28.790	117	.246			
	Aggregate commitment to Profession	6.363	117	.054			
Total	Aggregate commitment to students	1149.522	150				
	Aggregate commitment to teaching	1737.600	150				
	Aggregate commitment to Schools	1121.377	150				
	Aggregate commitment to Profession	1683.469	150				
Corrected Total	Aggregate commitment to students	201.995	149				
	Aggregate commitment to teaching	40.798	149				
	Aggregate commitment to Schools	245.142	149				
	Aggregate commitment to Profession	36.742	149				

a. R Squared = .969 (Adjusted R Squared = .961)

b. R Squared = .985 (Adjusted R Squared = .981)

c. R Squared = .883 (Adjusted R Squared = .850)

d. R Squared = .827 (Adjusted R Squared = .779)

The above table 18 shows the results of the MANOVA. The MANOVA extracts the roots of the dependent variables. The MANOVA splits their total variance into explained variance (between groups) and unexplained variance (within groups), where the variance is $Var = \text{sum of squares} / df$. The F-value is then $F = \text{Verb} / \text{Varw}$. This is done for the main effects each factor has on its own and the interaction effect of the factors.

The result of the MANOVA shows that the aggregate setting the school vision and mission, aggregate managing instruction, aggregate building effective relationship, aggregate lack of skills and training, aggregate lack of cooperation and commitment, aggregate lack of resource availability and allocation and aggregate lack of vision, will and courage have significant influence on the dependent variables (aggregate commitment to students, aggregate commitment to teaching, aggregate commitment to schools and aggregate commitment to profession), however, aggregate promoting a conducive school learning climate and aggregate developing people have no significant influence on the dependent variables (aggregate commitment to students, aggregate commitment to teaching, aggregate commitment to schools and aggregate commitment to profession). The mean scores (aggregate setting the school vision and mission, aggregate managing instruction, aggregate building effective relationship, aggregate lack of skills and training, aggregate lack of cooperation and commitment, aggregate lack of resource availability and allocation and aggregate lack of vision, will and courage) were not equal, which is indicated that there is significant effect on the dependent variable.

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusions drawn from the findings and recommendations. Hence, the chapter is divided into three sections. The first section summarizes the major findings of the study. The second section conclusions of the findings were drawn. In the last section, recommendations of the study are put forward.

5.1. Summary of Major Findings

The main objective of this study was to investigate the practices and challenges of distributed leadership; implication to teachers' commitment in secondary schools of Jimma Zone. To this end, an attempt has been made to identify the dimensions of distributed leadership practice; the major challenges influencing the successful implementation of distributed leadership; and the practices and challenges of distributed leadership implications to teachers' commitment in secondary schools of Jimma Zone. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent do distributive leadership practices of principals of secondary schools in Jimma Zone?
2. To what extent the major challenge of distributed leadership has implications to teachers' commitment in secondary schools of Jimma Zone?
3. To what extent the practices of distributed leadership has implications to teachers' commitment in secondary schools of Jimma Zone?

An explanatory design of mixed research approach was employed in this study. In order to get answers for the above basic questions, among eighty two(82) secondary schools found in Jimma Zone, the study was carried out in six secondary schools that were selected by using simple random sampling technique. Among 233 target populations of the study, 158 participants (18 school leaders and 140 teachers) were taken for this study. One set of questionnaire was used for data collection in the study. The entire questionnaire that was distributed to the school leaders and teachers were completed and returned to the researcher. The quantitative data collected through questionnaire was coded and presented for analysis. In the study, different data analysis tools such as frequency, percentages, mean, weighted mean, an independent simple t-test and

multivariate analysis of variance were used. Finally the qualitative data which was collected through interviews was analyzed qualitatively and interpreted through description of trends to supplement the quantitative data. Therefore, the analysis made then justifies the following major findings.

The first major findings of this study were to assess the extent at which distributed leadership had practiced in secondary schools of Jimma Zone. The study had shown that five dimensions of distributed leadership i.e. setting the school vision and mission, managing instruction, building effective relationship, promoting conducive school learning climate and developing people. The finding of this study indicated that distributed leadership was highly practice in, promoting conducive school learning climate and developing people in secondary schools of Jimma zone while, distributed leadership was moderately practice in managing instruction . On the other hands, distributed leadership was low practice in setting the school vision and mission and building effective relationship in secondary schools of Jimma Zone. Furthermore, the findings of this study showed that the distributed leadership was practice to makes and encourage teachers to participate in planning and implementation of co-curricular activities, evaluating the effectiveness of instructional program in achieving school vision and mission, building effective relationship, provided training and facilitate school environment in secondary school of Jimma zone.

The second major findings of this study were to identify the major challenges influencing the successful implementation of distributed leadership in secondary schools of Jimma Zone. The study had shown that four major challenges of distributed leadership i.e. lack of skills and training, lack of cooperation and commitment, lack of resource availability and allocation and lack of vision, will and courage. The finding of this study indicated that lack of cooperation and commitment and lack of resource availability and allocation was high challenges of distributed leadership in secondary schools of Jimma Zone. On the others hand, lack of skills and training and lack of vision, will and courage was moderate challenges of distributed leadership in secondary schools of Jimma Zone. Furthermore, the findings of this study showed that challenges of distributed leadership in secondary schools was internal and external problems of the schools such as : unwillingness to assess staff and school capacity for leadership, implementation instruction activities, lack of multiple responsibilities of the implementers, lack of adequate knowledge base of instruction leadership, lack of capable head teachers to

investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed time.

The third major findings of this study were to investigate the practices and challenges of distributed leadership implications to teachers' commitment in secondary schools of Jimma Zone. The findings of this study had showed that the five dimensions of distributed leadership practice (setting the school vision and mission, managing instruction, building effective relationship, promoting conducive school learning climate and developing people) have significant influence on teachers' commitment (commitment to students, commitment to teaching, commitment to schools and commitment to profession) when viewed as whole. Furthermore, the findings of this study indicated that setting the school vision and mission, building effective relationship and managing instruction have significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) while, promoting a conducive school learning climate and developing people have no significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) in secondary schools of Jimma Zone.

The findings of this study also showed that the four major challenges of distributed leadership (lack of skills and training, lack of cooperation and commitment, lack of resource availability and allocation and lack of vision, will and courage) have significant influence on the dependent variables (commitment to students, commitment to teaching, commitment to schools and commitment to profession) in secondary schools of Jimma Zone.

5.2. Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The study showed, however, the principals of the Secondary schools of the zone under study was participated and encouraged teachers to assume leadership role. Secondary school principals' distributed leadership practices while exercising the five dimensions of distributed leadership in school setting was practiced. Thus, principals gain potential support from teachers that could have contributed for quality education and students' academic achievement.

2. It was found out that principals of the Secondary schools of Jimma zone spending much time on administrative issues rather than academic issues, lack of cooperation and commitment and lack of resource availability and allocation, lack of skills and training and lack of vision, will and courage, lack of knowledge on what kinds tasks to be distributed to teachers so that teachers play leadership role were among the major factors that hinder principals practice of distributed leadership.
3. The study attempted to find the MANOVA analyses of the cause- effect relationship between more two independent variables and more two dependent variables in study schools. The findings of this study had showed that three of the five dimensions of distributed leadership have significant influence on the dependent variables while, promoting a conducive school learning climate and developing people have no significant influence on the dependent in secondary schools of Jimma Zone. On the other hand, the study indicated that the four major challenges of distributed leadership have significant influence on the dependent in secondary schools of Jimma Zone.

5.3 .Recommendations

Based on the findings of the study, the following recommendations were made:

1. The woredas education office should look at all leadership roles at schools and offer support in the form of trainings, seminars and workshops for all school leaders and teachers on the practice of distributed leadership in secondary schools .
2. The zone education office should be give trainings for all school leaders and teachers on the way to practice of distributed leadership in schools.
3. The school leaders should practice distributed leadership by encouraging teachers in leadership ; which is critical to distributed leadership practice, is based on an important idea of if the schools are to become better at providing learning for students, they must also become better at providing teacher leaders chances to develop and grow.
4. The school leaders, teachers and woredas education office should work the major challenges influencing the successful implementation of distributed leadership in secondary schools.

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APPENDIX A

THE SPSS OUTPUTS OF INDEPENDENT SAMPLE T-TEST ANALYSIS



INDEPENDET SAMPLE T TEST.spv



INDEPENDENT SAMPLE T-TESTOutput2.spv

APPENDIX B

THE SPSS OUTPUTS OF MANOVA ANALYSIS



MULUNE MANOVA analysis.spv

APPENDIX C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B.QUESTIONNAIRES TO BE FILLED BY SECONDARY SCHOOL LEADERS, SUPERVISORY AND TEACHERS

Dear Respondent,

This questionnaire is designed to gather information about the practices and challenges of distributed leadership; implication to teachers' commitment in secondary schools of Jimma zone.

The study focuses on government secondary schools in Jimma zone. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your school. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

N.B:

- ❖ No need to write your name
- ❖ Each question has its own instruction to follow
- ❖ You have to return the questionnaire as soon as possible after completion.

Thank you in advance!

Part I. Personal Information

Direction 1: Write name of your school on the blank space provided and put (√) mark on the box you chose as answer for each question.

Zone _____ Woreda _____ Name of the school: _____

1.1. Your role in school: Supervisor Dept. head Principal Unit leader
vice Principal her

1.2. Sex: Male Female

1.3. Age: 21-25 26-30 31-35 36-40
41-45 46-50 above 50

1.4. Level of Educational attainment: Certificate Diploma BA/BSC/BED
MA/MSc other

1.5. Work experience in years: 5 and below 5-10 Year 11-15 Year
16-20Year 21-25 26 and above

1.6. Training attended relevant to School leadership:

Did not take at all Less than 1week

1-2 week 3-4 week 1-3 month More than 3 month

Part II. Distributed Leadership Practice in secondary schools of Jimma Zone

Direction 2: Below are Tables that consist of questions that show distributed leadership practices in your school. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows: 5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD) 4=Agree (A) 2=Disagree (DA)

1. Distributive leadership practices in setting the school vision and mission

No	Item	5	4	3	2	1
1	Collect data from multiple sources to create a common vision for the school					
2	Well express or communicate the vision to all stakeholders					
3	Develop missions that are easily understood and used by stakeholders					
4	Allocate adequate resources for the effective implementation of a school vision and mission					

2. Distributive leadership practices in managing instructional

No	Item	5	4	3	2	1
1	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
2	Involves teachers in identifying students with disciplinary problems and providing proper guidance					
3	Makes and encourage teachers to participate in planning and implementation of co-curricular activities.					
4	Evaluating the effectiveness of instructional program in achieving school goals					

3. Promoting a conducive school learning climate

No	Item	5	4	3	2	1
1	Create conducive environment in which a good working relationship exist.					
2	Advocate school environment conducive to student achievements.					
3	Developing and sustaining collaborative cultures depends on putting in place complementary structures in the schools.					
4	Establish a productive working relationship with the community.					

4. Distributive leadership practices in developing people

No	Item	5	4	3	2	1
1	Encourage stock holders to take part in the planning and implementation of school budget.					
2	Encourages teachers to assume certain responsibilities					
3	Encourages teachers to attend professional development activities which directly enhance their teaching					
4	Establish supportive atmosphere in which teachers and staff members were encouraged to work as a team member.					

5. Distributive leadership practices in building effective relationship

No	Item	5	4	3	2	1
1	Ensure open and collaborative communication within staff					
2	Encourage teachers help and support each other					
3	Treat school community equitably and fairly					
4	Listen to and accept teachers suggestions					

Part III. Dimensions of Teachers' Commitment

Direction 3: Below are Tables that consist of questions that show the dimensions of teachers' commitment in your school. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows: 5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD) 4=Agree (A) 2=Disagree (DA)

1. Commitment to Student

No	Item	5	4	3	2	1
1	Deal with students undergoing personal crises					
2	Aware of student development and their achievement					
3	Positively engaged with their students, work harder to make classroom activities more meaningful					
4	Introduce new ways of learning.					

2. Commitment to Teaching,

No	Item	5	4	3	2	1
1	Teachers' willingness to exert their effort in providing effective teaching, to show greater enthusiasm in teaching the subject matter.					
2	Teachers are working as the extent to which a person identifies his or her work psychologically.					
3	Teachers' willingness to be engaged in teaching work					
4	Teachers' willingness more positive feelings toward teaching					

3. Commitment to School

No	Item	5	4	3	2	1
1	Teachers are expected to engage in school activities to achieve the school goals; exert considerable effort beyond minimal expectations.					
2	Teachers efforts for actualization of the goals and values, and the teachers' strong desires to keep up membership in the school.					
3	Developing collaborative cultures depends on putting in place complementary structures in the schools.					
4	Establish a productive working relationship with the in the schools.					

4. Commitment to Profession.

No	Item	5	4	3	2	1
1	Involves an affective attachment to the profession or occupation which is associated with the personal identification and satisfaction as a teacher.					
2	Enables an individual to develop the needed skills and relationships to have a successful career regardless of the organization.					
3	Strength of teacher motivation and involvement to work and to improve professional skills, knowledge, and teaching abilities.					
4	Advancement of individual vocational goals and the drive and commitment associated with completing these goals.					

Part IV. Challenges of distributed leadership in secondary schools of Jimma Zone

Direction 4: Below are Tables that consist of questions that show the challenges of distributed leadership in secondary schools of Jimma Zone. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows: 5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD) 4=Agree (A) 2=Disagree (DA)

1. Lack of Skills and Training

No	Item	5	4	3	2	1
1	Lack of training on instructional leadership					
2	Lack of qualified instructional leaders in the area of education					
3	Lack of in-service training and teachers development program					
4	Lack of qualified teachers in all subject area					

2. Lack of Cooperation and Commitment for distributed leadership practice

No	Item	5	4	3	2	1
1	School leader interaction with teachers					
2	School leader interaction with students					
3	School leader interaction with school communities					
4	School leader interaction with school boards					

3. Lack of resource availability and allocation

No	Item	5	4	3	2	1
1	Lack of recurrent budget support					
2	Lack of adequacy of Instructional time					
3	Lack of school facilities					
4	Lack of stationary materials for teaching					

4. Lack of Vision, Will and Courage

No	Item	5	4	3	2	1
1	Lack of adequate knowledge base of instruction leadership					
2	Lack of organizing the school community for leadership work					
3	Lack of courage to take risks, at time for the improvement of instruction					
4	unwillingness to assess staff and school capacity for leadership					

Appendix-D

Interview for school principals and teachers

The purpose of this study is to scrutinize the Practices and Challenges of Distributed Leadership and its implication to Teachers' Commitment in the Secondary Schools of Jimma Zone

1. What is your understanding of 'distributed leadership 'in the school context?-----

2. Do you practice distributed leadership at your school? If yes, how far is leadership distributed in the school? -----

3. How responsibility for leadership and management is distributed? -----

4. To what extent would you say distributed leadership enhances teachers' commitment?-----

5. Can you list the major problems observed regarding distributed leadership practice in school? -----
