

**Assessment of Personal leadership Development Practice in case of some selected Construction and Industrial Colleges of Bench-Sheko and West Omo zone of SNNPR**



**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A Research Paper Submitted to the Department of Educational Planning and Management of Jimma University, College of Education and Behavioural Science for the Partial Fulfilment of the Requirements for the Masters of Art Degree in Department of Educational Planning and Management**

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## Abstract

*The purpose of the study was assessing academic development practice in case of some selected construction and industrial Colleges of Bench-Sheko and West Omo zone of SNNPR. To conduct the study descriptive survey method was employed. A total of four (4) colleges were selected by means of available sampling technique and total of 40 participants (college deans and teachers) were participated in the study and completed questionnaire and give their response for semi-structured interview. Among the participants, 34 sample respondents were teachers, and they selected randomly. 4 deans and 2 vice deans were selected available. Both qualitative and quantitative approaches of research were employed to quantify and describe the data. Questionnaire and Semi structured interview were used as data gathering tools. The collected data by questionnaire were analysed using descriptive statistics (frequency, percentage, mean and standard deviation). In addition, qualitative data were analysed immediately after finished the interview of deans and vice deans. The finding of the study indicates that almost all of the participants of the study have perceived there was a critical problem, which is related with academic development practice and assessment. The study also revealed that academic development practice is positively associated with successfulness of college vision. Summary and conclusion were drawn from descriptive data interpretation. As recommendation, the government should provide and follow fair procedure to enhance the academic level of college leaders and other members of the academic institutions.*



# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

In late years, research into leadership development in organizations, including the higher education appears to gain competitive advantage and high rate of return to organizations (Avolio & Gardner, 2005; Day, 2001; Bolden, 2005). The desired competitive advantage of leadership development that leads to the high rate of return can gain through directing the leadership roles of the overall members towards the institutional goal (Yukl, 2010). Shifting the patterns of leadership behaviours such as members' acting, feeling, beliefs, and attitudes towards institutional goals are the consequences of work related leadership development processes. In the literature, there are leadership development plans as well as explicitly defined leadership development policy measures to understand the shifting forms of leadership behaviours through formal and/or non-formal learning programs. On the other hand, the informal learning types that helps to know the self-learning options of leadership behaviours has less been emphasized in the study area. In a contemporary learning organization, however, the form of learning usually uses the framework of the contemporary transformational leadership development model; the state of the art leadership development practices; along with the leadership development policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of leadership development in the literature. Although the authors noted that leadership development in higher education is theoretically weak (Dopson, Ferlie, McGivern, Fischer et al., 2016), other authors have given a priority to the framework of transformation leadership theories toward the study of effective leadership development in a university context (Barbuto, Story, Fritz, & Schinstock, 2009; Braun, Nazlic, Weisweiler, Pawlowska et al., 2009).

Equally well, the state of the art leadership development vital activity includes coaching, mentoring, 360-degree feedback, action learning, and leadership exchange. The scholars noticed the mentioned methodological leadership development forms are useful to expand the processes of leadership development competencies in profit and non-profit organizations including universities (Carter, Ulrich, & Goldsmith, 2005; Giber, Lam, Goldsmith, and Bourke, 2009). Similarly, the policy dimensions of leadership development have used to choose the relevant leadership styles for the university managerial leadership conditions

(Bolden, 2005; Middlehurst, 2004; McNay, 1995). As well, scholars applied the transformational leadership development model to improve the behaviors of both staff members and learners through formal training (Barbuto et al., 2009). In this regard, scholars employed the MLQ tool to study the change in leadership behaviors. Besides, the state of the art leadership development practices has used the multifactor feedback, action learning, coaching, mentoring, or sharing experiences to improve leadership behaviors (Giber et al., 2009; McCauley, Van Velsler, & Ruderman, 2010).

In the previous studies; all the same, the subset of LDMFs that predict the advancement of academic leadership behaviours have not yet studied in Ethiopia's public university and college settings Equally applicable, McNay (1995) contributed the policy model of leadership training to define leadership styles in higher education settings. In leadership development survey, however, the role of instructional leadership and the role of standardizing leadership development policy have less been emphasized in the preparation of academic leadership in public universities in Ethiopia. In addition, challenges have been noted by scholars the development force in the current literature (Giber et al., 2009); whereas the contribution of challenge in ALD has less been researched in Ethiopian public university setting. For these reasons, the present research integrates the legislative policy standard criteria ratified to recruit, select, develop, and retain academic leaders, along with the relevant theoretical foundation, the LDMFs, and the challenges of leadership development to establish the conceptual framework for the present study.

Based on the above problem the researcher was intended to assess the personal academic development practice in case of some selected construction and industrial colleges of West Omo and Bench sheko zones of South West Regional states.

## **1.2 Statement of the Problem**

School leaders are expected to mobilize the abilities and efforts of the teaching staff to provide educational program. To this end, school leaders should devote considerable time to coordinate and manage instruction and stay close to the instructional process Lockhead and verspoor (1991:44). In light of this, Tompking and Trum (in Bishaw, 1975:12) allocate three fourth of principals time for instructional matter.

The essential role of leadership in any organization is pointed out by Chandan (1987) that if there is a single factor that differentiates between successful and un-successful organizations, it could be taken as dynamic and effective leadership. The major cause of failures for

organizations including educational organizations would be ineffective leadership. Particularly, the kind and quality of educational leadership provided at the school level is crucial as schools are the place where educational programs are implemented. Based on this study McEwan (2003) has concluded that lack of skills and training, teacher's cooperation, vision and good will and shortage of time are common impediments to educational leadership effectiveness.

As Murphy (2000) cited in Alma H. and Daniel Muljs (2005:14-15) notes 'the great man' theory of leadership prevails in spite of a groundswell towards leadership as empowerment, transformation and community building. This may be because schools as organizational structures remain largely unchanged equating leadership with status, authority and position.

According to Musaazi (1988:5) inadequate leadership at the school level is the one that adversely affects the progress of education, because success in any educational institution depends significantly on effective and sound leadership. Additionally, principal personality, vision, extent of commitment human relation etc can serve constraint to hamper the exercise of leadership. Supporting the above idea, Gortun (1983:264) state that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be self-constrain in carrying out leadership responsibility properly.

College deans need to have theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MoE, 1999:10). Thus the principal of the schools must have the necessary ability and significant preparation for school leadership. Leithwood's (1994) four categories of leaders work are building vision and setting direction, understanding and developing people, designing the organization and managing the teaching and learning program.

The components and key elements of leadership that contribute to a successful leadership experience include changing mind-sets, a global focus, personnel development and improved business and leadership skills. Critical to the success of any leadership development process is the ability to encourage participants to reflection learning experiences in order to promote the transfer of knowledge and skills to work contexts. The concept of a leadership development culture is similar to the idea of a learning organization. A learning organization facilitates change, empowers organizational members, encourages collaboration and sharing

of information, creates opportunities for learning, and promotes leadership development. (Senge, 1990).

In teacher development program (MoE, 2008, P 30-31) has stated that the academic qualification required for secondary school principals hip is a master's degree. Regarding the area of specialization of principal's teachers, development program (MoE, 2007, P. 60) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational administration. The researcher support the statement above, however, there are no specialized principal in most study area. Therefore there is a gap of policy implementation in selected sampling schools.

According, MoE (2010) in ESDP IV one of main challenges focused to improve is leadership and management capacities at institutional level remained weak. Additionally, MOE (2006) stated that due to shortage of qualified school leader's appointment of secondary school and college leaders in Ethiopia is very much based on experience. So it was found that, there are challenges in performing technical management, building school culture and attractive school compound, participatory decision making and school management for teachers and students, creating orderly school environment by clarifying duties and responsibilities, being skill full in human relations and communicating with different stakeholders by those school leaders, assigned based on experience without qualification. According to Keys and others, (2003:2) additional demanding forces magnify the unique complexity and uncertainty confronting schools leaders facing challenge circumstances. Among these forces are poor management, budget deficit, unsatisfactory buildings, staff problems, low levels of pupil attainment on entry, behaviour management problems, high rates of pupil exclusion and un authorized absence, low level of parent involvement, falling rolls and high pupil turnover and lack of pupil confidence in the school.

College deans and academic leaders in our country are expected to perform well with educational leadership activities such as management of resources, public relation, involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, and professional development evaluation. To meet the needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials. (MoE, 1994).

However, due to the researcher own experience there was a gap that needs to be assessed comprehensively about the personal academic development practices in some selected

construction and industrial colleges of West Omo and Bench Sheko zones of SNNPR. In addition to aforementioned research gap, college deans and academic leaders have their own limitation to develop the academic career and in turn it affected the leadership quality. Therefore college leader in the mentioned college were selected from subject specialist teachers and they lack basic leadership professional qualification that is why there exists less performance in executing their leadership roles successfully.

### **1.3. Basic Research Questions**

In light of the problem discussed above the research aims to answer the following research questions:

- ❖ What is the status of academic development practices in public colleges of the study area?
- ❖ What is the contribution of the development of personal academic development in overall activities of the study area?
- ❖ What are the drawbacks to enhance the academic development practices of the college leaders of the study area?
- ❖ What are the major potential solutions to solve the existing problems in the study area?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general objective of the study was to assess the personal leadership development Practice in education in case of some selected Construction and Industrial College of West Omo and Bench Sheko zones of South West Regional states.

#### **1.4.2. Specific Objective**

In addition to the above general objective, specifically the study aims:

- ❖ To explore the status of academic development practices of colleges of the study area.
- ❖ To examine the contribution of personal academic development practices in overall activities of study area.
- ❖ To identify the major drawbacks to enhance the academic development practices in the study area
- ❖ To examine the potential solution to existing problems in the study area

### **1.5. Significance of the Study**

The study was concerned the personal leadership development practice of college deans in case of some selected construction and industrial colleges of West Omo and Bench Sheko zones of SNNPR. It is assumed that this research might be significant to wide range of educational institutions. In general the result of this research will have the following contributions:

- ❖ It would identify the need to improve the condition in which, the quality of teaching can be maximized and students learning performance enhanced.
- ❖ It was a footstep for the policy makers and school leaders in the instructional leadership.
- ❖ It provides information and resources to solve the problems of college leaders.
- ❖ It indicates an influencing factor that increases leadership competence.
- ❖ It serves as a foundation for other researchers which are interested to do their research in the same area.

### **1.6. Delimitation of the study**

Geographically, the study was delimited, in some selected Industrial and construction colleges of Bench-Sheko and West Omo Zones of South West Regional state

Conceptually, the study was delimited to the assessment of personal academic development practice of college deans in some selected colleges of West Omo and Bench Sheko zones of South West Regional States.

As a major focus of the study, the content is delimited college leadership practice and problems chiefly required to college deans and other leaders. Specifically, personal academic development practice and problems of college leaders that face in some selected college

### **1.7. Limitations of the Study**

Most of the time, every researchers passed through different limitation but the degree of limitation depends on the situation that the researcher involved to conduct the research study. The researcher faced different problems that make hard to conduct the study properly, such as; the time scheduled to conduct the study was not suitable because of COVID 19 and also the respondents not returned the questioner on time.

### **1.8. Organization of the study**

This research paper contains five chapters. The first chapters is an introductory part which includes the background, statement of the problem, objective, research question, scope, significance and limitation of the study. The second chapter deals with review of related literature, the third chapter deals with methodology and research design. Chapter five stated about result and discussion. The last chapter contain summery, conclusion and recommendation.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 The Concept and Definition of Academic Leadership

There are multiple definitions about leadership that researchers have been formulating. Leadership is about someone who is getting other people to do something. According to Northouse (2004, p.3) the following components can be distinguished as key points of leadership: leadership is a process, leadership involves influences, leadership occurs within a group context and leadership involves goal achievements. Based on those components (Northouse20, p.3) formulates leadership as “a process where by an individual influences a group of individuals to achieve a common goal. In supporting the above idea (Kort, 2008, p.409411) leadership is an influence relationship between leaders and followers who are aiming at making changes that indicates their mutual purposes. It also involves the ability to lead for the leaders to encourage obedience, respect, loyalty and cooperation from the followers.

The goal of school leadership is school improvement. School leadership has very important impacts on the quality of school organization and on students’ outcome. It is all about organizing the organization of school to achieve common goal (Leithwood, Day, Sammons, Harris & Hopkins, 2006, p.11). According to Leithwood, (2006,p.33)in order to improve the school and students’ outcomes, the leader needs to involve and engage with school stakeholders. Moreover, majority of these researchers have “framed leadership as an independent variable or driver for change, in relation to school effectiveness and school improvement”.

As OECD, (2008) report concentrates on school leadership accepting that there are common elements and trends in leadership practice across sectors and lessons can be learned from noneducational environments well. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or group or organization (Yukl,2002).Moreover a central element of most definitions of leadership is that it involves a process of influence (OECD,2001a). Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. The three concepts overlap; we use them with a difference in emphasis. An often-quoted phrases “managers do things right, while leaders



do the right thing (Bennis & Nanus,1997).While leadership involves steering organizations by shaping other people's attitudes, motivations and behaviours, management is more closely associated with maintenance of current operations(Bush & Glover,2003).Dimmock (1999) provides a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all three: Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). We live in a leadership era. There is a wide spread recognition of the importance of leadership by governments, cooperation, business organizations of all kinds. In the transformative influence of leadership seems to outstrip the research and scholarship that would underpin its justifications. Few aspects of education are fascinating provocative and controversial as leadership particularly as it pertains to school.

Governments set increasing store by school leadership to raise the quality of schools schooling Dimmock (2012). Leadership is an influence process over group of individuals, worker or employees aimed at gaining their commitment to shared values and goals and subsequent goal achievement Dimmock (2012). As Glatter (2004) states leadership seen as embedded in relationships, context and task performance and operating in condition of complexity and ambiguity.

Hartiy & Hinksman (2003:48) argue that: the attributes(in leaders) that this conception implies namely, the ability to live with uncertainty and learn from mistakes, agility, adaptability, preparedness to distribute leadership, work across boundaries and build trusting relationships are likely to become even more important in future. The tasks and skills associated with leadership are forever changing; the concept itself is continually shifting and evolving. Notions of knowledge based economy and associated configurations of school preparing young people for the changing workplace of the future imply dynamic changes in a nature a form of leadership itself. Therefore leaders are increasingly expected to exercise leadership in ever more uncertain and unpredictable situations has led some to link leadership with complexity theory (Clarke, 2003, Morrison, 2002).

According to Grint (2007) leadership is the interpersonal influence, directed through communication toward goal attainment, the influential increment over and above mechanical with directions and others, an act that causes others to act or respond in a shared direction,

the art of influencing people by persuasion or example to follow a line of action. As Leithwood & Riehl (2005) define leadership as the work of mobilizing and influencing others to articulate and achieve the schools shared intentions and goals. In supporting and elaboration the definition above Leithwood & Riehl, (2005) for instance identifies five conditions for leadership as follows: Leadership exerts within societal relationships and serves social ends-leadership is primarily a set of group-oriented process.

Leadership involves purpose and direction-without pre-empting from where the group goals originate (from leaders, followers or elsewhere), it is leadership to develop and champion group goals. Leadership is an influence process-such influence process may be direct or indirect, and focused on either specific or more broadly based issues and problems. Leadership is a function that is a set of functions that may not be confined just to those in formal leadership positions, it may thus be exercised in formally by people who do not occupy formal leadership positions, but who have a proclivity to exercise it. Leadership is contextual and contingent-most contemporary perspectives of leadership suggest there is no one best way of exercising it for all contexts, moreover, appropriate leadership responses depend inter alia on the nature of the organization, the goal persuade, individuals involved, time frames and characteristics of the leaders themselves. Therefore, leadership is very crucial for the achievement of goal and vision of any organization.

## **2.2 Leadership and Management Practices in the Colleges**

Bernard Bass, (2005) contributions to the post Behavioural science era, contrasts two types of leadership behaviour: transactional and transformational. According to Bass, transformational leader determine what subordinates need to do to achieve their own and organizational goals, classify those requirements, help subordinates become confident that they can reach their goals by expanding the necessary efforts, and reward them according to their accomplishments. Transformational leaders, in contrast, motivate their subordinate to do more than they originally expected to do. They accomplished by raising followers level of consciousness, by getting followers to transcend their own self-interest for the sake of the team, organization, or larger polity, and by raising followers need levels to the higher order needs, self-actualization or by expanding their portfolio of needs

Leithwood (1994) provided comprehensive models of transformational leadership in the school. The model conceptualizes along eight dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support,

modelling best practices and important educational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decision.

School leadership offered that the schools mission must be achieved with the boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes (Duke,1992).In addition that, effective leadership tend to believe that the purpose of the school is to meet the instructional needs of all the students expected academic emphasis and task orientations in classrooms built encouraged teachers to implement a broad curriculum and implemented defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy,1986).

A set of national standards for Head teachers was established in 2004 which identified core professional leadership and management practices in six key areas Day & Samnions (EDT 2016).These apply to all phases and types of schools and are in turn subdivided into the knowledge, professional qualities(skills, dispositions, and personal capabilities)and actions needed to achieve them. These include:

### **2.2.1 Shaping the Future**

Creating a shared vision and strategic plan for the school in collaboration with governing body that motives staff and others in the community. The principal's and college deans visions typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach,2006).A vision should project a desired future state for school, which implies that the school should be striving to attain something different from its current state. Therefore, school leaders must be visionary to foster school objectives especially to improve students' achievement of results.

### **2.2.2 Leading Learning and Teaching**

Head of the department and other leading teachers taking responsibility for raising the quality of teaching and learning and for the students' academic achievements. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning. Therefore, school leaders create conducive environment and work collaboratively with school community to make active teaching learning in the school.

### **2.2.3 Developing self and Working with Others**

Building effective relationships and building a professional learning community through performance management and effective professional development for staff. Therefore, school leadership develops skills, abilities and knowledge of the staff through experience exchange.

### **2.2.4 Managing the Organization**

Improving organizational structures through self-evaluation, organization and management of people and resources in order to build capacity across the workforce and deploy cost effective resources.

### **2.2.5 Securing Accountability**

Head teachers are accountable to students, parents, careers, governors, the school local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely.

### **2.2.6 Strengthening Community**

Creating links and collaborating with other schools, careers, and other agencies to share expertise and ensure pupils wellbeing.

In supporting the above idea Hoy & Miskel, (1996) describes an effective school administrator as one who is capable of continuously giving meaningful personal and emotional support to his/her teachers, promoting self-confidence, and holding teachers in high esteem. Apart from this, exemplary educational leaders have long been known to be skilled instructional leaders. That is, they do well as diagnosing educational problems, counselling to teachers, developing curriculum, developing staff, and evaluating premeditating the pedagogical work of the teachers. On the job, such leaders emphasize their role as instructional leaders and tend to be teachers of teachers.

Principals and college deans as the school chief educational leader play a major role in shaping the nature of the school organization in: planning and police making, improving the educational policy, provision and maintenance of fund and facilities, curriculum development, instructional improvement, student personnel services, education evaluation, reports and record keeping and management. Therefore, school leadership must have the necessary skills like human capital and social capital.

## **2.3 Leadership and Leadership Development**

It is sometimes said that leaders are born, not made. This is a rather discouraging statement for those who are not leaders by birth right. It may be true to the extent that some exceptional people seem to be visionaries, have built-in charisma and a natural ability to impose their personality on others. However, even they probably have to develop and hone these qualities when confronted with a situation demanding leadership. Ordinary mortals need not despair. They too can build on their natural capacities and develop their leadership abilities. This can be helped by leadership development programs which prepare people for leadership roles and situations beyond their current experience Michael Armstrong (2012:16).

Leadership development in the widest sense involves the acquisition, development and utilization of leadership capability or the potential for it Burgoyne (2011:43) cited in Michael Armstrong 2012:16).He identifies the following leadership development activities: Job/Work placement with leadership capability development as one of the purpose, education, training and development of individuals including the ‘context-sensitive ‘methods of coaching, mentoring and action learning and more formal education-training and development programs and ‘soft ‘organization development process, including culture change, team building and ‘hearts’ and ‘minds’ collective mission/values creating initiatives. In supporting the above idea Yukl (2006) proposed the following conditions for successful leadership development: clear learning objectives, clear meaningful content, appropriate sequencing of content, appropriate mix of training methods, opportunity for active practice, relevant timely feedback, high trainee confidence and appropriate follow-up activities. Therefore, leadership development in organization brings capacity to build and performed to be enhancing the activities of leaders in the teaching learning process.

## **2.4 Leadership Styles**

The effects of different styles of leader behavior on the group classify and study was conducted at the university of Iowa, Lewin and et al.,(cited in Ornstein,(2008).In a series of experiments, the Iowa researchers manipulated three styles of leadership to determine their effects on the attitudes and productivity of subordinates. Leadership was classified in to three different types according to the leader’s style of handling several decision-making situations during the experiments:

### **2.4.1 Authoritarian Leadership**

Authoritarian leaders were very directive and allowed no participation in decisions. They structured the complete work situation for their subordinates. Leaders took full authority and

assumed full responsibility from initiations to task completion. In supporting the above idea (Rue & Byars, 1990 & Bennis et al., 1994) this style is sometimes referred to as coercive leadership. Autocratic leaders usually demand unquestionable obedience from all within the organization. Bush et al., (2006) confirming the above idea states that autocratic leader can be regarded as one that cares little for the feeling of others personality oversee administration and excludes others from decision making. Therefore, such school leaders cannot participate teachers in any decision making to work collaborate and not to be much functional in schools.

#### **2.4.2 Democratic Leadership**

Democratic leaders encourage group discussion and decision-making. Subordinates informed about conditions affecting their jobs and encouraged to express their idea and make suggestions. In line of the above idea (Stogdill, 1976) leaders need not be limited to one individual such be on increasing the effectiveness of the performance of the group with whom the leader is working. Bush, (1980:258) and Rue and Byars, (1990:293) also state that democratic leaders may be helpful to their subordinates, delegate freely and allows appropriate leadership acts to develop within group. Therefore, the involvement and participation of subordinate in different issues and activities like, decision-making increased.

#### **2.4.3 Laissez Fair Leadership**

Laissez fair leadership gives complete freedom to the group and left it up to subordinates to make individual decisions on their own. Eventually, leaders provided no leadership.

Under laissez-fair leadership styles, there is no strict follow up on the group members, therefore the members are allowed to do whatever they were to do (Hershey, 1998).

### **2.5 Functions and Practices of College Leaders**

#### **2.5.1 Goal Setting**

Schools aspire to high performance results from the nature of the goals that are established and the nature of the goal setting process (Ubben and Hughes (1997)). Learning is more likely to take place when the learners and teacher have general idea of the goal being pursued. School leader's responsibilities and tasks have increased and greater independence has been granted to schools in different cases. Policies for school leadership have therefore been adapted to new environments and emerging challenges UNESCO, (2015) education for all global monitoring report.

Many countries are therefore trying to create conditions to suit future educational environment expectations in regard to school leaders have changed, and the distribution of

their tasks must be reconsidered, as must the levels of training, support and incentives provided UNESCO (2015). School leadership has been identified in the last few years in several international reports OECD, (2013) as a key function to assuring quality in education. Research has focused on analysis of the leader as a person and on leadership functions and tasks. It has been stressed in studies school leadership a solution to different problems arising in schools (Bolivar et.al 2013) cited in UNESCO (2015).

School leadership is underpinned by two conceptual features (Spillane 2010).The first concerns the individuals personality, style, and ability and the second links leadership to forms of organization and to a smaller extent, to individual practices. As Schleicher (2012) school leadership has historically connected with the role and functions of school management teams. As Dimmock C. (2012) the relevant literatures of school leader practices emerge as follows: A. Promoting and participating in teacher learning and development. Robinson (2008) highlights ‘promoting and participating in teacher learning and development ‘as the leadership practice that has the largest effects on student outcomes. As Day (2010) emphasizes the most efficacious practice among secondary heads that influenced students outcomes. Evidence particularly advocates the use of student data, especially individual student scores and comments on assessment as a means of recommending corrective and improvement action. Planning, coordinating and Evaluating Teaching and the Curriculum. According to Robinson (2008) promoting and participating in teacher learning and development had a very high effect size, while planning, coordinating and evaluating teaching and the curriculum especially through regular classroom visits that led to formative and summative feedback to teachers also had a very high effect size. According to Hattie’s (2009) meta-analysis, goal setting has high effect sizes, especially if the goals are specific, challenging but achievable. Many thus advocate the use of goal setting for students, where it figures as an integral part of mastery learning. Sharing Leadership Leaders’ trust in teacher’s plays an important role in increasing their willingness to collaborate (Day 2009).Evidence also suggests that teachers learn best and the most likely to change their teaching practices through collaborative engagement with peers. Provision and Strategic Allocation of Resources several studies show evidence of principal’s impact on student’s achievement via their competency in acquiring instructional resources and their decisions on staffing and teaching resources (Robinson 2008).

Mc Kenzi (2007) studies developing an organizational culture of working with and through others to build professional commitment and capacity that focuses on teaching learning. In

supporting the above idea Gulick (1937) coined the acronym POSDCoRB, which identified seven functions of management. The first function of management is planning. Planning involves developing an outline of the things that must be accomplished and the methods for accomplishing them. It attempts to forecast future actions and direction of the organization. Planning is the first and perhaps the most important role of a school leadership. The essence of planning is to prepare for and predict future events. It involves the development of strategy and procedure for effective realization of the entire plan. The second management function is organizing. Organizing establishes the formal structure of authority through which work subdivisions are arranged, defined, and coordinated to implement the plan. The third management function is staffing. Staffing involves the whole personnel function of selecting, training, and developing the staff and maintains favorable working conditions. The fourth management function is directing. Directing, closely related to leading, includes the continuous task of making decisions, communicating and implementing decisions, and evaluating subordinates properly. The fifth management function is coordinating. Coordinating involves all activities and efforts needed to bind together the organization in order to achieve a common goal. Another management function is reporting. Reporting is the other management function verifies progress through records, research, and inspection, ensures that things happen according to plan, takes any corrective action when necessary and keeps those to whom the chief executive is responsible informed. The last but not the least management function is budgeting. Budgeting concerns all activities that accompany budgeting, including fiscal planning, and control.

### **2.5.2 Staff Development**

Professional experts through involving in problem solving activities ( Dim mock, 1993) promoting professional development is the most influential instructional leadership behavior at elementary and high school levels, instructions leader role is promoting school wide professional development. A school principal as an instructional leader needs to motivate all individuals who are eligible to take part in CPD program ad work with them.

According to the Ethiopia ministry of education (MoE, 2009), the aim of CPD is to improve teachers performance in the class room in order to raise student achievement and learning. CPD is a career long process of improving knowledge, skills altitudes centered the local context and particularly class room practices CPD have the opportunity to develop and improve teachers professional skills and knowledge in a system way, have an understanding of current national issues and priorities and as an integral part of teachers evaluation,



licensing and career development ( MoE,2004).Therefore, staff development program increase the ability, skills, and attitude of school leadership in performing the well planed of the objectives of the school.

### **2.5.3 Supervision**

A leader needs to guide the operational activities of the workers. Educational supervision is the process, which aims at helping the professional growth and cooperation among the teachers to that they can be self-directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favorable setting for effective teaching. In supporting the idea of the above school supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedback),evaluation and liaison at schools to achieve unification and standardization of the school system and must be able to facilitate both vertical and horizontal communication (work as liaison) MOE (2013).

Haughty & M McEwen (1992) defined supervision as a general leadership function that coordinates and manages those school activities concerned with learning, observing and improving instruction starts with principal establishing trusting and respectful relationship with the school staff Weber (1996) proposed that observations are opportunities for professional instruction.

### **2.5.4 Communication**

Communication, the life blood of every school organization, is the process is that links the individual, the group, and the organization. As Chester Barnard, (1938) asserted, communication occupies a central place in organization because the structure, extensive less, and scope of organizations are almost entirely determined by communication techniques. As Daniel Katz and Robert, Kahn put it, communication is the' essence of organization. The administrator of school organization has multifaceted job, which includes setting objectives, organizing tasks, motivating employees, reviewing results and making decision. School administrators plan, organize staff, direct, coordinate, and review. Tasks cannot be accomplished, objectives cannot be met decisions cannot be implemented without adequate communication.

A studies show executives closes spectrum of organizational types of administrative levels indicates that administrators spend 80 percent of their time is interpersonal communication,

Henry Mintzberg, (1997). Similar finding ranging from to the 80 percent have been reported for elementary school principals and high school principals and school superintendents Fred C. Lunenburg (2006).

Therefore, in general communication contributes for the development of high interaction and harmonious working relationships between amongst the administrators, principals and teachers.

#### **2.5.5 Decision Making**

Invanchevich, ( 2005) define decision- making as” the process of choosing a particular action that deals with problem or opportunity. Decision-making as a process of choosing from among alternative is important to an understanding of educational administration because choice processes play a key role in motivation, leadership, communication, and organization change.

Decision making pervades all other administrative functions as well, planning, organizing, staffing, the decision made may ultimately influence the school clients and students, Lunenburg and Ornstein, ( 2008). Therefore school principal develop skills of decision making models and process.

#### **2.5.6 Research Work**

According to Dimmock (2000), school principals should motivate teachers to recognize research to solve school problems and on effective teaching and learning because school effectiveness and important will be difficult without research. Research work is in particular the most important one that deserves to be given priority (Moon, et al,2000).Therefore, school leaders are participate the school members to study and reflect on participate of teaching and learning process to solve different problems.

#### **2.5.7 Evaluation**

Principals are required to conduct formal assessment in their roles as instructional leaders, mangers and change agents to obtain information for making decision about the school, particularly with the regard to student and staff. Indicators of good evaluation are that: The superintendent is familiar with the principal’s goals and or has communicated expectations to the principal early in the process, gives the principal frequent and timely feedback, judgments are supported with specific examples, evaluation focuses on performance results not personalities, the principal is afforded an opportunity to respond to the evaluation and the evaluation limited to those matters over which the principal has responsibility (Curdy, 1992).

Given the fact that the school principal has been cited as the most influential person in promoting school reform, change, and innovation, and given the public's concern about student achievement, the evaluation principals has changed from a static or matter-of-fact process to a hot issue. Many administrators welcome new evaluation options because they believe traditional evaluation forms are outmoded and irrelevant to the performance of the school and the demands of the school. Therefore, school leaders give feedback timely to teachers and employee by using different types of evaluation performance and measure the performance of the school.

## **2.6 Characteristics of Effective Leadership**

Schools are increasingly under public inspection, supervision at regional level are established for visiting school to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE,2008).Effective school leaders are able to utilize the skills of all in the school to reach within minimal time. Riley (2003) describe effective leaders as follow: Good school leaders are those who are able to maximize the diverse leadership qualities of others, enable them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. In supporting the above idea Christophere D. & Pamela S.(2016) delineation of characteristics of leadership in Australia identified as follows: providing vision, developing consultatively a common purpose, facilitating the achievement of educational and organizational goals, havening a future orientation, linking resources to outcomes, working creatively with and empowering others, ensuring that the processes and content of the curriculum are contemporary and relevant, being responsive to diverse needs and situations.

Effective school is a school leader to provide the leadership who exhibits strong curriculum instructional leadership activities. In supporting the above idea Robbins (2005) cited in Ornstein (2008) effective principals as one who evidences strong leadership in the area of curriculum and instruction and who: keeps the interests of the students at heart, is a leading learner, acts ethically, puts instructional leadership first, practice efficient management, builds strong relationships, knows what to expect, is a lifelong learner and builds a positive school climate. In supporting the above idea according to the Day & Samnions (2016) the key dimensions of effective and successful leadership identified by the impact research Day (2008, 2009a) cited in Day & Saminions (2016).

### **2.6.1 Defining the Vision, Values and Direction**

Effective head teachers had a very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of the others, and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. They acted as a touch stone against which all new development polices or initiatives were tested. Therefore, school leaders must be visionary and continually innovator to be successful the school.

### **2.6.2 Improving Conditions for Teaching and Learning**

Head teachers identified the need to improve the conditions in which, the quality of teaching can be maximized and students' learning and performance enhanced. They developed strategies to improve the school buildings and facilities. Therefore, school leaders must implement school improvement program to improve and achieved the results of the students to bring the quality of education.

### **2.6.3 Restructuring the Organization; Redesigning Roles and Responsibilities**

Head teachers purposefully and progressively redesigned their organizational structures, redesigned and refined roles and distributed leadership at times and in ways that promoted greater staff engagement and ownership which, in turn, provided greater opportunities for students learning. While the exact nature and timing varied from school to school, there was a consistent pattern of broadening participation in decision-making at all levels. Therefore, school leaders must effectively develop division of work depending up on the roles and responsibilities of teachers to enhance the teaching learning process in the school.

### **2.6.4 Enhancing Teaching and Learning**

Successful head teachers continually looked for new ways to improve teaching, learning and achievement. They provided a safe environment for teachers to try new model and alternative approaches that might be more effective.

## **2.7 Improve School Leadership Practices**

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and quality of the schooling. Many countries have moved towards decentralization making schools more autonomous in their decision making and holding them more accountable for results OECD, (2008).

As a result of these trends, the function of the school leadership across OECD countries now increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning. In many countries, principals have heavy workloads; many are reaching retirement, and getting harder to replace them. Potential candidates often hesitate to apply, because of overburdened roles, insufficient preparation and training, limited career prospects and inadequate support and rewards. These developments have made school leadership a priority in education system across the world. Policy makers need to enhance the quality of school leadership and make it sustainable. The OECD has identified four main policy levers which taken together can improve school leadership practice:

### **2.7.1 Redefine School Leadership Responsibilities**

Research has shown that leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. It is important that the core responsibilities defined through the understanding of the practices mostly likely to improve teaching and learning. Policy makers need to: Provide higher degrees of autonomy with appropriate support, redefine school leadership responsibilities for improved student learning and develop school leadership frameworks for improved policy and practice. Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are the core of school leadership practice. The study identifies four major domains of responsibility as a key for school leadership to improve student's outcomes:

- A. Supporting, evaluating and developing teacher quality: School leaders have to be able to adapt the teaching program to local needs, promote teamwork among teacher monitoring, evaluation and professional development.
- B. Goal setting, assessment and accountability: Policy makers need to ensure that school leaders have discretion in setting between candidates and their school's needs.
- C. Collaborating strategic direction and optimize their capacity to develop school plans and goals and monitor progress, using data to improve practice.
- D. Strategic financial and human resource management: Policy makers can enhance the financial management skills of school leadership teams by providing training to the school leader, establishing the role of a financial support services to schools. In addition school leaders should be able to influence teacher recruitment decisions to improve the match with other schools: This new leadership dimension needs to be recognized as a specific role for school leaders. It can bring benefits to school system as a whole rather than just the students of a

single school. But school leaders need to develop their skills to become involved in matters beyond their school border.

- B. School leadership frameworks can help provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the essential characteristics of school leadership as leadership for learning. They can be a basis for consistent recruitment, training and appraisal of school leaders. Frameworks should clearly define the major domains of responsibility for school leaders and allow for contextualization for local and school-level criteria. They should be developing with involvement by the profession.

### **2.7.2 Distribute School Leadership**

The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities vital for school leadership, these practices remain rare and often unclear, and those involved are not always recognized for their tasks. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly. Encourage distribution of leadership, support distribution of leadership and support school boards in their tasks. Therefore, school leaders develop a sense of teacher's leader in the school to accelerate the tasks in the school.

### **2.7.3 Develop Skills for Effective School Leadership**

Country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Treat leadership development as a continuum leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career these stages: Encourage initial leadership training, organize induction programs, ensure in-service training to cover need and context, ensure consistency of provision by different institutions. A broad body of knowledge supported by practice has identified the content, designed, and methods of effective programs. It points to the following key factors: curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching, peer learning and structures for collaborative activity between the program and school.

#### **2.7.4 Make School Leadership an Attractive Profession**

The challenge is to improve the quality of current leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of principals and the fact that the job does not seem to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates. Strategies to attract, recruit and support high performing school leaders include the following: professionalize recruitment, focus on the relative attractiveness of school leaders salaries, acknowledge the role of professional organizations of school leaders and provide option and support for career development OECD (2008).

#### **2.8 Historical Development of Education and College Leadership in Ethiopia**

Access, quality, efficiency, and relevant to education is given attention in TGE (1994). To get successful result is the major pillars of education and training policy, educational management and organization is among that has given priority in the policy (TGE,1994). Principal ship in schools is one of the influential administrative positions in the success of school plans with respect to the historical background of principal ship, authorities give their own arguments. As indicated in Knezevich, (in Ahmed, 2006) the origin of principal ship can be traced to 1515 to the time of Johann Strum in USA. The position developed from classroom teacher with a few administrative duties to principal's teacher and them to supervising principal. The history of Ethiopian education system traces its origin to the introduction of Christianity about the fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Teshome in Ahmed, 2006).

In Ethiopia Western type of education system was formally in 1908 with opening of Menilik secondary school and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened. According to Ahemed the history of principal ship in Ethiopia, at its early stage was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as a school principals.

After the restoration of independence in 1941, education was given priority which resulted in opening of schools in different parts of the country. As there was not enough educated Ethiopians to teach and runs schools, most of the teachers and the principals in school were from foreign countries such as UK, USA, Canada, Egypt, and India (ICDR, 1990). According to MoE (2002) prior to 1962, expatriate principals were assigned in the elementary and

secondary schools of different provinces of Ethiopians during 1930's and 1940's. During this time Indian was given the principal ship position which may be for their higher educational level and experiences in principal ship.

However, the history had developed in to a new phase where Ethiopians begin to replace expatriate which started in 1964, according to Teshome (in Ahemed, 2006). This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's, documents prove that Ethiopian school heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experiences were given highest priority of principal ship. After the 1960 it was known the Ethiopians who graduated with BA/BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MoE, 2002; p.42).

However, during the first few years of 1960's it was understood that those graduates of BA degree in pedagogy were directly assigned in secondary schools. On the other hands career structure, promotion that secondary school principals were those who hold first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MoE issued in 1989 that secondary school administration and supervision including sufficient work experiences.

School improvement program in Ethiopia, since the formulation of new education and training policy (1994), Ethiopian Government has made different educational reforms. Similarly, Ethiopian has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement Program GEQIP (MoE, 2007).

The current school improvement program framework was developed based on the result of the review of the base practices of the schools all of the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MoE, 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on the program focuses on four major domains of the schools: improve teaching and learning, creating conducive learning environment, improve school leadership and enhancing community participation in school affairs.



The basic objectives of the school performances is the manual are congruent with dimensions of instructional leadership (MoE,2007).The Ethiopian education and training policy (1994,p29-30) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and others educational personnel will be organized based on professional principals.

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1 The Research Design**

The aim of the study was to assess personal Academic Development Practice in case of some selected industrial and construction college of West Omo and Bench Sheko zones of South West Regional States. To achieve this objective descriptive survey design with both qualitative and quantitative research approach was applied. Descriptive design used because, it helps gather data at a particular point in time with the intention of describing the nature of existing condition. It is also useful for describing the present situation the practice of educational leadership development of college and it helps to deal with relatively large number of respondents at a particular time.

#### **3.2 Sources of Data**

Both primary and secondary data were used. Primary data were collected from teachers, college deans, department heads and college supervisors.

Secondary data were collected by reviewing pertinent documents, which is related with personal leadership development practice.

#### **3.3 Sample and Sampling Techniques**

To study the school leadership practice and identify the problems those are related to school personal Academic development in the academic year of 2011 E.C in the selected colleges. There are totally four (4) colleges in the study area and the populations of the study are all selected from the college.

The researcher decided to take the colleges in available sampling technique and select the sample respondents by simple random sampling technique because simple random sampling gives every member of the population has an equal and independent chance of being selected for the sample.

Table 1;- Summary for Sample Respondents

No	Sample Colleges	Sampling Techniques	Sample Respondents					Sampling techniques	Remark
			Deans	v/deans	Department heads	teachers	total		
1	Bachuma	Available sampling	1	1	2	6	10	Purposive sampling	
2	Tume	Available sampling	1	-	4	3	8	Purposive sampling	
3	She-Bench	Available sampling	1	-	1	8	10	Purposive sampling	
4	Aman-poly techniques	Available sampling	1	1	2	8	12	Purposive sampling	

Source'- own survey

### 3.4 Instruments and Procedures of Data Collection

To collect necessary data for the study were used questionnaire semi structure interview and document analysis.

#### 3.4.1 Instruments of Data Collection

##### 3.4.1.1 Questionnaires

A structured questionnaire was distributed to gather and required information about the practice and problems of school leadership in the college. The 40 questionnaire was preparing one set for deans, department heads and teachers. The questionnaires also have three parts. Part one measure and focused on the practice of the leadership in the college. On the other hand part two will focus on college leaders face problems in their practices in the college and also part three focused on the styles of college leadership practiced in the institution. Data are collected from, dean and department head are consists of both close and open ended questions. It helps to address large number of respondents and questions in short period of time close ended questions are used for their easiness in tabulation, objectivity and suitability to keep respondents on the subject of discussion. The close needed questions responses from participants are taken Likert scale method ranging from very high to very low (5 = very high, 4 = high, 3 = medium 2 = low and 5= very low). There are open ended items to collect the qualitative data as well. Open ended questionnaires are used because it is suited to give a free

response in a continuous text. It is also more appropriate to elicit sensitive information (Somekh and Lewin, 2005 P. 219)

#### **3.4.1.2 Interview**

In order to triangulate the data was obtained through questionnaire, a semi-structured interview will conduct. A semi structure interview is conducted with the teachers. Thus, two sets of an interview guide (a written list of questions) were prepared by researcher and present to face to face interaction. A follow-up question is asked when the researcher was needed more clarity. An interview for teachers has five items. The interview guide (a written list of questions) was prepared in English language; however, the interview was conducted in Amharic and later translated to English language by the researcher.

### **3.5 Procedure of Data Collection**

First, the researcher visited the selected college and discussed the purpose of the research showing the letter of cooperation from Jimma University. Then the researcher would visit the college dean and department heads and discussed the purpose of the research with college dean and department heads showing the letters from the University.

Then the researcher clarified the objective of the research, and asks whether the respondents are willing to the interview or not. After that the researcher will use semi-structured interview so as to let the interviewee to express his or her feeling freely. The researcher was also distributed the questionnaires to the respondents and give enough time to fill the questionnaires. In addition, the researcher recorded interview response through in order to reduce the losses of audio information.

### **3.6 Techniques of Data Analysis**

To analyse the data a researcher was generated knowledge from the data gather. Data collection through questionnaires were scored and categorized once the quantitative data was gathered accomplish and properly score and summarize; the statistics would entered into the statistical package for the social science (SPSS version 25) software for analysis. Statistical measures performed on quantitative data assemble from the respondents. The qualitative and quantitative data are analysed for recurring themes relevant the review literature. Among the tools Percentage, frequency, mean and standard deviation would be used. These data were used to explain and enhance the statically data drawn from the quantitative data study.

### **3.7 Pilot Test**

Before actual distribution or dissemination of data gathering instruments the instruments would be test in order to ensure the validity and reliability of the instruments. To do this, the researcher can conduct pilot study in college which was non-sampled. Then, the researcher was distributed questionnaire for sample teachers and teachers would return the questionnaire. The reliability of instruments are analysed through using reliability analysis at Cronback's alpha 0.05, because reliability analysis can be used to measure the consistency of questionnaire and produce consistent results.

### **3.8 Ethical Considerations**

All participation in this research was voluntary and participants of the study are given a full description of the study before deciding to participate. The survey was kept anonymous besides for the research. The study was conduct in a straightforward manner and all the data analysed would be report in the study.

## **CHAPTER-FOUR**

### **4. DATA ANALYSIS AND INTERPRETATION**

This chapter deals with the presentation, analysis and interpretation of the data gathered from the sample college to seek an appropriate answers to the basic questions raised in the first chapter of the study. Accordingly, the data gathered from four (4) colleges of deans, department heads and teacher. And tools used to gather data were questioners and interviews. The first part of this chapter deals with the back ground of the respondents and the remaining part deals with analysis and interpretation of the data.

#### **4.1 Demographic characteristics of Sample Respondents**

In this study, 8 demographic factors were the characteristics of participants in the present study. These characteristics were the location of the college, stream, program, academic rank, managerial position, length of time in current managerial position, total work experience, total years worked with the immediate leader, the total duration of training to lead learning duties. The researcher used the participants' characteristics to weigh the appropriateness of the sources of information in which researcher used the results to describe the ALD practices.

In the present study, the researchers distributed 34 questionnaires to the randomly selected teachers from the four samples of construction and industrial college and select 6 academic leaders of the college.

**Table 2;- Demographic characteristics of sample respondents**

Variable	Category	College leaders (N)	Department heads	(%)	Teacher (N)	%
Sex	Male	1	4	83.33	34	100
	Female	-	1	16.66	-	
	Total	1	5	100	34	100
Age	26-35 years	-	1	16.66	13	44.2
	36-45 years	1	1	33.33	17	50
	46-55 years	1	2	50	4	11.76
	Total	2	4	100	34	100
Level of Education	Diploma	-	-		19	55.88
	First Degree	1	2	50	13	38.23
	Master's Degree	1	2	50	3	8.82
	Total	2	4	100	34	100
Work experience	Below 3 years	1	1	33.33	14	41.17
	4-6	1	2	50	18	52.94
	Above 7 years	1	-	16.66	2	5.88
	Total	3	3	100	34	100

Source;- Field survey (2021)

The above table shows that 5 of college leaders were males and only 1 was female. They selected by available sampling technique system. Regarding to teachers, all of sample respondents were male. The above data revealed that, there was unequal sex distribution of college leaders and teachers in the selected study area.

Regarding to educational qualification, 3 of sample respondent of college leaders were completed first degree and the rest of 3 were master's degree complete. 19 of sample of teachers were diploma complete. 13 and 3 of teachers were first degree and master's degree complete respectively.

2 of college deans had below 2 years' experience. 3 and 1 of leaders were 4-6 and above 7 years work experience.

## **4.2 Descriptive Statistics Analysis on Status of Academic Development Practices of the study area**

The major purpose of this study was to examine the status of academic leadership preparation of construction and Industrial College of West Omo zone and Bench Sheko zone. The strategic thinking to advance the understanding of academic leadership preparation culture usually uses assessment, challenge, and support frame (McCauley et al., 2010).

In this section, the researcher employs the results to assess where the status of academic leadership development practices has been currently residing; whereas the challenge and support components were examined. For this purpose, the researcher formulated the research question one to guide the relevant data processing procedures to examine the status of academic leadership preparation in the construction and industrial colleges of present study area. Moreover, each variable will be presented in the following section, with its associated statements mean, standard deviation and percentage. A Likert scale was used in the process of analysing questionnaire statements, which was divided into five levels that relate to the weights of the questionnaire (Sekaran, 2004).

### **4.2.1 Challenges of Academic Development**

In literature, scholars defined the challenge as developmental force that creates conditions where the leader must grow in order to be effective (Carter et al., 2005). Besides, sources of challenge have classified under the lack of novelty, difficult goals, conflict of interest, and adversity such as lack of equal privilege (McCauley et al., 2010). Moreover, Kouzes and Posner (2013) described the challenge as the opportunities to learn from experiences, initiate to take a risk towards innovative goal, look for new novelty, challenge the status quo, and ‘asks what can we learn’ question when things do not go as intended or expected.



**Table 3;-Challenges of Academic Leadership Development Practice**

No	Items	1	2	3	4	5	Mean	SD
1	The degree to which the College develop expertise by moving to new challenges outside work environment	18	6	3	2	5	4.46	0.696
2	The extent to which the College make to learn how to lead and gradually Develop the authority of leadership	11	9	13	1	-	4.46	.755
3	The degree to which the College make to perform additional tasks alongside one's regular job	10	8	7	4	5	4.46	.78
4	The degree to which the College builds and manages new teams of people	14	5	7	5	3	4.34	.788
5	The extent to which the college create vision for change	16	3	6	5	4	4.17	1.041
6	The level to which the College make subordinates to work under tight deadlines	17	4	2	8	3	4.5	0.785

Source;- own survey (2021)

In the above table 2, about 14.7 of teacher respondents agreed strongly and 5.88% of respondents agreed slightly on the concept of the degree to which the College develop expertise by moving to new challenges outside work environment. But 52.94% and 17.64% of the sample respondents were strongly disagreed and disagreed with the item question. The level of disagreement is higher ( $M=4.56$ ,  $SD =0.696$ ) than the agreement.

From this one can conclude that the degree to which the College develop expertise by moving to new challenges outside work environment is a great concern of the idea.

Regarding the second item in the table above, about 32.35% and 26.47% of respondents were strongly disagreed and somewhat disagreed. The disagreement revealed high ( $M=4.46$ ,  $SD=.755$ ) that the extent to which the College make to learn how to lead and gradually Develop the authority of leadership as the challenge of Academic leadership. The rest respondents 38.23% and 2.94% of respondents were strongly agreed and agreed respectively. Thus the researcher concluded that the extent to which the College make to learn how to lead

and gradually develop the authority of leadership as the challenge of Academic leadership in the study area.

Considering the degree to which the College make to perform additional tasks alongside one's regular job, (item3) about 29.411% and 23.52% of teacher respondents were strongly disagreed and disagreed respectively. The mean and standard deviation of the disagreement are 4.46 and .78 respectively. From this we can understand that the degree to which the College make to perform additional tasks alongside one's regular job is important. But, the selected colleges are experienced such problems. The agreement rate is very low that (20.58%) of respondents were done and indicated that few respondents have no knowledge about the question mentioned above.

According to item four, 41.17% of the respondents were strongly disagreed and 11.7% of respondents were disagreed on the degree to which the College builds and manages new teams of people. The mean score revealed very high ( $M=4.34$ ,  $SD=.788$ ) than the rest 3.84% of respondents. Thus one can conclude that the College builds and manages new teams of people are considered as the main challenge and drawback of the selected colleges in the study area.

Regarding item five, 47.05% of the respondents and 8.82% of respondents were strongly disagreed and disagreed respectively on the extent to which the college create vision for change. The disagreement revealed very high that ( $M=4.17$  and  $SD = 1.041$ ), but 14.7% of sample respondents agreed the extent to which the college create vision for change. From this, the researcher understood that there was some missing in concepts of few respondents.

Concerning item six, 50% and 11.7% of respondents reply strongly disagreed and disagreed on the level to which the College make subordinates to work under tight deadlines. The disagreement rate is good in that ( $M=4.50$ ,  $SD=0.785$ ). 2.88% of respondents were reply undecided, 8.82% of respondents was strongly agreed and 23.52% of respondents were agreed. Therefore, almost all respondents replied strongly disagree and the researcher decided the level to which the College make subordinates to work under tight deadlines is the major challenging and drawback of the study area.

In using audio instruments like record voice and telephonic conversation, about 33.33% of respondents were strongly disagreed, 50% of the respondents were disagreed. Accordingly the response rate of strongly disagree and disagree is high in ( $M=4.57$ ,  $SD, .628$ ) that the

degree to which the College develop expertise by moving to new challenges outside work environment is the principal constraints of selected colleges of the study area.

#### **4.2.2 Assessment practice relating with Academic Development Practice**

Assessment is the first step of leadership development. In line with the model of Bush and Grover (2004), public universities and different vocational colleges are least expected to employ pragmatic approach leadership development model that includes the combination of humanistic/empowerment and scientific approaches (short-term or long-term trainings) to evolve their academic leaders in leadership roles and process. Besides, the contributions of self-development activities and formal or non-formal leadership development activities (McCauley et al., 2010; Yukl, 2010) logically experienced and used to expand the leadership development competencies in the study area.

#### **4.2.3 Academic Development Practice**

The theoretical choice to integrate the best options of academic leadership development practices for higher education particularly in vocational colleges may focus on the contemporary leadership development models, LDMFs, and policy implementation practices. The contemporary leadership theories such as transformational leadership development (Avolio & Bass, 1999; Sosik & Jung, 2010) and instructional leadership development (Hallinger & Wang, 2015) are complementary and important to improve behaviours. Besides, the leadership development vital methodological activities (Bolden, 2005; Bush & Grover, 2004; Day, 2001; Giber et al., 2009) are important to expand leadership development competencies in the public university context.

The notion of leadership development in context has grown the attention of scholars in the field of leadership development studies (Bolden, 2006; Day, 2001). The South West third reports entitled “leadership development in context” coined several aspects of context, such as the individual and organizational context in one category and sector and occupational context in the other category (Bolden, 2006). The individual and organizational context, emphasized in the development of self-awareness, ethical, women, and enterprise leaders; leadership development for strategic change; customer focused leadership development; leadership development and performance management; and leadership development for social change.

**Table 4;-Academic Development Practice on Relationship with Others and Feedback**

N o	Items	1	%	2		3	%	4	%	5	%	Mean	Std
1	The degree to which the College uses coaching to fill gap	11	27.5	7	17.5	9	22.5	3	7.5	4	10	3.16	0.71
2	The extent to which the College make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor.	8	20	10	25	6	15	3	7.5	7	17.5	4.46	.755
3	The extent to which the College use bosses values as a model helps managers to better understand	12	30	7	17.5	5	12.5	4	10	6	15	3.76	.76
4	The extent to which the College balance between providing guidance and empowering to make decisions independently	3	7.5	9	22.5	11	27.5	8	20	3	7.5	4.22	.788
5	The degree to which the College collect feedback by structured questionnaires	13	32.5	8	20	2	5	6	15	5	12.5	4.38	0.78
6	The level to which the College make to compare self-rating feedbacks to ratings by others as well as to the norms for other	7	17.5	11	27.5	13	32.5	1	2.5	2	5	3.77	0.78

Source; - own survey 2021

In the above table 3, about 32.35 of ample teacher respondents disagreed strongly and 20.5% of respondents disagreed slightly on the concept of the degree to which the College uses coaching to fill the gap of college related with leadership practice.

But 4 and 3 of the sample respondents were strongly agreed and agreed with the item question. The level of disagreement is higher ( $M=3.16$ ,  $SD =0.71$ ) than the agreement.

From this one can conclude that the degree to which the College uses coaching to fill gap was the main limitation of the study area.

Regarding to the extent to which the College make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor, about 23.52% and 29.41% of respondents were strongly disagreed and somewhat disagreed. The disagreement revealed high ( $M=4.46$ ,  $SD=.755$ ) that the extent to which the College make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor. The rest respondents 20.58% and 8.82% of respondents were strongly agreed and agreed respectively. Thus the researcher concluded that the extent to which the College make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor in the study area.

Considering the extent to which the College use bosses values as a model helps managers to better, (item3) about 35.29% and 20.58% of teacher respondents were strongly disagreed and disagreed respectively. The mean and standard deviation of the disagreement are 3.76 and .76 respectively. From this we can understand that the degree to which the extent the College use bosses values as a model helps managers to better achievement is important. But, the selected colleges experienced a problem related with mentioned item. The agreement rate is very low that 17.84% of respondents were done and indicated that few respondents have no knowledge about the question mentioned above.

According to item four, (8.82%) of the respondents were strongly disagreed and 26.47% of respondents were disagreed on the extent to which the College balance between providing guidance and empowering to make decisions independently. The mean score revealed very high ( $M=4.22$ ,  $SD=.788$ ) than the rest 8.82% of respondents. Thus one can conclude that the extent to which the College balance between providing guidance and empowering to make

decisions independently are considered as the main challenge and drawback of the selected colleges in the study area.

Regarding item five, 38.23% of the respondents and 23.52% of respondents were strongly disagreed and disagreed respectively on the degree to which the College collect feedback by structured questionnaires. The disagreement revealed very high that (M=4.38 and SD = .078), but 14.7% of sample teacher respondents agreed the degree to which the College collect feedback by structured questionnaires. From this, the researcher understood that there was some missing in concepts of few respondents related with the mentioned item.

Concerning item six, 20.58% and 32.35% of respondents reply strongly disagreed and disagreed on the level to which the College make to compare self-rating feedbacks to ratings by others as well as to the norms for other. The disagreement rate is good in that (M=3.77, SD=0.78). 38.23% of respondents were reply undecided, 2.94% of respondents were strongly agreed and 5.88% of respondents were agreed. Therefore, almost all respondents replied strongly disagree and the researcher decided the on the level to which the College make to compare self-rating feedbacks to ratings by others as well as to the norms for other is the major challenging and drawback of the study area.

**Table 5;- Academic Development Practice on Formal Training**

No	Items	1	2	3	4	5	Mean	SD
1	The extent to which the College involve in some real, complex and stressful problem	12	9	3	5	6	4.26	0.78
2	The extent to which the College conduct field projects to solve complex organizational problems	14	4	5	7	4	3.76	0.78
3	The degree to which the College develop cognitive skills	10	6	9	7	2	3.76	0.76
4	The degree to which the College develop interpersonal skills	5	6	4	11	8	4.22	0.78
5	The level to which the College make a trained professional to facilitate periodical meetings	13	8	-	8	6	4.38	0.78
6	The degree to which the College uses different kinds of training to enhance interpersonal skills	16	9	2	3	4	3.77	0.78

Source;- own survey 2021

In the above table 4, about 12 (35.29%) of sample teacher respondents disagreed strongly and 26.47% of respondents disagreed slightly on the concept of the extent to which the Colleges involve in some real, complex and stressful problem.

But 17.64% and 14.7% of the sample respondents were strongly agreed and agreed with the item question. The level of disagreement is higher ( $M=4.26$ ,  $SD =0.78$ ) than the agreement.

From this one can conclude that the degree to which the College involve in some real, complex and stressful problem in the study area.

Regarding to the extent to which the College conduct field projects to solve complex organizational problem, about 41.17% and 11.76% of teacher sample respondents were strongly disagreed and somewhat disagreed. The disagreement revealed high ( $M=3.76$ ,  $SD=.78$ ) that the extent to which the College conduct field projects to solve complex organizational problem. The rest respondents 11.76% and 20.58% of respondents were strongly agreed and agreed respectively. Thus the researcher concluded that the extent to which the College conduct field projects to solve complex organizational problem in the study area.

Considering the degree to which the College develop cognitive skill, (item3) about (29.41%) and 17.64%) of teacher respondents were strongly disagreed and disagreed respectively. The mean and standard deviation of the disagreement are 3.76 and .76 respectively. From this we can understand that the degree to which the extent the College use bosses values as a model helps managers to better achievement is important. But, the selected colleges experienced a problem related with mentioned item. The agreement rate is very low that (5.88%) of respondents were done and indicated that few respondents have no knowledge about the question mentioned above.

According to item four, 14.7 of the respondents were strongly disagreed and 17.64% of respondents were disagreed on the. The mean score revealed very high ( $M=4.22$ ,  $SD=.788$ ) than the rest 8.82% of respondents the degree to which the College develop interpersonal skill. Thus one can conclude that the College develop interpersonal skill are considered as the positive achievements of the study area.

Regarding item five, 38.23% of the respondents and 23.52% of respondents were strongly disagreed and disagreed respectively on the level to which the College make a trained professional to facilitate periodical meetings. The disagreement revealed very high that ( $M=4.38$  and  $SD = .078$ ), but 6 (17.64%) of sample teacher respondents agreed the degree to which the level of the College make a trained professional to facilitate periodical meetings. From this, the researcher understood that there was some missing in concepts of few respondents related with the mentioned item.

Concerning item six, 47.05% and 26.47% of respondents reply strongly disagreed and disagreed on the degree to which the College uses different kinds of training to enhance interpersonal skills. The disagreement rate is good in that ( $M=3.77$ ,  $SD=0.78$ ). 13 (38.23%) of respondents were reply undecided, 11.76% of respondents were strongly agreed and 8.82% of respondents were agreed. Therefore, almost all respondents replied strongly disagree and the researcher decided the degree to which the College uses different kinds of training to enhance interpersonal skills for different of the colleges are the major challenge and drawback of the study area.



**Table 6; - Academic Developments Need Assessment Based on Individuals**

No	ITEMS	1	%	2	%	3	%	4	%	5	%	Mean	SD
1	The extent to which the College leaders asks individual leaders about their training needs	17	42.5	8	20	1	2.5	6	15	2	5	4.26	0.78
2	The extent to which the College collects your training needs through performance evaluation	21	52.5	10	25	-	-	1	2.5	2	5	4.76	0.78
3	The degree to which the College gives opportunities to you to assess yourself.	11	27.5	7	17.5	2	5	5	12.5	9	22.5	3.88	0.78
4	The level to which the College identifies your training need based on your skill, attitude and knowledge gaps	17	42.5	8	20	3	6.5	4	6	2	5	4.22	0.78
5	The degree to which the College identifies your training needs based on your professional development	10	40	9	22.5	4	10	6	15	5	12.5	3.38	0.78
6	The extent to which the College identifies the training needs based on the job description you are entitled to work	6	15	8	10	6	15	8	20	6		4.23	0.78

Source;- own survey

In the above table 5, about 50% of sample teacher respondents disagreed strongly and 23.52% of respondents disagreed slightly on the extent to which the College leaders asks individual leaders about their training needs.

But 5.88% and 17.64% of the sample respondents were strongly agreed and agreed with the item question. The level of disagreement is higher ( $M=4.26$ ,  $SD =0.78$ ) than the agreement.

From this one can conclude that the degree to the extent to which the College leaders asks individual leaders about their training needs in the study area.

Regarding to the extent to which the College collects your training needs through performance evaluation, about 61.76%) and 29.41% of teacher sample respondents were strongly disagreed and somewhat disagreed. The disagreement revealed high ( $M=4.76$ ,  $SD=.78$ ) that the extent to which the College collects your training needs through performance evaluation. The rest respondents 3.88% and 2.94% of respondents were strongly agreed and agreed respectively. Thus the researcher concluded that the College collects the training needs through performance evaluation is the critical problem of the study area.

Considering the degree to which the College gives opportunities to you to assess yourself, (item-3) about 32.35% and 20.58% of teacher respondents were strongly disagreed and disagreed respectively. The mean and standard deviation of the disagreement are 3.88 and .78 respectively. From this we can understand that giving of opportunities to assess themselves is significant. But, the selected colleges experienced a problem related with mentioned item.

According to item four, 50% of the respondents were strongly disagreed and 23.52% of respondents were disagreed on the level to which the College identifies your training need based on your skill, attitude and knowledge gaps. The mean score revealed very high ( $M=4.22$ ,  $SD=.788$ ) than the rest 5.88% of respondents the level to which the College identifies your training need based on your skill, attitude and knowledge gaps. Thus one can conclude that there is a critical problems on the level to which the College identifies the training need based on the skill, attitude and knowledge gaps of the staff of the study area.

Regarding item five, 29.41% of the respondents and 26.47% of respondents were strongly disagreed and disagreed respectively on the degree to which the College identifies your training needs based on your professional development. The disagreement revealed very high

that ( $M=3.38$  and  $SD = .078$ ), but 14.7% of sample teacher respondents agreed the degree to which the College identifies your training needs based on your professional development. From this, the researcher understood that there was some missing in concepts of few respondents related with the mentioned item.

Concerning item six, 17.64% and 23.52% of respondents reply strongly disagreed and disagreed on the extent to which the College identifies the training needs based on the job description you are entitled to work. The disagreement rate is good in that ( $M=4.23$ ,  $SD=0.78$ ). 17.64% of respondents were reply undecided, 17.64% of respondents was strongly agreed and 23.52% of respondents were agreed. Therefore, almost all respondents replied strongly disagree and the researcher decided the degree the extent to which the College identifies the training needs based on the job description you are entitled to work is the main drawback of the study area.

#### **4.2.4 Strategies on Personal Academic Development Practice**

Bell and Stevenson (2006) formulated the conceptual framework to study policy formulation into policy implementation (practices) and the path clearly directs the move from any components of education policy into practice. In this frame, policy formulation addresses the socio-political environments and strategic directions; whereas the policy implementation category is designed to address organizational principles and operational practices along with procedures (Bell & Stevenson, 2006). By applying any one of the theoretical frameworks of policy, this move of “policy into practice” designed to examine how leadership development policy transformed into practices in public universities in Ethiopia.

**Table 7;- Strategies on Personal Academic Development Practice**

No	Items	1	2	3	4	5	Mean	SD
1	The degree to which the College use experts to solve more technical problem	13	9	5	1	6	4.56	0.79
2	The level to which the College accept Senior managers' adjustments and concessions to implement change	12	7	5	6	4	3.76	0.78
3	The degree to the College use mixture of activities such as: advice; education; training and selection, led by consultants, specialists and in-house experts	18	9	-	6	1	4.12	0.79
4	The level to which the College involves changing people's values and beliefs while changes are imposed.	7	4	3	15	5	2.22	0.78
5	The degree to which the college develop a shared set of organizational values	10	8	6	5	5	2.38	0.78
6	The degree to which the College stresses the full involvement of all of those involved in and affected by the anticipated changes.	13	9	1	6	5	4.23	0.78

Source; - own survey 2021

In the above table 6, about 38.25% of sample teacher respondents disagreed strongly and 26.47% of respondents disagreed slightly the degree to which the College use experts to solve more technical problem.

But 17.64% and .94% of the sample respondents were strongly agreed and agreed with the item question. The level of disagreement is higher ( $M=4.56$ ,  $SD =0.79$ ) than the agreement.

From this one can conclude that the College use experts to solve more technical problem is the major drawback and problem of the study area.

Regarding to the level to which the College accept senior managers' adjustments and concessions to implement change, about 35.29% and 20.58% of teacher sample respondents were strongly disagreed and somewhat disagreed. The disagreement revealed high ( $M=3.76$ ,  $SD=.78$ ) that the level to which the College accept senior managers' adjustments and concessions to implement change. The rest respondents 11.7% and 17.64% of respondents were strongly agreed and agreed respectively. Thus the researcher concluded that the College

accept senior managers' adjustments and concessions to implement change is the challenging problem of the study area.

Considering the degree to the College use mixture of activities such as: advice; education; training and selection, led by consultants, specialists and in-house experts (item-3) about 52.94% and 26.47% of teacher respondents were strongly disagreed and disagreed respectively. The mean and standard deviation of the disagreement are 4.12 and .79 respectively. But, the selected colleges experienced a problem related with mentioned item.

According to item four, 20.58% of the respondents were strongly disagreed and 11.7% of respondents were disagreed on the level to which the College involves changing people's values and beliefs while changes are imposed. The mean score revealed very high ( $M=2.22$ ,  $SD=.788$ ) than the rest 44.11% of respondents the College involves changing people's values and beliefs while changes are imposed. Thus one can conclude that there is a positive activity on the College involves changing people's values and beliefs while changes are imposed in the study area.

Regarding item five, 29.41% of the respondents and 23.52% of respondents were strongly disagreed and disagreed respectively on the degree to which the college develop a shared set of organization. The disagreement revealed very low that ( $M=2.38$  and  $SD = .078$ ), but 14.7% of sample teacher respondents agreed the degree to which the college develop a shared set of organization. From this, the researcher understood that there was some missing in concepts of few respondents related with the mentioned item.

Concerning item six, 38.23% and 26.47% of respondents reply strongly disagreed and disagreed on the degree to which the College stresses the full involvement of all of those involved in and affected by the anticipated changes. The disagreement rate is good in that ( $M=4.23$ ,  $SD=0.78$ ). 2.94% of respondents were reply undecided, 17.64% of respondents was strongly agreed and 14.7% of respondents were agreed. Therefore, almost all respondents replied strongly disagree and the researcher decided the degree to which the College stresses the full involvement of all of those involved in and affected by the anticipated changes the study area.

### **4.3. DATA ANALYSIS FOR INTERVIEW**

Selection is the process of screening, academic job applicants to ensure that most appropriate academic candidates are hiring in public colleges and universities. In literature, scholars verified that the calibre of job applicants' selection determines the character of leadership development (Leskiw & Singh, 2007).

Specifically, the interview data were verified that academic job applicant selection process was found problematic in Ethiopia. The majority of the academic leaders from the head up to the CEO were untrained to manage the expatriation processes in the academic labor market in the world in general and Ethiopia in particular (Girma, 2013)

More significantly, the wide spread of the interview participants reflected their witness about how they have appointed by institutions to the office of academic officers, with or without merit competition.

During the recruitment and selection processes to the position of college dean as well as CEO position, the interviewees' reflection shows that negotiation, favouritism, loyalty, ethnicity, and political affiliation were frequently mentioned.

Granting to the majority of the interview participants' witness in this study area, the applicant candidate was coming to the middle and top academic managerial positions through negotiation and personal lobby. Among 18 participants in the middle and the top managerial positions, 67% have appointed through negotiation; or else, without rivalry.

Lack of confidence to decide on academic issues, influences of collegiality on academic decision, deficiency of the education policy values, the mindset of executives to accept the contextual reality, and the conflict of personal interest to build team spirits were also the reflected challenges that requires immediate adjustment and considered as the major challenges based on the response of the interview respondents.

## CHAPTER FIVE

### 5. SUMMERY, CONCLUSION AND RECOMMENDATION

#### Introduction

This chapter focuses on the summary of the major findings of the research questions, conclusions and recommendations forwarded in light of the relevant literature developed by scholars and responses of research participants.

#### 5.1. Summary

The main purpose this study was to investigate personal academic leadership development practices of some selected industrial and construction colleges of West Omo and Bench-Sheko zone of SNNPR. The researcher adopted the descriptive survey method and employed both quantitative and qualitative approach to quantify and describe data during the study. In order to accomplish this objective of the study, the following four specific questions were formulated.

- ❖ What is the status of academic development practices in public colleges of the study area?
- ❖ What is the contribution of the development of personal academic development in overall activities of the study area?
- ❖ What are the drawbacks to enhance the academic development practices of the college leaders of the study area?
- ❖ What are the major potential solutions to solve the existing problems in the study area?

To answer these research questions, descriptive survey method employed. Four (4) college deans and teachers were the targeted population the study. Four (4) colleges in the study area were selected by means of available sampling technique. Deans of the college were selected by available sampling technique and teachers were selected by random sampling technique. Both quantitative and qualitative approaches were used in analysing the data obtained through questionnaires and interviews. The quantitative data were analysed using descriptive statics such as frequencies, percentages and mean scores. The qualitative data were analyzed using descriptive statements. Finally, quantitative and qualitative results were merged to look answers for the main research question of the study.

## 5.2 Conclusion

Based on the major findings/result of the study the following conclusions were made. The finding of the study discloses that majority of sample respondents stated that there was a critical problems of personal academic leadership development practice in the study area. .They has also good understanding about concept, type and importance of personal academic leadership development practice for overall activities of the mentioned colleges of the study area.

The result of the study indicated that, all most respondents stated the problems of personal academic leadership development practice in the selected colleges. The study also revealed that most deans and teachers have positive attitude about personal academic leadership development practice (audio, video and audio visual).

All most all participants assured that when there is a strong personal academic leadership development practices, improve their academic outcome and also critically solve the existing problems of the selected colleges of the study area. But on the other hand there are also few teachers and deans who developed negative feeling related to the personal academic development practice methods in general. The results of the study also indicate that there are different factors considered as the main challenging situation for personal academic leadership practices in the study area.

Another result of this study indicated there was drawback Strategies on Personal Leadership Development Practice. Bell and Stevenson (2006) formulated the conceptual framework to study policy formulation into policy implementation (practices) and the path clearly directs the move from any components of education policy into practice.so, it is mandatory the strategic and policy frame work of the country into implementations, which is related with personal academic leadership development practices of the study area.

In general it is concluded that the personal academic development practices in the study area is not satisfactory. The strategic thinking to advance the understanding of academic leadership preparation culture usually uses assessment, challenge, and support frame (McCauley et al., 2010).



### 5.3 Recommendations

Based on the above finding, researchers forewarned the following recommendations are presented below.

- ❖ The study revealed that personal academic leadership practice and most of perceptions of college deans were not well organized. Therefore, these activities should be kept up forever and need plan, follow up and feedback.
- ❖ In the leadership development conceptions, the assumption is that every one of the members of the institution is a leader and has leadership roles. In this sense, involving all members of the academic community to raise them in leadership roles and processes in collectives can help to flesh out the cognitive operations of ALD in the public college context. In this study; nevertheless, the subjects of the study were academic staffs who have direct roles in the teaching, research, or community services.
- ❖ The investigated complete leadership development model, standardizing the policy dimensions of leadership development, the methodological best practices in leadership development, and the sources of developmental challenges that navigate towards institutional goal are useful to advance the understanding of academic leadership preparation. In this concern, the proposed model is essential for practitioners who heartily decided to prepare academic leaders, in team approach or in self-learning/action learning approaches within the public college context.
- ❖ The emergent collective approach to leadership development remains rhetorical. In addition, this study justified that the complement of transformational, instructional, and laissez-faire leadership behaviors can meaningfully improve the academic leaders' extra effect, effectiveness, and satisfaction

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**ANNEX ONE**  
**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL**

**DEPARTMENT OF Educational Planning and Manangement**

*Questionnaire to be filled:* - Department head and College deans.

Dear Participants I am a post graduate student of Jimma University specializing in the field of Educational Planning and Management. Currently, I am conducting a research on ‘‘Assessment of Personal Academic Development practice in Education in case of some selected industrial and construction college of Bench Sheko and West Omo zones’’ The main objective of this questionnaire is to collect primary data for the study on the personal leadership Development Practices and to make the questionnaire useful and accurate, you answer for each question thoroughly and frankly is important.

Yours!

Girma Gebresillaise

**General Instructions**

A. Please do not write your name on the questionnaire.

B. Please complete each part of the questionnaire by putting an “(√)” mark against your response. For items that require open answer please write down your answer in the blank spaces corresponding to the questions.

**Part I**

**Back ground information**

1. Sex: Male ----- Female -----

2. Age -----

3. Your highest level of educational Status

Diploma----- BA/BED/BSC ----- MA/MSC/MED -----

PhD and Others----

4. Your current position in the College\_\_\_\_\_

5. Total service years on your current position-----

### Part II:

**Instruction:** This questionnaire provides a description of personal leadership development practice in case of some selected Construction and Industrial colleges of Bench Sheko and west Omo zones.

- ❖ Please indicate how much the college support personal leadership development practice and overcome the challenges.
- ❖ Please think about each type of activity separately.
- ❖ Please use the following rating scales for all the items.
  - ✓ 1 – Very Low 2– Low 3 –Medium 4 - High 5–Very High

#### 2.1 Academic Development Practice on Challenging Developmental Assignments

NO	Items	1	2	3	4	5
1	The degree to which the College develop expertise by moving to new challenges outside work environment					
2	The extent to which the College make to learn how to lead and gradually Develop the authority of leadership					
3	The degree to which the College make to perform additional tasks alongside one’s regular job					
4	The degree to which the College builds and manages new teams of people					
5	The extent to which the college create vision for change.					
6.	The level to which the College make subordinates to work under tight deadlines					

## 2.2 Academic Development Practice on Relationship with Others and Feedback

No	Item	1	2	3	4	5
1	The degree to which the College uses coaching to fill gap					
2	The extent to which the College make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor.					
3	The extent to which the College use bosses values as a model helps managers to better understand					
4	The extent to which the College balance between providing guidance and empowering to make decisions independently					
5	The degree to which the College collect feedback by structured questionnaires					
6	The level to which the College make to compare self-rating feedbacks to ratings by others as well as to the norms for other					

## 2.3. Academic Development Practice on Formal Training

No	Item	1	2	3	4	5
1	The extent to which the College involve in some real, complex and stressful problem					
2	The extent to which the College conduct field projects to solve complex organizational problems					
3	The degree to which the College develop cognitive skills					
4	The degree to which the College develop interpersonal skills					
5	The level to which the College make a trained professional to facilitate periodical meetings					
6	The degree to which the College uses different kinds of training to enhance interpersonal skills.					

## 2.4 Academic Developments Need Assessment Based on Individuals

NO	ITEMS	1	2	3	4	5
1	The extent to which the College asks individual leaders about their training needs.					
2	The extent to which the College collects your training needs through performance evaluation.					
3	The degree to which the College gives opportunities to you to assess yourself.					
4	The level to which the College identifies your training need based on your skill, attitude and knowledge gaps					
5	The degree to which the College identifies your training needs based on your professional development					
6	The extent to which the College identifies the training needs based on the job description you are entitled to work					

## 2.5 Academic Development Need Assessment Based on Working Environment

No	ITEMS	1	2	3	4	5
1	The extent to which the College identifies the training needs based on the working culture of the organization					
2	The degree to College identifies the training needs based on the plan and the major task of the organization					
3	The level to which the college identifies the training needs based on the changes that your organization has gone through.					
4	The extent to which the College identifies the training needs based on the mission and the vision of the organization					



## 2.6 Strategies on Personal Academic Development Practice

No	ITEMS	1	2	3	4	5
1	The degree to which the College use experts to solve more technical problem.					
2	The level to which the College accept Senior managers' adjustments and concessions to implement change					
3	The degree to the College use mixture of activities such as: advice; education; training and selection, led by consultants, specialists and in-house experts					
4	The level to which the College involves changing people's values and beliefs while changes are imposed.					
5	The degree to which the college develop a shared set of organizational values					
6	The degree to which the College stresses the full involvement of all of those involved in and affected by the anticipated changes.					

2.7. In your position did your organization provide you with training or pre training to leadership development practice you perform? If yes please state the trainings you received.

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2.8. In your opinion what are the challenges you observed to practice leadership development activities?

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2.9 What do you suggest as a possible strategy for future leadership development practice in your college?

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**Appendix II**  
**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

DEPARTMENT OF Educational Planning and Management

The purpose of this interview is to gather information about personal Academic development practice in case of some selected Construction and Industrial colleges of Bench sheko and West Omo zones

Interview responded by teachers.

1. What do you understand by Academic development practice?
2. How do you see the practice of Academic development in your organization?
3. How do you overcome the challenges that you faced when you practice Academic development activities?