



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRINCIPALS EMPOWERMENT IN EDUCATIONAL LEADERSHIP IN SECONDARY
SCHOOLS OF ILU ABA BOR ZONE**

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JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING ANDMANAGEMENT PRINCIPALS
EMPOWERMENT IN EDUCATIONAL LEADERSHIP IN SECONDARY SCHOOLS OF ILU
ABA BOR ZONE

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Abstract

The purpose of this study was to assess the current status of principal empowerment in Secondary School of Illu aba bor Zone. To accomplish objective of the study a descriptive survey research design was employed. Questionnaires and interviewees were used as data gathering tools. The Participants of the study were 110, which was selected by using random sampling method. Data were collected from seven secondary schools including 34 leaders' group were involved as respondents of the study. The data were collected through the questionnaires analyzed by using percentage, mean, standard deviation. The data collected through semi-structured interview and were organized according to theme identified from the research questions and analyzed qualitatively to triangulate the quantitative data. Specifically, the strongest correlation existed between inspired a shared vision for empowering principal achievement and enabling others to act for empowerment in educational leadership ($r=.0.842$, $P=.01$). The findings of the study revealed that the principals were not empowered and the principals in the sample do not spend the majority of their time on carrying out instructional leadership responsibilities. In addition, there were lack of facilities, and training and professional development opportunities for principals in the study area. Results from this study also indicate that principals in the sample do not spend the majority of their time on carrying out instructional leadership responsibilities; nevertheless, survey results clearly indicate that they spend "some" of their day on such tasks. The school principals and woreda education office shall identify the needs of training and professional development of their teachers and submit to Oromia Regional Education Bureau (REB) for facilitating of such opportunities. Furthermore, principals should maximize work relationship with community at large. Finally, the school principals, woreda educational office and Oromia regional education Bureau should work together to solve the challenges of principal empowerment and supply delivery problems

Key words: *Challenges of empowerment; Challenges the process; Inspired a shared vision; principal's empowerment.*

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LIST OF ACRONYMS/ABBREVIATIONS

P TA- **Parent-Teacher Association**

I ABEB **Ilu Aba Bor Education Bereu**

MOE *Ministry of Education*

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The word 'empowerment is relatively new in the literature on instructional leadership and is defined from different perspectives; it is a powerful concept in the professional development of instructional leaders (Gordon, 2004). It is, therefore, defined as “ ‘the ability to confront oppression, ‘a sense of efficacy’, ‘a positive identity’, ‘autonomy’, ‘participation in decision making, ‘motivation’ and ‘recognizing and maximizing inherent strengths’ ” (Gordon, 2004,).

The literature on the dimensions of empowerment (i.e., meaning, competence, self-determination, and impact) is reviewed and theoretical logic is developed linking the dimensions to specific outcomes. This reimagining of principals' empowerment is related to the concept of three-dimensional pedagogy where principals weave personal pedagogical beliefs and authoritative pedagogical frameworks with school-wide pedagogical principles which are known as the school's wide pedagogy. School-wide pedagogical principles, clearly aligned with the school's vision for a preferred future, and are derived by staff as a sign of their collective commitment to contextualized, high-yield teaching and learning practices (RAJ, 2017).

The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities (Glickman, 1993).

Productive educational change is full of paradoxes, uncertainty, and surprises. Often, understanding changes that are designed to reconnect schools with their original purpose to prepare responsive and productive citizens for democracy are overlooked. Unfortunately, the majority of schools today approach school change and improvement in a haphazard, erratic manner (Glickman, 1993). Educators tend to grab the newest instructional, technological, or organizational innovation, implement it as quickly as possible, and then drop it within a brief period for the next "hot" new innovation (Glickman, 1993). Since most past efforts of school reform have failed, many principals and teachers are left feeling overwhelmed, angry, and numb.

Globally, education systems have been affected by radical social, political, and economic changes. Although school principals play a pivotal role in improving student learning and attaining educational outcomes, they work under strenuous conditions to deal with multifaceted transformational issues. Principals experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position, or simply lack the necessary skills, knowledge, and attitudes to lead and manage schools effectively and efficiently (RAJ, 2017). Fundamentally, principals should be empowered to effectively deal with challenges facing them in the 21st century (RAJ, 2017).

The research literature clearly indicates that school leaders are faced with numerous and daunting problems and challenges in diverse contexts. This is mainly the result of rapid changes in the world, characterized by, *inter alia*, unending technological progression, an increase in the information society, and globalization. These and other factors influence the inherent goals of schools and, as a result, the leadership roles of school principals are shifting in tandem with these changes (Gordon, 2004).

Education systems in many developed countries are being devolved to the school level, and this is putting unprecedented pressure on school principals to be accountable for the quality of education provided by their schools. The level of responsibility principals are expected to assume is further compounded by the amount of pressure exerted by the demands of the improved education quality that already exists (Glickman, 1993).

In today's educational climate of heightened expectations, principals are in the "hot seat" when it comes to improving the quality of teaching and learning in schools. School principals need to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders, and educational experts (Chapman, 2008:98).

In the context of Ethiopia In response to the dire education scenario, the Ministry of Education and its development partners have placed a high priority on improving the quality of education during the years to come. In 2007, the Ministry of Education developed a new package of interventions to remedy identified weaknesses of education at both the primary and secondary levels (Gordon, 2004).

This reform package, the General Education Quality Improvement Program (GEQIP), encompasses four key areas of intervention, namely, (i) the Teacher Development Program, (ii)

curriculum improvement, (iii) leadership and management, and (iv) the society participation. The Government of Ethiopia has made its ambition to strengthen the education sector performance clear through increased funding. In response to the dire education scenario, the Ministry of Education and its development partners have placed a high priority on improving the quality of education during the years to come (Glickman, 1993).

In 2007, the Ministry of Education developed a new package of intervention termed identified This reform package, the General Education Quality Improvement Program (GEQIP), encompasses four key areas of intervention, namely, (i) the Teacher Development Program, (ii) curriculum improvement, (iii) leadership and management, and (iv) the School Improvement Program and two complementary packages, 'Civics and Ethical Education' and 'Information Communications Technology'. Within the GEQIP framework, SIP focuses on these four key domains: the teaching-learning process; instructional leadership and management; environment conducive and attractive to learning; and community participation. The educational management is decentralized to district and school levels for more participatory decision-making, implementation and monitoring at lower levels of accountability (Gordon, 2004).

Thus, better regulatory frameworks and administrative mechanisms shall be designed; responsibilities at different levels of government shall be sharply delineated; it shall be ensured that decentralization does not lead to inequitable distribution of resources; it instead make more efficient use of existing human and financial resources. Capacities for managing diversity, disparity and change; and for integrating programs within the education and other sectors will be improved. Training will be provided for school leaders and other education personnel. Responsibilities in operational planning, budget allocation and budget control shall be devolved to district. The district Education and Training Board has established and assumed the overall responsibility for managing primary and secondary educations in the district. District is responsible for, empowering the community; devising strategy by which resources will be mobilized from the community and used to improve access and quality of education; ensuring equity; recruiting teachers and non-teaching staff; and, for applying disciplinary measures on teaching and administrative staff (Glickman, 1993).

Similarly, in rural areas, district Education and Training Boards were established, and Parent Teacher Associations were established at the school level to strengthen community school relationship, create the best leaning environment, and to decrease dropout rates. The Parent Teacher

Associations would increase community support to schools in terms of material, labor and finance. All these would definitely require the acquisition of management skills (personnel administration on, evaluation, monitoring, planning, budgeting, accounting, etc.) (Gordon, 2004).

Building the implementation capacity of schools that includes identification of training needs, provision of short-term domestic and/or external training programs on educational management, supervision, finance, purchasing and material management, a major undertaking. Principals had an important role to play in connecting schools with the external world and bringing into schools a variety of knowledge. Principals are the persons in schools who have the greatest capacity to network with the wider community and ensure that schools keep abreast of current initiatives and anticipate future trends. Principals of Ethiopian schools are faced with two major challenges in their day-to-day management duties, namely, (1) handling the teaching learning process properly to ensure quality and (2) creating a sound principal's leadership of teaching and learning in which effective education can take place.

The central role that a principal played in all the programs of a school and the impact that he or she has on the tone and ethos, which are conducive to teaching and learning is crucial in the process of building a sound principal's leadership of learning and teaching. Principals are inclined to perform less administrative duties; they are more orientated towards being educational leaders in the sense of being experts in teaching and learning, and in establishing an environment that facilitates this. These areas of knowledge include the following: Detailed knowledge about the individual and collective progress made by learners, detailed understanding of the local context and the background of learners, detailed understanding of the preferred learning styles of learners; and, knowledge about different kinds of interventions and their effects on learner learning. Knowledge of a balance between instructional leadership and management; defining and communicating a clear mission, goals, and objectives; formulating ,with the collaboration of staff members, a mission, goals, and objectives to realize effective teaching and learning (Chapman, 2008).

Implementation of innovative educational practices such as continuous assessment and self-contained classroom organization still requires much effort to be exerted. Further strengthening and expansion of in service training programs, and provision of appropriate manuals and other support materials may be needed to improve the teaching learning process. School principals play a major role in ensuring that schools are well managed and, more specifically, to ensure

effective teaching and learning. The instructional leadership role of the principal becomes vital in this process (Chapman, 2008).

Instructional leadership involves, *inter alia*, the strategic application of knowledge and skills to solve context-specific problems and to achieve the purposes of schooling. Surprisingly, little or no research has been done in the area of empowering public secondary school principals with regard to their instructional leadership roles in Ethiopian secondary schools particularly there was no previous research done in the setting area of this study (Gordon, 2004).

1.2. Statement of the Problem

Effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of a rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence student performance through two primary pathways (Chapman, 2008).

The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, 2010). Therefore, to make school leadership effective, the ministry of education has been working strongly to improve leadership capacities in different schools.

Nobody denies that principals play a vital role in ensuring schools' effectiveness and performance as a center of learning (Onderi & Makori, 2013). Recent researches have shown that the principal is the central important figure for the success of a secondary school (Cunningham & Cordeiro, 2009). This research is aiming to analyze the implementation of instructional leadership phenomenon as the basic concept of effective leadership that potentially affects the school's quality.

Therefore, talented applicants are found to be reluctant to join the principal's position for the reasons of overloaded responsibilities, inadequate training and preparation, restricted career prospects, and insufficient support and incentives (OECD, 2011). Principals have been given the chance to be more creative and responsible at the same time. Awamleh (2013) affirms that there is a significant correlation between the dimensions of empowerment and the performance of the

instructional leadership role. Like other government employees, the performance of instructional leadership will significantly be improved when principals have autonomy, freedom, and opportunities that make them empowered to influence decision-making in their jobs or institutions (Awamleh, 2013).

When an empowered candidate is engaged in the principal position, an individual will likely be an important figure in the school, and in the community at large. As a high-profile individual, it is important for a principal to be seen as one who is committed to the school and district. However, Onderi and Makori (2013) confirm that the scarcities principals face are compounded by the fact that they are not empowered to perform their instructional leadership roles and responsibilities as per the expectation of all stakeholders.

At this point, a key question should be raised for authorities of the education sector, one which needs a concrete response, i.e. “How can governments support school leadership in empowering secondary school principals?” According to Bottoms and Fry (2009), regional governments need to be vital actors, not observers, in creating a conducive work environment that empowers principals to work with the ability to make powerful learning opportunities for all groups of learners. This means that the interactions among leaders at the bureau of education and secondary school principals can heighten or decline the principal’s capacity to perform instructional leadership roles more effectively.

The practices of empowering principals get the principals to building the implementation capacity of schools that includes identification of training needs, provision of short-term domestic and/or external training programs on educational management, supervision, finance, purchasing, and material management, a major undertaking. Nobody practices empowering principals play a vital role in ensuring schools' effectiveness and performance as a center of learning (Awamleh, 2013). The strategy of principal empowerment has focused on an application of knowledge and skills to solve context-specific problems and to achieve the purposes of schooling (Awamleh, 2013). The challenges for principal empowerment were regional governments need to be vital actors, not observers, in creating a conducive work environment that empowers principals to work with the ability to make powerful learning opportunities for all groups of learners. Moreover, principals do not have autonomy, freedom, and opportunities that make them empowered to influence decision-making in their jobs or institutions (Awamleh, 2013).

In the current world, many countries, including Ethiopia are believed by professionals to have quality education. However, the weekly newsletter known as “Capital” reported that even though work is being done to expand access to education in Ethiopia, 58 percent of the population remains illiterate. The problem doesn’t end there. Though the numbers of those enrolled in secondary schools are very high, “the education students receive remains of very low quality, making the increase in enrollment pointless” (Eskedar, 2012, p. 1). It was also stated that some of the key problems facing primary and secondary education in Ethiopia include lack of motivated teachers, lack of availability of teaching aids and learning facilities, and not enough training for teachers. However, circumventing the aforementioned problems alone is not enough to ensure quality education (Eskedar, 2012).

Unfortunately, in the current situations of the country many schools face a serious shortage of empowered professional leaders; especially in public secondary school settings and this creates problems for delivering quality instruction. This forms parts of a wider policy, which argues that the distance between external and internal factors. Two actors are especially important: the school principal and the community conviction that empowerment of school site actors (principals and teachers) (Eskedar, 2012).

The research done by Dea & Basha (2014) in Africa like Kenya confirmed the challenges associated with public secondary school principals including lack of competence, engaging themselves with routine activities, failure to integrate activities, a weak collaboration of stakeholders, and high expectations of parents, all of which are identified as major barriers to principals’ successful performances. It was further reported by Roul (2012) that the restricted power of principals, lack of experience, and lack of training are among deterring factors of the principals’ instructional leadership role performance. It is obvious that tackling these challenges has significant links with the competence and empowerment of principals to perform their instructional leadership roles. According to education and training policy students are required to have a minimum of fifty percent achievement in order to get promoted from one level to the next (MOE, 2002).

However, below half percent of students of Ilu Aba Bora are accomplishing their secondary school program and joining to preparatory with correspondence of the promotion policy Roul (2012). Although it is recognized that the academic result of secondary school students could be contributed to by many factors like parental involvement, inadequate resources, not committed

teachers, ill-disciplined learners, inadequate advisory services, and the leadership practices of the school also reports indicated that the number of students who score preparatory result in 2015 19.35%, (2016), 19.79% and (2017), 14.44% of the total G-10 students respectively for the last three years. The reports said that the causes of low achievements are all stakeholders at the school level not committed to actively participate in the teaching and learning process (IABEB, 2016/2017). These variables have an influence on the principals' leadership practices. Empowering principals may help to control variables that have been influencing the teaching-learning process.

Hence, it is expected that school principals' were knowledgeable, professionally and administratively competent, and resourceful so that they will be more autonomous and empowered to perform their instructional leadership roles more effectively. This is necessary to ensure that secondary school principals have the required capacity and motivation to make use of their professional responsibilities in the region. Practically the government of Ethiopia focused on improving the capacity of principals through summer programs at degree level and master level with the regular program both in degree level and master's level in school leadership. To cross-check the outcomes of the program that the ministry of education implemented to upgrade the professional level of principals at the secondary conducting current study to see the practices of principals will be important to know the level principals empowerment level. Therefore, this current study will focus on principals' empowerment in the secondary schools of the Ilu Aba Abor zone. Thus the main objective of this study will be assessing principals' empowerment in the secondary schools of the Ilu Aba Abor zone.

To achieve the intended objective of this study the following basic research question was addressed.

1. What is the current practice of principals' empowerment in the secondary schools of the Ilu Aba Abor zone?
2. What strategies are being utilized to empower principals in the secondary schools of the Ilu Aba Abor zone?
3. What factors hinder the principals' empowerment practice in the secondary schools of the Ilu Aba Abor zone?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective this study is assessing the practices of principals' empowerment and its challenges in the secondary schools of IluAba Aborzone

1.3.2. Specific Objectives

The specific objectives of this study will be to:

1. Examine the practice of principals' empowerment the secondary schools.
2. Assess the strategies of principals' empowerment in secondary schools
3. Analyze the challenges to empower the principals' of secondary schools

1.4 .Significance of the Study

The result of the study is very important to create awareness on Secondary schools instructional leader, teachers and students by revealing sort of community participation, what they lack during leading and how should they do to fill these gaps in order to maintain effectiveness in their respective School from this study the benefices are the community, teachers, school administration, students, and parents at large by improving quality education, so community participation is important for our quality education in Secondary school by supporting the school in monetary, labor, and knowledge. Therefore, the researcher strongly believed that the finding of this study report and recommendations will be presenting the following contribution.

1.5. Delimitation of the Study

This study was delimited to seven woredas (Doreni, Hurumu, Alle, Bure, Alge Sachi, Nopha, and Mettu administration town) and seven secondary schools of Iluaba Abor zone. The seven secondary schools were Elemo, Hurrumu, Gore , matu, yayo and AbdiBori secondary schools were selected as the sample woredas for this study. The study mainly focuses on the practices of principals' empowerment, the challenges facing the empowerment activities, and strategies being utilized for the empowerment of principals of secondary schools of the Iluaba Abor zone.

1.6 Limitations of the Study

This study had the following major challenges that the researcher faced during the study. The purposive sampling procedure decreases the generality of findings. This study will not be generalized to all areas of principals. In using the concurrent mixed methods approach, the

qualitative data need to be transformed in some way so that it can be integrated within the analysis phase of the research. Mixing the data is difficult at best when it is considered that qualitative data used text and quantitative data numbers.

1.7 Operational definitions of key terms

Empowerment -. In the context of this study Empowerment will be seen in terms increasing the capacity of principals' leadership practices in the secondary schools

Principals' empowerment: In this study principals empowerment will be considered through assessing the practices of principals as leadership secondary schools

Empowerment practices: in the context of this study empowerment practices means the situation or the way that increase the capacity of principals' in secondary schools.

1.8. Organization of the Study

This study were organized in to five chapters. The first chapter deals with introduction Part focusing on presenting, background of the study, statement of the problem, Objectivities of the study, significance of the study and scope and limitation of the study. The second deals with presenting the closely related literature review to the topic of this Study .In the third part of this study, under research methodology of this study, research Design, data source and method of collection, population and sample design and method of data analysis were presented. In the fourth part of this study, the collected data were analyzed and presented in tables. In the last part of this study, major findings, conclusions and recommendations presented under chapter five of this study.

CHAPTERTWO

REVIEW LITERATURE

2.1 The Concept of Empowerment

The profound meaning of empowerment in this context is enabling secondary school principals to make decisions on their roles and responsibilities of instructional leadership. Bell (2006) correspondingly describes empowerment from his perspective as a function of three components including a clear outcome, sufficient authority and resources, and adequate competence. According to Bell's definition, the instructional leadership role of a principal is to make sure that the outcome and the scope of the school are clear, to provide principals of public secondary schools with the authority and resources to carry out their tasks, and to make sure that the knowledge and skills and, even better, the talents of principals are there to do it still another inspirational definition is given by Mohr man (1993, p. 3) that, "empowerment is the sense of being able to make a difference in the attainment of individual, group, and organizational goals".

Thus, empowerment is increasing the motivation and outcomes of all members of the school system through delegation and the transfer of power to all members of the teams as if they are partners to determine the success or failure of the school. Everyone who is assigned to lead the school should have power to make decisions which depend today on everyone taking into account all customers of educational services and which are cost effective, fast and flexible and that will improve schools continuously (Mohr man, 1993).

Empowerment is, moreover, credited by Shah et al. (2014) to play a vigorous role in leadership sciences for inspiring organizational members to achieve educational goals. It is about involving all school members in the decision making and planning process. Empowering PSSPs not only gives them authority but also makes them more responsible and they feel a sense of ownership and a commitment to the entire success of their schools (Shah et al., 2014). As it will be discussed in chapter two of the literature, scholars have already recognized the advantage of empowerment in education and how it enhances school leaders.

The reviewed literature will also be helpful to recognize the factors contributing towards influencing or empowering school principals in addition to the empirical data since this study is about empowering SSPs to perform their instructional leadership roles more effectively in IAB secondary school. The definitions of empowerment acknowledge that there is a strong alignment

between the goal achievements of the schools as social organizations and the principals' autonomy to make self-decisions so that empowerment has intrinsic value and it is relevant at the individual and collective levels (UNICEF, 2001).

To attract and retain high quality public secondary school principals, officials of education at all levels of the sector must make it possible for principals and vice-principals achieve career and professional satisfaction, and experience intrinsic satisfactions of accomplishment and pride as well as extrinsic satisfactions in the form of rewards and recognition. The assertion is that educational authorities should try to adapt this management concept to achieve their goals and improve their operation in today's volatile environment (M Al sada, 2003).

It is clear that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to achieve its intended objectives. In recognition of the key role in improving students learning and the changing nature of their jobs, Pont, Nusche and Moorman (2008, p. 1) underline that "the role of public secondary school leaders has changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change, economic globalization and increased migration and mobility". To perform such a demanding set of roles effectively, schools need to have leaders who are competent and more autonomous in their decision making and holding them more accountable for results (Pont et al., 2008). So that while educational demand increases and the instructional leadership role is central to the entire guidance of secondary schools, the principal is found to be crucial for optimum attainments of all admirations in terms of success and accountability in terms of "failure" (Timilehin, 2010).

2.2. Successful school leadership

School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement. This review pays particular attention to issues including transformational leadership, instructional/pedagogical leadership and distributed leadership. School leaders, particularly principals, have a key role to play in setting direction and creating a positive principal's leadership including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.

The past 15 years have witnessed a remarkably consistent, worldwide effort by educational policymakers to reform schools by holding them more publicly accountable for improving student performance in state or national tests.² For school leaders, and for those who study what they do, the main consequence of this policy shift has been considerable pressure to demonstrate the contribution that their work makes to such improvement. Curiously, this pressure has not actually emerged from a widespread skepticism about the value of leadership; quite the opposite. Indeed, it would be more accurate to characterize this as a demand to ‘prove’ the widely-held assumption that leadership matters a great deal. However, the empirical evidence in support of this assumption, while reasonably robust now, has been slow to accumulate.

The pervasiveness of the assumption that leadership matters seems much more likely to have been rooted in what has been termed ‘the romance of leadership’;³ it offers a simple explanation for some very complex organizational puzzles. By now, however, it is reasonably certain that there is more to the work of leaders than romance. International examples of original research provide consistent evidence that demonstrates the impact of leadership on school organization, principal’s leadership and teachers’ work.⁴ Comprehensive and increasingly systematic reviews of such evidence,⁵ a major US study carried out for the Wallace Foundation,⁶ a large-scale mixed-methods empirical research study on the impact of effective leadership on student outcomes in English schools⁷ and the extensive research over a decade carried out by members of the 14-country International Successful School Principals Project (ISSPP) all provide considerable empirical evidence that the quality of leadership can be a critical factor in explaining variation in student outcomes between schools.

Recent OECD country evaluations have also highlighted the importance of leadership in supporting school improvement.⁸ However, the question of the size of leadership effects and how they operate (directly or indirectly) to raise student outcomes remains a subject of debate.

A set of National Standards for Head teachers was established in 2004 which identified core professional leadership and management practices in six key areas. 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: Shaping the Future: creating a shared vision and strategic plan for the school (in collaboration with governing body) that motivates staff and others in the community;

Leading Learning and Teaching: head teachers taking responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning principal's leadership will enable students to become effective, enthusiastic, independent learners, committed to life-long learning; Developing Self and Working with Others: building effective relationships and building a professional learning community through performance management and effective professional development for staff; 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; Securing Accountability: head teachers are accountable to students, parents, careers, governors, the local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for co-attributing to the education service more widely; Strengthening Community: creating links and collaborating with other schools, parents, careers and other agencies to share expertise and ensure children's wellbeing.

Reviews of international evidence point to the presence in effective and improving schools of both transformational and pedagogical/instructional leadership at all levels, but especially that of the head teacher, as being a critical determinant in the quality of the psychological, physical and social environments and conditions in which teaching and learning take place.

This in turn influences the motivations, expectations, attitudes and conduct of students in classrooms and student outcomes. While much of the research on effective schools has identified their leaders as 'strong', 'purposeful' etc,⁵³ it is research which focuses upon the work and lives of successful school leaders themselves, their values, knowledge, skills, dispositions, capacities and practices which supply direction for those who provide programmes for their preparation and development and for school leaders themselves who wish to grow and sustain their success.

2.3 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 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 touchstone against which all new developments, policies or initiatives were tested.

2.4 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. By changing the physical environment of the schools and improving the classrooms, head teachers confirmed the important connection between high-quality conditions for teaching and learning and the well-being and achievement of both staff and students.

2.5 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 student 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. 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 models and alternative approaches that might be more effective. Where this was done, staff responded positively to the opportunity. It affected the way they saw themselves as professionals and improved their sense of self-efficacy and job satisfaction. This, in turn, had a positive impact on the way they interacted with students and other members of staff.

2.6 Redesigning and Enriching the Curriculum

Head teachers focused on redesigning and enriching the curriculum as a way of deepening and extending engagement and improving achievement. Academic attainment was not seen to be in competition with personal and social development: rather the two should complement each other. They adapted the curriculum to broaden learning opportunities and improve access for all students, with the emphasis on 'stage, not age' learning. Changes to build students' creativity and self-esteem featured heavily in the curriculum, as did a focus on developing key skills for life, without neglecting the academic. There was recognition that when students enjoy learning, they are more effective learners. Head teachers also emphasized the provision of a broad range of extra-curricular activities, including lunch-time and after-school clubs, as well as activities during school holidays.

2.7. Empowering the Principals to Enhance Teacher Quality

Head teachers provided a rich variety of professional learning and development opportunities for staff as part of their drive to raise standards, sustain motivation and commitment and retain staff. They placed a high premium on internally led professional development and learning, and teachers and support staff were also encouraged to take part in a wide range of in-service training, and were given opportunities to train for external qualifications.

This combination of external and internal continuing professional development (CPD) was used to maximize potential and develop staff in diverse areas. Succession planning and targeted recruitment were also adopted by effective head teachers.

2.8 Building Relationships inside the School Community

Head teachers developed and sustained positive relationships with staff at all levels, making them feel valued and involved. They demonstrated concern for the professional and personal well-being of staff. The relationship between head teachers and senior leadership teams (SLTs), in particular, indicated trust and mutual respect.

2.9 Building relationships outside the school community

Building and improving the reputation of the school and engaging with the wider community were seen as essential to achieving long-term success. Head teachers and their SLTs developed positive relationships with community leaders and built a web of links across the school to other organizations and individuals. Strong links with key stakeholders in the local community were seen to benefit the school.

2.10 Common values

Successful head teachers achieved improved performance, not only through the strategies they used but also through the core values and personal qualities they demonstrated in their daily interactions. An area of leadership so often overlooked in the more recent empirical mainstream leadership research – perhaps because it is more difficult to quantify – is the key role which values- and ethics-driven purposes play in leadership decisions, staffroom relationships, classroom pedagogies and ‘can do’ principal’s leadership s or ‘mindsets’ of school improvement.⁷⁰ The most successful school leaders are... flexible rather than dogmatic in their thinking within a system of core values including persistence, resilience and optimism, [and] such traits help explain why successful leaders facing daunting conditions are often able to push forward when there is little reason to expect progress. Research internationally confirms these

two statements and demonstrates the nature of such values-led, flexible, persistent, resilient and optimistic leadership in the face of the challenge of parental passivity, emotionally and intellectually alien community environments and, in some cases, national policies which are not perceived by the head teachers to be of particular benefit to the school.

Much literature has long acknowledged the strong sense of vocation which the best leaders (and teachers) demonstrate through their presence and their work. The evidence is unambiguous – the most effective leaders have strong moral and ethical purposes and a strong sense of social justice. They care passionately about improving educational experiences for all groups of students, especially those from disadvantaged backgrounds. These are evidenced in the ways in which effective leaders ensure that ultimately all stakeholders (teachers, non-teaching staff, students, parents, governors and the broader community) participate through forms of capacity building, distributed leadership, and along with these, increased collective responsibility and accountability for promoting student progress and achievement. Research also tells us that moral/ethical purposes in action are evidenced by: regular professional dialogue about teaching and learning strong social support in problem solving (care) shared goals and collective responsibility individual and collective efficacy norms of equity and justice

Successful principals achieve their success because they are able to enter into two kinds of relations with their worlds – the personal and the functional. It is argued that functional relations are essentially instrumental in nature whereas personal relations have no purpose other than to enable us to be ourselves. A fourfold typology of schools has been used to illustrate the different possible combinations of emphasis in these relationships.

The interdependence of the functional and personal is seen as both inevitable and desirable. The functional provides the concrete, instrumental means by which the personal expresses itself.⁷⁵ It is further suggested that ‘not only is the functional for the sake of the personal, and the personal achieved through the functional, but the influence of the personal on the functional is transformative of it: the functional should be expressive of the personal.

2.11. The primacy of the head teacher

Head teacher leadership remains the major driving force and underpins the school’s increased or sustained effectiveness and improvement. His or her leadership ‘serves as a catalyst for unleashing the potential capacities that already exist in the organization’

2.12. Alignment

A key strategy in the endeavors of head teachers to improve the principal's leadership s of teaching, learning and achievement in their schools is the alignment of structures and principal's leadership s with 'vision' and 'direction'. In effect, they reposition their schools internally through changing expectations, aspirations, structures and principal's leadership s so that they are able to build and sustain performance. They increase effectiveness through a sustained focus upon raising the quality of teaching and learning while at the same time raising the levels of individual and collective efficacy and involvement of staff (Robbins, 2010).

2.13. Positioning For Improvement

More than a repertoire of basic leadership practices Successful head teachers engage in, and are acknowledged to demonstrate four core sets of leadership qualities and practices: building vision and setting directions; understanding and developing people; redesigning the organization; and managing (directly or through others) the teaching and learning programmes. (Robbins & Judge, 2010).

2.14. Enhancing Staff Motivation and Commitment

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. A key task for leadership, if it is to influence student learning and achievement, is to improve staff performance.

Such performance is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular. This emphasis is reflected, for example, in the popularity in many countries of the term 'instructional leadership' and in fledgling efforts to discover the curriculum content knowledge that successful school leaders should possess (as discussed earlier in this review).

Recent research in the US demonstrates that the exercise of instructional leadership was much easier in elementary than in secondary schools, reflecting the greater complexity and size of secondary schools and the range of curriculum knowledge required. In secondary schools it is likely that the Head of Department plays a more important instructional and curriculum leadership role. The nature of the evidence of leaders' strong and positive influences on staff motivation, commitment and beliefs about supportiveness of their working conditions has been illustrated by the results of a study carried out across England.

Based on a national sample of teacher survey responses, the study enquired about the effects of most of the basic or core transformational leadership practices, as enacted by head teachers, on teachers' implementation of the Primary Strategies (originally the National Literacy Strategy and National Numeracy Strategy) and the subsequent effects of such implementation on student learning and achievement. The model indicates that the more head teachers enacted the core leadership practices described earlier, the greater was their influence on teachers' capacities, motivation and beliefs about the supportiveness of their working conditions. In turn these capacities, motivations and beliefs had a significant influence on classroom practices. The influence of leadership practices was strongest on teachers' beliefs about working conditions, followed by their motivation to implement the Primary Strategies and then by their views of their preparedness to implement those strategies. Further evidence on these relationships has been found in a recent American study and a separate English study.

The four-year mixed-methods national study of variations in the work, lives and effectiveness of teachers in English schools points to the importance of leadership – alongside other mediating influences – in shaping teachers' commitment, resilience and effectiveness, and highlights the key role of emotional understanding in successful leadership. In this light of such evidence, it is argued that leaders ought to make greater direct contributions to staff capacities, and that this is a challenge to be addressed in the future.

2.15. Theoretical Framework

Once the principal has chosen a course of action, he/she has to share insights about the problem, its probable causes, and the identified solutions with school management teams (SMTs), teachers, school governing bodies (SGBs) and other stake-holders of the organization. Moving (change) is the second stage of the process that essentially makes the actual changes. In the case of this study, it is evident that the government's legislative mandates are the driving force in organizational changes at public schools. Resisting forces include established customs and practices, teacher union agreements and the organization's principal's leadership. Senior (2002:308) argues that the main focus of the "unfreezing stage is centered on changing the principal's habitual modes of thinking" as a result of new legislation, diversity in school population and technological advancement, to heighten awareness of the need to change. Thus, there is a definite need to move away from established behaviors to create new behaviors.

Kurt Lewin's Force Field Model (1951) advocates three stages (Queen-Mary & Mtapuri, 2014): unfreezing: In this stage principals have to reflect on their current practices before they adapt new behaviors, moving or Changing: Principals consider making changes that will most likely contribute to achieving the organizational goals of their schools and refreezing: Once changes are effected, new behaviors become apparent through what is observed within the organization. The driving forces may include competitive pressures, legislative mandates, new technology, and environmental factors.

Van der Westhuizen (2002) agrees that movement involves the development of new norms, values, attitudes, and behavior through the identification of changes in the structure. In the refreezing stage, the principal's behaviors become apparent where a "shared vision" could inspire the participation to attain the desired future goals of the institution (Senge, Kleiner, Roberts, Ross, Roth & Smith, 1999). The third stage (refreezing) becomes apparent when changes are observed within the organization. Principals embark on professional development programs that will move the principal to new types of behavior.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapters includes the research design, research approach, sample techniques and sample size, data collecting instruments research instrument validity and reliability, method of data analysis, and ethical considerations.

3.2 Research Design

Research design is the plan of action that links philosophical assumptions to specific methods (Creswell & Planoclark, 2007). For this research, the descriptive survey research design was employed. The design is selected because it enables to gather of data from a relatively large number of study subject's within a short period of time within minimum cost and helps to assess the recent practice and make generalizations Best and Khan (2004). The researcher use a descriptive survey method with a qualitative and quantitative approach to collect, analyze and interpret different and compulsory data to get in-depth information about the current situation of the under study.

3.3 Research Methods

Both quantitative and qualitative research approaches were employed in order to achieve the purpose of this study. Moreover, using multiple approaches can capitalize on the strengths of each approach and offset the weaknesses and it provides a better understanding of research problems than either approach alone (Creswell, 2006). Both quantitative and qualitative research approach was selected with the assumption that it would sufficiently identify the leadership practices in the dimensions which selected by researcher and factors that affect their effectiveness of school leadership practices in order to understand and identify their role and function in relation to learners' academic achievement. The uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. So, the researcher is interested to build on the strength of both methods. It also provides more comprehensive research questions going beyond the limitations of a single approach (Creed, 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, it is also important to cross-validate and collaborates findings of the study.

3.4 Data Sources

In this study, both primary and secondary data sources were used to obtain reliable information about principal empowerment under the study area. The Primary data were gathered from the key informants for information such as principals, vice-principals who have direct and indirect involvement in principal empowerment at the school level. All of them were taken as data sources to obtain first-hand data on the practice of school principals’.

3.5 The Study Area and Population

The study area is the Ilu Ababor Zone which is located in the southwestern part of Oromia regional state. Illubabor (Oromo: Illuu Abbaa Booraa) is one of the zones of the Oromia of Ethiopia. Illubabora is named for the former province Illubabor. It is bordered on the south by the Southern Nations, Nationalities and Peoples Region, on the southwest by the Gambela Region, on the west by Kelem Welega Zone, on the north by West Welega Zone, and Benishangul-Gumuz Region, on the northwest by East Welega Zone, and on the east by Buno Bedele zone. Towns and cities in Ilu Ababor include Gore and Metu.

The Central Statistical Agency (CSA) reported that 14,855 tons of coffee were produced in this zone in the year. Based on inspection records from the Ethiopian Coffee and Tea authority. This represents 12.9% of the Region's output and 6.5% of Ethiopia's total output.

Historically, IluAbabor has been considered one of the food-exporting areas of Ethiopia, but beginning in 1997 poor crops harvests and the appearance of crop diseases such as Grey leaf spot, caused by the fungus *Cercospora zeaemaydis* (not previously common in Ethiopia) led to a deterioration in conditions. Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,271,609, an increase of 50.12% over the 1994 census, of whom 636,986 are men and 634,623 women; with an area of 15,135.33 square kilometers, IluAbabor has a population density of 84.02. While 124,428 or 12.16% are urban inhabitants, a further 68 persons are pastoralists. A total of 272,555 households were counted in this Zone, which results in an average of 4.67 persons to a household, and 263,731 housing units.

The two largest ethnic groups reported in Illubabor were the Oromo (89.67%) and the Amhara (7.37%); all other ethnic groups made up 2.96% of the population. Oromiffa was spoken as a first language by 90.68% and 7.08% spoke Amharic; the remaining 2.24% spoke all other primary languages reported. The majority of the inhabitants were Muslim, with 50.6% of the

population having reported they practiced that belief, while 26.51% of the population practiced Ethiopian Orthodox Christianity and 22.51% professed Protestantism.

The 1994 national census reported a total population for this Zone of 847,048 in 187,867 households, of whom 416,456 were men and 430,592 women; 80,290 or 9.48% of its population were urban dwellers at the time. The three largest ethnic groups reported in IluAbabor were the Oromo (85.4%), the Amhara (7.34%), and the Tigrayan (1.26%); all other ethnic groups made up 6% of the population. Oromiffa was spoken as a first language by 89.86%, 6.26% Amharic, and 1.09% spoke Tigrinya; the remaining 2.79% spoke all other primary languages reported. The majority of the inhabitants professed Ethiopian Orthodox Christianity, with 45.81% of the population having reported they practiced that belief, while 42.63% of the population said they were Muslim, 9.78% were Protestant, and 1.3% held traditional beliefs.

Concerning education, 84% of all eligible children are enrolled in primary school, and 23% in secondary schools. Concerning health, 94% of the zone is exposed to malaria, and 100% to Tsetse fly. The memorandum gave this zone a drought risk rating of 296.

The target population was comprised of seven public secondary schools of the Ilu Aba bor zone. The target population of this study was teachers, principals, and PTA members of selected secondary schools of the Ilu Aba bor zone. There are 13 woredas and one town administrative in the Ilu Aba Bore zone. These are; Darimu, AlgeSachi, Bilo Nopha, Doreni, Yayo, Hurumu, Metu town, Metu, Bacho, Alle, Didu, Sale Nono, Halu, and Bure woredas .There are also 38 secondary schools in the Ilu Aba Bor zone.

3.6 Sample size and Sampling Techniques

Simple random sampling was used to select the sample woredas from the total numbers of woredas in the Iluaba Abor zone. First, from 14 total numbers of woredas, seven woredas are selected as the lottery method for this study. Similarly, from 38 secondary schools in the seven woredas, 7 sample secondary schools were selected as the sample secondary schools through the lottery method. Then Elemo, Hurrumu, Yayo, Mettu, Alge-Sachi, Gore, and Abdi-Bori secondary schools were selected as the sample Woredas for this study.

The teachers were selected through simple random sampling techniques since the sample respondents of teachers were taken from different secondary schools of the attendance list proportionally and teachers have a chance to involve the sample respondents of this study.

Whereas principals and PTA selected using purposive sampling techniques these selected secondary schools have 331 teachers. This would be because, in simple random sampling, every member of a population has an equal and independent chance of being selected as a sample. The population of this study consisted of school leaders (principals & vice-principals, school PTA, unit leaders, and department heads) and teachers in secondary schools of selected seven woredas of Ilu Aba Bora zone. Since the study was delimited for those seven secondary schools selected from the population of the study because of the large size of the total schools. Thirteen secondary schools were found in the sample woredas (IABEB, 2016/2017).

Table 1: Sample table

No	Name of the secondary school	Total population	Selected Sample (33%)	Respondent	Selected no from each sample respondents
1	Doreni Elemo	42	14	leader	5
				Teacher	9
2	Gore	52	17	leader	5
				Teacher	12
4	Algesachi	46	15	leader	5
				Teacher	10
5	AbdiBori,	48	16	leader	5
				Teacher	11
6	Metu	50	17	leader	4
				Teacher	13
7	Yayo	45	14	leader	5
				Teacher	9
Total		331			110

All the seven secondary schools' principals, vice-principals, school PTA, unit leaders, and head teachers and teachers were the population of the study. Because of the large size of the total population, the researcher used simple random sampling techniques to determine the target secondary schools from Woredas which have more than one secondary school and available sampling for that has only one secondary school.

According to Mugenda and Mugendacited in Josephinvagutsa (2014), in a descriptive research, a sample size of 10% - 50% of the target population is acceptable.

N/ n=sample population.

N= total population

n= sample population

N/ n= gives the interval at which sample population were taken from each secondary school

3.7 Data Gathering Instrument

The study is both quantitative and qualitative data. Both types of data were collected by using appropriate data collection tools in order to obtain enough information from respondents. Thus, the questionnaire was used to collect the quantitative data from teachers in the English language. The average time range that was required to collect data for this study was three months. For the purposes of this study, data collection instruments that were used to collect data for this study from the sample respondents would be questionnaires and interviews.

3.7.1 Questionnaires

In an attempt to collect data, questionnaires were prepared by the student researcher and used as the main source of data-gathering instruments. The validity and reliability of instruments would establish through test-retest reliability. Questionnaires are less expensive, offer greater anonymity of respondents, and are appropriate for collecting factual information (Kumar, 2005). These justifications make the questionnaire more appropriate for this study. The sets of questionnaires (close and open-ended) were prepared to collect information from two groups of respondents namely teachers and leaders (vice-principal, unit leader, principals, and PTA). The items would be prepared in accordance with the designed objectives and basic questions to be answered in the study concerning the influence of principal empowerment practice.

The first part of the questionnaire was about the respondents' demographic characteristics which comprised of the role of the respondent, sex, age, responsibilities, and experience to be answered by the respondents from the given options. This practice and its characteristics were presented in five tables and rated by the respondents from very low to very high. In part three of the questionnaires respondents were asked to rate the relation of principal empowerment. These items are presented in one table and would be rated by the respondents from strongly agree to strongly disagree.

In the end, the respondents are given a chance to state other open relation of school principal empowerment practice with academic achievement. The fourth part of the questionnaire was to seek data from the respondents to be rated on the challenges that might have been affected the

practice of school principal empowerment practice. It also included the commitment & development of leaders to achieve principal performance. There are seven possible factors presented to be rated by the respondents from strongly agree to strongly disagree. Finally, the respondents are given a chance to state other open challenges and the possible ways that affected school principal empowerment.

3.7.2 Interviews

An interview is a “conversation with a purpose” (Burgess, 1984). In order to triangulate the data obtained through questionnaires from teachers and leaders (vice-principals, unit leaders, PTA, and department heads), semi-structured interviews were prepared with the main principals of the target schools. Semi-structured interviews had a greater advantage over both interviews and questionnaires as the method allows flexibility for both the interviewee and the interviewer. Any of them can ask for clarification to clear misunderstandings. The interview of this study included open-ended questions and participants were asked to give about the practice of principal’s empowerment practice and its challenge on principal performance in their respective schools. The researcher will reassure the interviewees that all identified information will keep confidential. The interview questions were discussed with the interviewee in Afan Oromo to reduce communication barriers. Notes were taken in Afan Oromo for 20 to 25 minutes then transcribe, summarized, and translated into English.

3.8 Validity and reliability of the Instruments

3.8.1 Reliability of the Items

Before the final questionnaires were administered, pilot testing was conducted in Werebo secondary school which was not included in the sample study. It was helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. The draft questionnaires were distributed to 1 school principal, 2 vice principals, 7 department heads and 18 teachers of the secondary school which was selected purposively. After the questionnaires were filled and returned, the reliability of items were measured by using Crobach’s alpha method by the help of SPSS version twenty two. The obtained test result was on average 0.84. Then as the result indicated it was a good indication of the internal consistency of items. That is the instrument was found to be

reliable as statistical literature recommend a test result of 0.75 (70 % reliability) and above as reliable(Cohen,2007: 506).

3.8.2 Reliability Statistics

The collected responses were analyzed and the reliability was checked for the self-developed questions comparing with standard settled for reliability of self-developed questionnaire. In that in this study Validity refers to how accurately a self-developed question measures what it is intended to measure and addressed the objective of the study through answering the basic research questions.

3.9 Data Collection Procedure

After the necessary corrections would be made from the pilot test, the final questionnaires were duplicated and distributed with giving necessary orientation about the objective of the study the ethics that teachers follows to give their responses by the researcher to sample respondents of teachers on to provide their responses. The data collection procedures were started with the permission that was obtained from concerned body in Zone and willingness of the respondents were also confirmed.

Respondents was given ample time (one week at least) to complete and fill the questionnaires correctly and were return responses that they would on the given paper to the researcher himself. Data from completed surveys would enter in to SPSS to analyze the quantitative data. Then responses obtained from interview of school principals were conducted orally and recorded from the interviewee's .At the same time as document analyses would be carried out, the data collection through all the instruments was done by the researcher.

3.10 Method of Data Analysis

Quantitative data analysis method were employed as the major technique for final work in this for the quantitative data analysis descriptive statistical analysis were used to analyze the data in SPSS version 21. In this descriptive statistical analysis, percentages, means and standard deviation were used to analyze the data. Pearson correlation were used as the inferential statistics to give the meaningful conclusion for the data that were analyzed in descriptive statistical analysis, the data feet these analysis method.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Characteristics of Respondent

This chapter comprises two parts. In the first part the demographic characteristics of sample respondents were presented. In this section, individual personal information was collected, organized and presented in the table including their sex, age, service years and academic qualification. The second part details the extent to which the secondary school principals carry out the functions of instructional leadership, the major leadership empowerment of psecondary schools of Ilu Aba Bor zone.

Table 2: Characteristics of respondents in terms of sex, age, experience, and training attended relevant to school leadership, job position in school and level of education

Characteristics of respondents in terms of sex, age, experience, and training attended relevant to school leadership, job position in school and level of education.

No	Item	Categories	Frequency	Percent (%)
1	Sex	Male	83	76.1
		Female	26	23.9
2	Age	21-25	14	12.8
		26-30	44	40.4
		31-35	25	22.9
		36-40	16	14.7
		41-45	10	9.2
		leaders	34	37.4
		Teacher	76	69.09
4	Level of Education	BA/ BSC/BED	70	64.2
		MA/ MSC	39	35.8
5	Work Experience	5 and below	17	15.6
		6-10	39	35.8
		11-15	25	22.9
		16-20	13	11.9

		21-25	11	10.1
		26 and above	4	3.7
6	Training taken	Did not take at all	101	92.7
		less than 1 week	5	4.6
		1-3 month	1	.9
		Morethan3month	2	1.8

As shown under item 1 of Table 4.1, 83 (76.1%) of respondent were male and the remaining 26(23.9) were female. this indicate that the number male in principals empowerment in educational leadership in school is greater than the number of females.

Age distribution of the respondents under item 2, indicates that the majority of the teachers, 44(40.4%) are found in the ranges of 25-30 age. This indicates that the majority of school community was found in the young age. This implies that they need more assistance and support from the school leaders. As far as the age of interviewee of participants of teachers which found at range of age 41-45 is small were compare to the others. Item 3 of Table 1 shows that the numbers of teachers that can be included in our sample were almost similar of each other's.

Item 3 of Table 4.1 shows 17 (15.6 %) of the teachers respondents had less than or equal to five years' experience. Whereas 39 (35.8%) of the teachers respondents had between 6 and 10 years' experience and 25 (22.9 %) of teachers were found between 11 and 15 years' experience. when the researcher were compare the teachers year of experience most of respondent had sex up to ten work experience. on the other hands the respondent who had their work of experience were between 21 and 25 are minima number of teachers. This implies that the majority of teachers and department heads were more experience and provide more support for the school community.

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As item 4 in Table above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The researcher further investigated into the responsibilities teachers currently hold at schools. The results in Table 1 indicate that 6 (5. %) respondents are supervisor, 7(6.4%) respondents are departmental heads. while, 76 (68.8%) respondents are normal teachers (home room teachers), and unit leaders, principal and vice principal are 7(6.4%) from the total sample of school community included under the researcher which had equal numbers.

This means that apart from teaching, teachers have to take up other responsibilities like financial, report of income guidance teachers have to carry out by the teachers. This was because such teachers have just been newly recruited in the schools, so they needed to learn and understand the school environment before taking up school responsibilities

As far as academic qualification is concerned, respondents were categorized in to two groups, first degree and Master degree. Table 4.1 item 5 reveals that 70(64.2%) had BA/BSc/BED and 39 (35.8%) had MSc/MA. From Table 4.1 one can see easily that qualification of the majority of respondents is first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in general secondary schools of Ethiopia.

4.2 Result on the Current Practice of Principals' Empowerment

4.2.1 Principal's Involvement

Table 3: Distribution of respondent's opinion on whether their principals practice involve in model the way for principal involvement

One-Sample Statistics					
No	Items on Principal's Involvement in school jobs	N	Mean	SD	Std. Error Mean
1	The principals sets a personal example of what he or she expects of others	110	3.31	.465	.052
3	The principals asks for feedback on the promises on how his/her actions affect other people's performance	110	3.42	.497	.055
3	The principals is clear about his/her philosophy of principal's empowerments?	110	3.42	.545	.061
4	The principals follows through on the promises and commitments that he/she makes	110	3.31	.465	.052
5	The principals builds consensus around a common set of values for running our organization	110	3.38	.543	.043
6	The principals spend time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on.	110	3.34	.329	.048
	Grand Result	110	3.36	.468	.055

As it can be seen from table 4.2 the Information on item 1 indicated the respondents opinions on sets a personal example of what he or she expects of others is having mean result 3.31 with $SD=0.465$. This means that respondents were low in sets a personal example of what he or she expects for principals practice involve in model for principal empowerment.

The data in Table 4.2Item 2 with regard to asks for feedback on the promises on how his/her actions affect other people's performance having mean score of 3.42 with $SD= 0.497$. The researcher gave the average ratings for the measures of principal's practice involve in model the way for principal empowerment for respondents.

Regarding item 3 on clear about his/her philosophy of principal's empowerments the respondents, having mean score of 3.42 with $SD= 0.545$.

Concerning Table 4.4item 4, respondents were asked whether he or she follows through on the promises and commitments that makes, the majority of respondents having mean score of 3.42with $SD= 0.497$.

Information in Table 4.4 item 5 indicated that having mean score of 3.38 with $SD= 0.543$ of the respondents' opinions on the builds consensus around a common set of values for running the organization.

Regarding to spend time and energy making certain that the people work with adhere to the principles and standards we have agree, on item 6. The respondents having mean score of 3.34 with $SD= 0.329$. For one reason or more, according to this study, principal's show not empowered at their school level. This implies that need an effort to make model way for principal empowerment in the secondary school of the zone.

In their work, Leithwood and Sun (2012) reinforce that transformational leadership practices are crucial, within an educational setting, to secure better performance and outcomes. As emphasized earlier, principals in Malaysia are now viewed as transformational leaders who are expected to lead change and improve performance inline with national expectations (Malaklolunthu & Shamsudin, 2011). In addition, Malaysian principals are now expected to bring about change in their schools and to improve examination results year on year (Tie, 2012). In essence, principals in Malaysia are now viewed as transformational leaders who are expected to lead change and improve performance in line with national expectations (Malaklolunthu & Shamsudin, 2011).

4.3.1 Challenges the Process

Having mean score 3.44 and SD=0.57 of respondent were seeks out challenging opportunities that tests his/her own skills and abilities for empowering.

As indicated in table 4.4 item 2, regarding to challenges people to try out new and innovative ways to do his/her work for empowerment of principal achievements. Thus, the respondents having mean score 3.30 and SD=0.46.

As Table 4.4 item 3 indicated that having mean score 3.41 and SD=0.49 of the respondents' opinions on the question that the searches outside the formal boundaries of his/her organization for innovative ways to improve empowerment of principals what we do.

Regarding to asks what we do to positioning principals when things don't go as expected, the respondents, having mean score 3.41 and SD = 0.54.

The researcher gave the average ratings for the measures of principal's practice challenges the process for empowerment of principal achievements for respondents having mean score 3.41 and SD = 0.54.

The means of challenges the process for empowerment of principal achievements of school community (respondents) ranged from a high of having mean score 3.30 SD=0.46. (Makes certain that we set achievable goals, make concrete plans and establish measurable milestone for the projects and programs that we work on for empowerments of principals).

Generally, the study tried to investigate the challenges process for empowerment of principal achievements with regard to leading the secondary schools of the zone are very high this means to decrease the process of challenges to empower principal are need the effort for the future. According to this finding all participants do not act as school level as a stake holders of the secondary school of zone.

4.3.2 Enable Others to Act for Principal Empowerment

Having mean score of 3.34 and SD=0.504 of the respondents' opinions about develops cooperative relationships among the people he/she work within for principal empowerment.

The data in Table 4.5 Item 2 with regard to actively listens to diverse points of view for principal empowerment having mean score of 3.37 and SD=0.510

Regarding to treats others with dignity and respect, the respondents, having mean score of 3.30 and SD=0.562.

Concerning Table 4.5 item 4, respondents were asked whether he or she supports the decisions that people make on their own, respondents having mean score of 3.28 and SD=0.48

Information in Table 4.5 item 5 indicated that having mean score of 3.33 and SD 0.47 of the respondents' opinions on gives people a great deal of freedom and choice in deciding how to do their work.

Regarding to Ensures that people grow in their jobs by empowerments of principal's and developing themselves., the respondents, having mean score of 3.44 and SD=0.570.

Empowerment is found to be indispensable in the global learning environment that contributes to schools' success. Empowerment can be considered either as a goal or as a process. Empowerment as a goal underlines the devising of control, whereas it underscores the process to determining the goals and means necessary to create professional relations (Tengland,2008). If a school is to be instructionally successful as a learning community, it will be because of the empowered leadership of the principal that brings people into decision-making (Darling,1996; Rowlands, 1995) as a process; and provides future-oriented management instead of dealing with daily routines (Baird & Wang, 2010) as a goal (Balkar, 2015).While educational leaders are encouraging the cooperation of principals and teachers in an instructional process with an understanding of distributive leadership, the consequence will be empowering by enabling them to evaluate their own learning environments (Bogler & Nir, 2012; Vernon Dotson & Floyd, 2012 in Balkar, 2015).

4.3.3 Teachers Encourage Principal's to Achieve Empowerment

Table 4: Presented mean score of respondents about teachers encourage principals to achieve empowerment

One-Sample Statistics					
	Items about Teachers Encourage Principal's to Achieve Empowerment	N	Mean	SD	Std. Error Mean
1	Praise people for a job well done	110	2.40	.966	.306
2	Makes it a point to let people know about his/her confidence in their abilities.	110	3.10	.316	.100
3	Makes sure that people are creatively rewarded for their contributions to the success of our empowerments	110	3.20	.919	.291
4	Publicly recognizes people who exemplify commitment to shared values	110	3.00	.471	.149
5	Finds ways to celebrate accomplishments	110	3.10	.738	.233
6	Gives the members of the team lots of appreciation and support for their contributions	110	3.20	.422	.133
	Grand Result	110	3	0.638	0.202

As shown in Table 4.6 above item 1 having mean score of having mean score of 40 and SD=0.966 of respondent were very low on the praise people for a job well done.

As indicated in table 4.6 item 2, regarding to makes it a point to let people know about his/her confidence in their abilities for encourage the heart for principal's to achieve empowerment. Thus, the respondents having mean score of 3.10 and SD=0.316.

As Table 4.6 item 3 indicated that having mean score of 3.20 and SD=0.919 of the respondents' opinions on the question that the makes sure that people are creatively rewarded for their contributions to the success of our empowerments

Regarding makes sure that people are creatively rewarded for their contributions to the success of our empowerments the respondents, having mean score of 3.00 and SD=0.471

Regarding to publicly recognize people who exemplify commitment to shared values, the majority of the respondents, having mean score of 3.10 and SD=0.738.

The researcher gave the average ratings for the measures of principal's practice challenges the process for empowerment of principal achievements for respondents. The means of encourage the heart for principal's to achieve empowerment of school community (respondents) ranged from a high of having mean score of 3.20 and SD=0.422.

As discussed earlier in this chapter, structural empowerment is viewed as a top-down approach to empowering principals, whereas psychological empowerment refers to increased intrinsic task motivation or enhanced feelings of self-efficacy by fulfilling one's needs for self-determination (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). Hence, this part of the literature reviews trying to answer the question: "*What is the relationship between empowerment and the effective performance of the instructional leadership roles by principals?*" This study is stimulated by the numerous benefits and advantages of empowerment and its crucial role in the principal's effective performance.

4.3.4 Principal practice and Empowerment

Having mean score of 3.10 and SD=0.738 of the respondents' opinions on the model the way of leadership practice has affected empowering principal's. This means that the respondents were undecided in the model the way of leadership practice has affected empowering for principal practice and empowerments.

The data in Table 4.7 Item 2 with regard to inspire a shared vision of leadership practice affected principal empowerments having mean score of having mean score of 3.20 and SD= 0.632.

Regarding to enables others to act of leadership practice has affected empowerment, the respondents, and having mean score of 2.40 and SD=0.966.

Concerning Table 4.9 item 4, respondents were asked challenges the process leadership practice has affected empowering principal's, the respondents having mean score of 2.90 and SD=0.738.

Information in Table 4.7 item 5 indicated that having mean score of 3.1000 and SD= 0.56765 of the respondents' opinions on encourage the heart of followers has affected principal empowerments.

The researcher gave the average ratings for the measures of principal's practiced courage the heart of followers has affected principal empowerments, for respondents. The means of

encourage the heart for principal's to achieve empowerment of school community (respondents) ranged from a high of having mean score of 2.40 and SD=0.699.

In today's global environment, school leaders need to be given more freedom and independence for striving to meet the challenging job requirements. School principals should be given opportunities to be more creative and responsible. Research indicates that there is significant correlation between the dimensions of empowerment and principal performance. Chen (2011) in Awamleh (2013, p. 314) revealed that "employees' performance will improve significantly when they are empowered with autonomy, freedom and opportunities to influence decision making in their jobs or organizations". It has been further reported by Ke and Zhang (2010) that psychological empowerment, comprising autonomy, competence, meaningfulness and impact, has a constructive relationship with the principal's performance as a government employee(Awamleh, 2013).

4.4 Challenges that Affecting Empowering School Principal's

4.4.1 Challenges of Principal's Empowerment

Table 5: Presented mean score of the challenges that affect the empowerment of school principal's

One-Sample Statistics					
No	Items on Challenges of Principal's Empowerment	N	Mean	SD	Std. Error Mean
1	Lack of adequate training toward school leadership practice	110	2.60	.699	.221
2	Lack of regular supervisor support from the concerned education officials.	110	3.00	.943	.298
3	Lack of experience to manage and mobilize the school community and activities toward shared goals.	110	3.00	.471	.149
4	Restricted powers of school principals to decide on issues.	110	3.10	.738	.233
5	Lack of availability of educational resource	110	3.20	.422	.133
6	The large size of school community (students, teachers and support employers)	110	2.20	.789	.249
	Grand Result	110	2.954	0.652	0.2060

As shown in Table 4.8 above having mean score of 2.60 and SD=0.699 of respondent on the lack of adequate training toward school leadership practice. This implies average number of school leadership on the lack of adequate training toward school leadership practice is 3.

As indicated in table 4.8 item 2, regarding to lack of regular supervisor support from the concerned education officials for challenges that affecting empowering school principals. Thus, the respondents having mean score of 3.00 and SD=0.943.

As Table 4.8 item 3 indicated that having mean score of 3.00 and SD = 0.471 of the respondents' opinions about the question that the lack of experience to manage and mobilize the school community and activities toward shared goals.

Regarding to Restricted powers of school principals to decide on issues. The respondents, having mean score of 3.10 and SD=0.738. The researcher gave the average ratings for the measures of principal's practice for challenges that affecting empowering school principal's for respondents.

Regarding to Lack of availability of educational resource having mean score of 3.20 and SD=0.422. This implies the average number of school leadership on Lack of availability of educational resource 4.

Regarding to the large size of school community (students, teachers and support employers) having mean score of 2.20 and SD= 0.789.

The means challenges that affecting empowering school principals of school community (respondents) ranged from a high of 3.7615 (lack of regular supervisor support from the concerned education officials) to a low of 3.1560 (lack of experience to manage and mobilize the school community and activities toward shared goals).

It seems that as consequences of such variables empowerment becomes a widely used notion in the current organizational settings which has been instilled in both the theoretical and empirical research works (Laschinger, Finegan, Shamian, & Wilk, 2001, 2004 in Orgambidez-Ramos&Borrego-Alés 2014). The idea of empowerment is meticulously associated with the effective performance of the dimensions of instructional leadership in order to have a successful school with the appropriate use of the workforce of the school (Siegall & Gardner, 2000). Conger and Kanungo (1988, p. 471), go on to say that empowerment "is a principle component of managerial and organizational effectiveness... [And] empowerment techniques play a crucial role in group development and maintenance". With any school looking for leaders who take the leading role in reacting innovatively to the problems faced by their school, empowerment is found to be a vital tool at both the micro and macro levels of the education system.

4.5 Correlation Matrices

Correlation matrices between the modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart in secondary schools of Ilu Aba Bor Zone

Table 6: Correlation matrices between the variables (Principal's Involvement (PI), inspired a shared Vision (ISV), Challenges the Process (CP), Enable others to Act (EOA), Teachers Encouragement (TE) and Principal Practice (PP))

	Principal's Involvement (PI)	Inspired a shared Vision (ISV)	Challenges the Process (CP)	Enable others to Act (EOA)	Teachers Encouragement (TE)	Principal Practice (PP)
PI	1					
ISV	.779**	1				
CP	.858**	.829**	1			
EOA	.785**	.842**	.831**	1		
TE	.687*	.803**	.760**	.739**	1	
PP	.365	.477	.438	.528	.421	1

Note: Items were measured on a 5-point Likert-type scale. Correlations of .56 or greater are statistically significant at $P = .01$ (two-tailed); coefficient alpha estimates of score internal consistency are given on the diagonal.

The relationship between inspired a shared vision for empowering principal achievement and challenges the process for empowerment of principal achievements was also high ($r = .829$, $P = .01$).

Moreover, the weakest correlation existed between teaches encouragement for empowering principal achievement and principals practice for empowerment in educational leadership ($r = .0421$, $P = .01$). Whereas the second weakest correlation existed between challenges the process for empowerment of principal achievements and principals practice for empowerment in educational leadership ($r = .438$, $P = .01$).

The result of the analysis revealed that a stronger correlation existed between Encourage the heart for principals to achieve empowerments and model the way for principal empowerment than between encourage the heart for principals to achieve empowerments and challenges the process for empowerment of principal achievements. Thus, there appears to be empirical support

for the positive influence of inspired a shared vision for empowering principal achievement on enabling others to act in the workplace.

In general, all the variables are statistically significant at $P\text{-value} < 0.001$. The data indicated a moderate relationship between inspired a shared vision for empowering principal achievement and challenges the process for empowerment of principal achievements. All the variables are, therefore, statistically significant at ($P\text{-value} < 0.001$).

The field of qualitative research is therefore, a diverse and expanding field with a range of approaches and methods such that it involves further debate and disagreement within it.

Qualitative data in the words and categories of participants lend themselves to exploring how and why the phenomena occur. The survey of the perceptions of PTA and principals on the practice of empowering SSPs in the Ilu Aba bor seven selected secondary school: captures the viewpoints and experiences of PTA and principals working in education offices and in seven selected secondary schools respectively. This section of the chapter provides brief presentation and analysis of the qualitative data obtained in the study.

This study was conducted over a three month period starting in February 2020 after ethics approval had been obtained from Jimma University. Semi-structured interview was used for this mixed method descriptive survey research for the reason that a semi-structured interview allows informants the freedom to express their views on their own terms. Semi-structured interviews can also provide reliable, comparable qualitative data. The interview is used widely to supplement and extend our knowledge about individual(s) thoughts, feelings and behaviors, meanings, and interpretations obtained from quantitative data. Each of these themes was accompanied by statements from participants that capture the strength of the emerging theme.

The findings of the current study are consistent with those of Hoyle et al. (2005) who found the unique relationships that exist in a district/woreda education office is the one between the school boards and school principals. As the local government's representatives, the school boards are asked to put the vision of the school into action which at times can detrimentally impact principals' roles as an instructional leader. School boards are extremely active in the political arena and the principal is very often asked or directed to accompany school boards to political events and meetings to offer background information and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time each working day (Hoyle et al., 2005).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes of the major findings, the conclusions drawn from the findings and recommendations.

5.1. Summary of the Major Findings

The main purpose of this study was to assess the principal empowerment in the seven selected secondary school of Ilu Ababor Zone in educational leadership. The basic questions of this research involved investigating the:

- 1.What is the current practice of principals' empowerment in the secondary schools of Ilu Aba Abor zone?
- 2.What strategies are being utilized to empower principals in the secondary schools of Ilu Aba Abor zone?
- 3.What factors hinder the principals' empowerment practice in the secondary schools of Ilu Aba Abor zone?

As it can be seen from table 4.4 the Information on item 1 indicated the respondents opinions on sets a personal example of what he or she expects of others is having mean result 3.31 with $SD=0.465$. This means that respondents were low in sets a personal example of what he or she expects for principals practice involve in model for principal empowerment.

In response to the first item 1 of Table 4.3, having mean 3.33 and $SD=0.474$ of the respondent on the talks about future trends that will influence how our work gets done for inspired a shared vision for empowering principal achievement. Concerning item 2, respondents were asked whether he or she describes a compelling image of what our future could be like. The respondents having mean result 3.40 with $SD=0.540$. Regarding item 3 on appeals to share an exciting dream of the future, the majority of the respondents, having mean result 3.35 and $SD=0.504$. Information in item 4 indicated that having mean result 3.38 and $SD=0.514$ of the respondents' opinions on the shows others how their long term interests can be realized by enlisting in a common vision. With regard to item 5 paints the big picture of what we aspire to accomplish for inspired a shared vision for empowering principal achievement having mean result 3.38 and $SD=0.538$. Item 6 the researcher gave the average ratings for the measures of

principal's practice involve inspired a shared vision for empowering principal achievement for respondents.

As shown in Table 4.4 above having mean score 3.44 and SD=0.570 of respondent were seeks out challenging opportunities that tests his/her own skills and abilities for empowering. As indicated in table 4.6 item 2, regarding to challenges people to try out new and innovative ways to do his/her work for empowerment of principal achievements. Thus, the respondents having mean score 3.30 and SD=0.46. Item 3 indicated that having mean score 3.41 and SD=0.49 of the respondents' opinions on the question that the searches outside the formal boundaries of his/her organization for innovative ways to improve empowerment of principals what we do. Regarding to asks what we do to positioning principals when things don't go as expected, the respondents, having mean score 3.41 and SD = 0.54. The researcher gave the average ratings for the measures of principal's practice challenges the process for empowerment of principal achievements for respondents having mean score 3.41 and SD = 0.54461.

The means of challenges the process for empowerment of principal achievements of school community (respondents) ranged from a high of having mean score 3.30 SD=0.46. (Makes certain that we set achievable goals, make concrete plans and establish measurable milestone for the projects and programs that we work on for empowerments of principals.)

Information in Table 4.7 item 1 indicated that having mean score of 3.3457 and SD=0.50400 of the respondents' opinions the develops cooperative relationships among the people he/she work within for principal empowerment. The Item 2 with regard to actively listens to diverse points of view for principal empowerment having mean score of 3.3704 and SD=0.51099. Regarding to treats others with dignity and respect, the respondents, having mean score of 3.30 and SD=0.562. Concerning item 4, respondents were asked whether he or she supports the decisions that people make on their own, respondents having mean score of 3.2840 and SD=0.48048. Information in item 5 indicated that having mean score of 3.3333 and SD 0.47434 of the respondents' opinions on gives people a great deal of freedom and choice in deciding how to do their work.

This Table 4.9 reveals that model the way for principal empowerment, inspiring a Shared Vision the Process, Enabling Others to Act, and teachers Encouraging and principals practice have relatively a direct linear relationship one to the others in empowerment in educational leadership. Specifically, the strongest correlation existed between inspired a shared vision for empowering principal achievement and Enabling others to Act for empowerment in educational leadership

($r=0.842$, $P=0.01$). The second strongest correlation existed between challenges the process for empowerment of principal achievements and enabling others to act ($r=0.831$, $P=0.01$). The relationship between inspired a shared vision for empowering principal achievement and challenges the process for empowerment of principal achievements was also high ($r = 0.829$, $P=0.01$). Moreover, the weakest correlation existed between teaches engorgement for empowering principal achievement and principals practice for empowerment in educational leadership ($r=0.421$, $P=0.01$). Whereas the second weakest correlation existed between challenges the process for empowerment of principal achievements and principals practice for empowerment in educational leadership ($r=0.438$, $P=0.01$). The result of the analysis revealed that a stronger correlation existed between Encourage the heart for principals to achieve empowerments and model the way for principal empowerment than between encourage the heart for principals to achieve empowerments and challenges the process for empowerment of principal achievements. Thus, there appears to be empirical support for the positive influence of inspired a shared vision for empowering principal achievement on Enabling Others to act in the workplace.

In general, all the variables are statistically significant at $P\text{-value}<0.001$. The data indicated a moderate relationship between inspired a shared vision for empowering principal achievement and challenges the process for empowerment of principal achievements. All the variables are, therefore, statistically significant at ($P\text{-value}<0.001$).

The results of Regression analysis illustrated in Table 4.10 was depend upon the results of data demonstrated in Table 4.2 up to 4.9 that describes about the relationship between principal involvement, Inspired a shared vision, Challenges the process, Enable others to act, Encourage the heart, Principal practice and challenges of principal's empowerment. According to the data of this Table, empowering of school principal's had strong relationship with the principal's Leadership. Thus, the results of Regression analysis illustrated in Table 4.10 were focused on the effects principal's Leadership on empowering of school principals. This statically analysis undertaken based on the assumption that the significance p value of the regression coefficient becomes less than 0.05 considered as highly significance factors. If the value tended to higher than the p value of 0.05 indicate the independent variables (principal's leadership) lacking their significance in affecting the dependent variables (principal's empowerment). Accordingly, the relationship between principal involvements, Inspired a shared vision, Challenges the process, Enable others to act, Encourage the heart, Principal practice and challenges of principal's empowerment. If the

data obtained and illustrated as in Table 4.10 tended to show the nearest result of the correlation coefficients ($r=0.969$) indicates the existence of strong link between principal's leadership empowerment and principal's leadership as determinants. The determination coefficient R-square has the value 0.938 expresses that 93% of the occurrence of empowering of school principals can be explained by the principal's leadership taken into consideration. From the Table it has been determined that $f=348.315$ and significant at .000_b level, indicated that, the role of the principal's leadership as independent variables to explain the empowering of school principal's (the dependent variable). It confirmed that, the Regression analysis is valid and can be used to analyze the dependence between the variables.

5.2 Conclusions

The findings revealed that the school principals' potential on self-directed decision-making virtues may have been restrained by the hierarchical control processes of the top management that required them to comply with directives and policies. It is deduced from the study that some of the dimensions of structural empowerment (access to support and opportunity for resources), psychological empowerment (meaning) and leadership behavior (delegation of authority, skill development and coaching for innovative performance) have a stronger relationship with effective instructional leadership role performance of principals in the region than the other dimensions of the three variables. It illustrates that the above mentioned components of each variable contribute towards the challenges of or significant predictors for empowering SSPs. The fact that these surveyed groups had not undergone leadership training in empowerment does not mean that they did not recognize the importance of empowerment. As observed during the participants' interviews, the indication was that they only lacked opportunities to practice the components of empowerment in their school leadership roles in the daily interactions with the school communities.

In the literature, the term tends to be used to refer to the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning. The purpose of this study was to provide insight into empowering secondary school principals to perform their instructional leadership roles more effectively in the selected seven secondary school of Ilu Aba bor zone. This chapter discussed the significant parts of the thesis including the synopsis, conclusions, recommendations and avenues for future research. The findings show that the term instructional leadership has come to be used to refer to the ability of the principal to guide teachers to improve instruction through the creation of favorable

learning environments, building of teacher content and pedagogical knowledge, and explicit monitoring of the learning of both teacher and student.

More to the point, empowerment for principals is a vital tool for uplifting personal self-efficacy by sharing power and authority within the organizational hierarchy through the use of a set of managerial practices and techniques. Besides, the term empowerment refers to enabling of principals to make their performance easier and more effective.

More recent studies that recognize their value as instructional leaders – including this thesis – contend that principals continue to spend a considerable amount of their time each day performing managerial duties, particularly those duties pertaining to routine tasks ordered by the top managers. However, interest in the empowerment of instructional leadership as a research topic continues to increase, with particular focus on the principal as an instructional leader. Most of the researches on empowering secondary school principals conclude that these important school administrators are limited to traditional managerial and supervisory duties, chiefly those duties that principals do not want to perform.

This thesis has given an account of and the reasons for the challenges of empowering principals to perform instructional leadership role performance effectively in the ORSE. In general, therefore, it seems that though teachers, principals and Supervisors recognized the importance of empowerment for principals' instructional leadership role performance, the study described challenges associated with conceptualizing the relationship between empowerment and instructional leadership role performances. Results from this study also indicate that principals in the sample do not spend the majority of their time on carrying out instructional leadership responsibilities; nevertheless, survey results clearly indicate that they spend “some” of their day on such tasks.

As schools continue to search for answers regarding quality education or better student achievement, this study serves as a vital step toward investigating perceptions of the valuable influence that teachers, principals and PTAs may have on achieving effective teaching and learning. This study is important because it contributes significantly to the dearth of further empirical research on empowering principals to perform instructional leadership roles more effectively and will aid future research on the topic. Noteworthy empirical data were shared. More importantly, this study addressed significant areas for further research and implications for

empowering secondary school principals to perform instructional leadership roles more effectively.

5.2 RECOMMENDATIONS

Both the quantitative and qualitative subjects suggested possible strategies/initiatives to empower principals so as to perform instructional leadership roles more effectively in the secondary school. Most, if not all participants indicated that professional development opportunities, capacity development programmes, objective recruitment and selection criteria, access to adequate resources, adequate support system, self-directed decision-making opportunity and adequate performance-based pay appear to be the most direct strategies to empower principals .

Some responses, particularly from principals, suggested the following as major reasons for their disempowerment: the lack of in-depth training, lack of time, increased paperwork, the community's perception towards the principal's role as that of a leader, having many responsibilities with no authority, less salary than some teachers, assigning for the position with no or inadequate qualifications and relevant work experiences, frequent interfering from top level management, and having no recognition for their good performances. Develop strategic initiatives to empower and enhance principals' professional competence. Analysis of the research problem addressed by this thesis resulted in implications for the practice of instructional leadership by principals and educational leaders. In this regard the researcher feels the need for the basics of principal empowerment to focus on setting direction for instructional leadership, developing the staff and the school system as a whole. This knowledge can be used with confidence to guide instructional leadership empowerment practice, policy and research. It also can provide a good starting point for dialogue with diverse audiences about the future of instructional leadership as a new concept in the region

Last but not the least instructional leaders must guide their schools through the challenges posed by an increasingly complex environment. Jenkins (2009, p. 34) highlighted that "Instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning". The author further states that "If principals are to take the role of instructional leaders seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning" (Jenkins, 2009 p. 36). Hence, the researcher feels that this could be realized by modeling desired dispositions and actions so that instructional leaders could enhance others' beliefs about their own capacities and their

enthusiasm for change using sustainable empowerment strategies. Principals are required to practice shared leadership under the concepts of empowerment and continuous professional development.

Four major recommendations followed by important suggestions are pointed out. Such advice includes those that related to the understanding and knowledge of the field, implications for practice and improving the existing policy documents that enhance principals' empowerment to perform instructional leadership roles more effectively in the secondary schools of the Ilu Aba bor zone of the seven secondary school. A descriptive survey was selected because it provides an accurate portrayal or account of the characteristics, for example behavior, opinions, abilities, beliefs and knowledge of a particular individual, situation or group.

Finally, future research should be conducted to review the processes or procedures principals or other educational leaders use and implement for the transition from being managerially fixated to being instructionally focused. These major recommendations are specifically associated with policy-makers, school boards and/or community stakeholders, practitioners, and principal preparation programmers.

This training could improve the quality and functionality of school board-principal relations and provide large benefit for many years. As the findings of this study indicated, community stakeholders play an important role in moving the woreda education offices' mission forward. It would then fall to the community stakeholders and woreda education offices to decide upon a consultation process that works best for them and then apply it. All these could make a great contribution to the process of principals' empowerment. Another recommendation of the findings of this study is for school boards and community representatives to receive training that helps them understanding their role in the school management and thereby exerting their efforts where they will be most effective in supporting the school's mission and goals.

These best practice agreements could then be used to influence the hiring criteria that are used to select principals and in particular better define their roles as they pertain to evaluation purposes. It is recommended that further revision of the existing policy documents be undertaken in the following areas. Policy-makers have a role to play in strengthening the ability of principals to be more effective instructional leaders. Related to hiring, institutions such as Regional Education Bureau and the Woreda Education Offices as they concern principals should develop joint statements of "best practices" that would be endorsed by these institutions.

As the local government's representatives, the school boards are asked to put the vision of the school into action which at times detrimentally has an impact on the principal's role as an instructional leader (Hoyle, Bjork, Collier, & Glass, 2005). School boards are extremely active in the political scenario and the principal is very often asked or directed to accompany school boards to these events and meetings to offer background and advice on educational matters. As a result the relationship with school boards demands a large amount of the principal's time during each working schedule in order to enhance their capacity. One of the unique relationships that exist in a district/woreda education office is the one between the school boards and school principals.

Organize need-based continuous professional development programme for principals: For the reason that the job of the principal is rapidly changing from a managerial focus to that of an instructional leader; it is imperative that candidates aspiring to these positions experience the world of being a woreda education officer or school leader prior to assuming the role themselves (Bjork, 1993).

Being able to analyse student assessment results and reduce them into meaningful and useful information would be a suggested topic for these preparation programmers (Morgan & Peterson, 2002). This type of approach supports the development of the critical skill sets required of new systems and school leaders so that it makes the endeavor of empowering principals easier and more effective. Another recommendation of the findings of this study would be that the preparation programmers for principals provide practicum experiences and allow time to develop collaborative solutions for problems of practice. Being a principal transitioning from a managerial focused position to being more responsible for instructional leadership, it is critical that the system and school leaders have both the skills and knowledge necessary to direct multidimensional action towards a single objective: improving student achievement (Hoyle, Bjork, Collier, & Glass, 2005). All the recommendations that were gleaned from these findings relate to the suggestion that a well-developed and comprehensive regional or woreda education office strategic plan be developed following thorough consultation between schools and central offices. This strategic plan would increase the level of coherency within the education offices or schools and ensure a stronger alignment of actions and resources would be achieved. This strategic plan should be research driven, support systemic reform, be sustainable over time, and

use agreed-upon-data to determine whether progress has been made and objectives have been achieved (Morgan & Peterson, 2002).

5.3.1 Suggestions for Future Research

This research has thrown up many questions for the benefit of further investigation. Given the fact that, principals' instructional leadership is critical for student growth and improved achievement, a great deal remains to be researched about empowering principals to perform their instructional leadership roles during this era of educational accountability and reform (Leithwood, 2008). Since this study may be of interest to school principals, central office administrators, vice principals, school board members, and other researchers who are interested in empowering principals to perform the instructional leadership role more effectively.

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APPENDIX A

JIMMA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES TO BE PRINCIPALS EMPOWERMENT IN THE SECONDARY SCHOOLS OF ILU ABA BOR ZONE (principals, vice principals, supervisors, unit leaders, department PTA, and teachers.)

Dear respondent

This questionnaire is designed to gather information about principal empowerments in secondary school in secondary school of Ilu Aba Bora zone. The study focuses on government secondary schools in the zone. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, fact opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through phone number 0917804159

N .B each question has its own instruction to follow.

You have to return the questionnaire as soon as possible after completion

No need to write your name

Thank you in advance

Personal information

Direction 1

Write the name of your school on the blank space provided and put (√) mark on the dash you choose as answer for each question.

Zone _____woreda_____ name of the school_____

Your role in school :supervisor Dept. Head teacher unit leader principal vice principal Sex: male female Age :Below 20 21-25 26-30 31-35 36-40 41-45 46-50 51-55 above 56-60

Level of educational attainment: certificate diploma BA/BSC/BED MA/MSc other
Work experience in years:5 and below 6-10 year 11-15 year 16-20 year 21- 25 year 26 and above year

Training attended relevant to school leadership:

Did not take at all less than 1 week 1-2 week 3-4 week 1-3 month more than 3 month

Part II. Secondary school principal practice

Direction 2.The following statements show practice of school principal .please show the extent to which statement characterizes your school by putting tick mark (√)in the one of the given space against each item .The numbers indicate :

5=very high 4=high 3=moderate 2=low 1=very low

A .model the way for principal empowerment

No	Item	1	2	3	4	5
	He /she :					
1	Sets a personal example of what he or she expects of others					
2	Asks for feedback on the promises on how his/her actions affect other people's performance?					
3	Is clear about his/her philosophy of principal's empowerments?					
4	Follows through on the promises and commitments that he/she makes					
5	Builds consensus around a common set of values for running our organization					
6	Spend time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on.					

B .inspired a shared vision for empowering principal achievement

No	Item	1	2	3	4	5
	He /she :					
1	Talks about future trends that will influence how our work gets done					
2	Describes a compelling image of what our future could be like					
3	Appeals to share an exciting dream of the future					
4	Shows others how their long term interests can be realized by					

	enlisting in a common vision					
5	Paints the big picture of what we aspire to accomplish					
6	Speaks with a genuine conviction about the higher meaning and purpose of our work					

C .challenges the process for empowerment of principal achievements

No	Item	1	2	3	4	5
	He/she					
1	Seeks out challenging opportunities that tests his/her own skills and abilities for empowering					
2	Challenges people to try out new and innovative ways to do his/her work					
3	Searches outside the formal boundaries of his/her organization for innovative ways to improve empowerment of principals what we do					
4	Asks what we do to positioning principals when things don't go as expected					
5	Makes certain that we set achievable goals, make concrete plans and establish measurable milestone for the projects and programs that we work on for empowerments of principals.					
6	Experiments and take risks ,even when there is a chance of failure					

D .Enable others to act for principal empowerment

No	Item	1	2	3	4	5
	He /she					
1	Develops cooperative relationships among the people he/she work with					
2	Actively listens to diverse points of view					
3	Treats others with dignity and respect					
4	Supports the decisions that people make on their own					
5	Gives people a great deal of freedom and choice in deciding how to do their work					
6	Ensures that people grow in their jobs by empowerments of principal's and developing themselves.					

E .Encourage the heart for principal's to achieve empowerments

No	Item	1	2	3	4	5
	He /she					
1	Praise people for a job well done					
2	Makes it a point to let people know about his/her confidence in their abilities .					
3	Makes sure that people are creatively rewarded for their contributions to the success of our empowerments					
4	Publicly recognizes people who exemplify commitment to shared values					
5	Finds ways to celebrate accomplishments					

6	Gives the members of the team lots of appreciation and support for their contributions					
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III. Principal practice and empowerments

Direction 3: The following statements shows principal practice and empowerment of principals. To what extent the following leadership practice do you think will affect principal empowering by putting tick mark (√) in the one of the given boxes for each item. The number shows 5=strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree.

No	Item	1	2	3	4	5
	He /she					
1	Model the way of leadership practice has affected empowering principals?					
2	Inspire a shared vision of leadership practice affected principal empowerments					
3	Enables others to act of leadership practice has affected empowerment					
4	Challenges the process leadership practice has affected empowering principal's					
5	Encourage the heart of followers has affected principal empowerments					
6	The combination of the 5 leadership exemplary of leadership practice have affected principal empowerment					
7	Leadership empowerments and student academic achievement does not have any relations					

In your opinion, to what extent the principal empowerment practice employed in your school brought changes on students' academic achievement in this school?

IV. Challenges that affecting empowering school principal's

Direction 4: The following statements indicates major challenges or problems that affecting principal empowerments or leadership practice. Please show the extent to which each statement characteristics your school by putting thick mark (√) in one the boxes against each item. The number shows 5=strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree.

No	Item	1	2	3	4	5
	He /she					
1	Lack of adequate training to wards school leadership practice					
2	Lack of regular supervisor support from the concerned education officials.					
3	Lack of experience to manage and mobilize the school community and activities toward shared goals.					
4	Restricted powers of school principals to decide on issues.					
5	Lack of avalaibility of e educational resource					
6	The large size of school community (students, teachers and support employers)					
7	Unwise interference of higher officials in the functions of school principal's					

What are the others major challenges that school principals face during their leadership activities on principal empowerment ?

APPENDIX –B

Interview questions for schools supervisors, principals and PTA.

Dear participant, the purpose of these questions is to collect data on the principal empowerment in secondary schools of Ilubabor zone. Your response will be crucial for the successful accomplishment of this study.

Therefore, your honesty in responding to the question is great importance, and your responses to the interview would be kept confidential

Thank you in advance

Part I: General Information

Woreda _____

_____ Responsibility _____ Date _____ Sex _____

Age _____ Service years _____ Qualification _____ Subject: _____

Major _____ Minor _____ Part II Give your response to the

following questions briefly.

1. What are the first steps taken to empower principals?
2. Leadership behaviors exhibited by principals
3. What Leadership behaviors exhibited by principals
4. What opportunities needed for empower principals
5. What are the challenges of principal empowerment in your school?
6. What is the model way for principal empowerment in your school?
7. What is your principal use to increase principal empowerment in your school?
8. What is the current practice of principals' empowerment in your schools?
9. What factors hinder the principals' empowerment practice in your school?

Thank you

For your valuable time and knowledge devotion!!