

**SCHOOL PRINCIPALS' LEADERSHIP EFFECTIVENESS IN
SECONDARY SCHOOLS OF WEST OMO ZONE**



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DECLARATION

The researcher here by declares that this thesis on the title” assessment of School principal leadership effectiveness in some selected secondary schools of West Omo Zone, SNNPR is my original work and that all sources of materials used for the thesis have been indicated and acknowledged with complete references.

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ACRONYMS

FDG: Focus Group Discussion

GEQIP: General Education Quality Improvement Package

MoE: Ministry of Education

PTSA: Parents Teachers and Students Association

SIP: School Improvement Program

SPSS: Statistical Package for the Social Science

TDP: Teachers Development Program

FDG: Focus Group Discussion

IER : Institute of Educational Research

LAMP: Leadership and Management Program

Abstract

The purpose of the study was to investigate school principal's leadership effectiveness in some selected secondary school in West Omo zone. To conduct the study descriptive survey design was used with both qualitative and quantitative methods. Among 14 secondary government secondary schools was founded in the Zone. Eight (8) secondary schools were selected to conduct the research by purposive sampling technique. A total of 78 teachers were selected by simple random sampling technique and 8 principals, 4 vice principals, 4 cluster supervisor, 4 educational experts and 4 PTAs were selected by purposive sampling techniques. Questionnaires, semi-structured interview and focus group discussions were employed as instrument of data collection. Both qualitative and quantitative approaches of research were employed to quantify and describe the data. The collected data by questionnaire were analyzed using descriptive statistics (frequency percentage and mean). It was found out that effectiveness of school's principals', in setting goals, developing vision, forming strong functional relationship among the school community, and showing professional endeavors in inspiring teachers do their work enthusiastically was below the desired level. The study further revealed that lack of adequate training and experience related to the functions of instructional leadership, high staff turnover, shortage of resources and more engagement on routine works that had less value to the schools' vision and mission were some of the main problems hindering principals' leadership effectiveness. Accordingly, it is concluded that almost all of the school principals were not effectively leading core activities of their schools by forming communal cooperation among the staff within the school, on one hand, and collaboration between the staff of the schools and the community outside the schools, on the other hand. Finally, it is recommended that responsible parties including woreda and west Omo zone educational office are advised to fill the knowledge and skill gaps of the principals by designing and providing long and short term professional training and development programs on: strategic instructional leadership, effective cooperative and collaborative school leadership styles as well as internalization of the selection criteria as stipulated in "A Blue Print for Teachers Development Program" in a suitable manner.

CHAPTER ONE

Introduction

This chapter describes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the study

Globally, education is one of the important elements to provide economic, social, cultural and technological development (UNISCO, 2005;TGE, 1994). Principally, for developing countries, where growth is essential, if the countries are to climb out of poverty, education is particularly important with this understanding therefore; most nations today are exerting much on expanding education (Hughes, 1999).

Currently, different countries, including Ethiopia, are strategically devising various programs to alleviating or minimizing poverty through education. Accordingly, Ethiopia has developed and has been implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). However, ending poverty seems is difficult without offering quality to citizens realizing PASDEP's strategic vision [rapid and sustained growth through large domestic investment and scaled up development] purely needs quality education that produces competent and committed manpower. Additionally, the country has adopted Millennium Development Goals (MDGs). These goals made educational targets as the central fuels and deriving forces for the development endeavors in the country. This in turn demands ensuring quality education in a planned and systematic manner .Hence, different intervention strategies has been planned and implemented in Ethiopia .Some of these are General Education Quality Improvement Program (GEQIP), School Improvement Programs (SIP), and English Language Improvement Programs (ELIP) .Each of these has its own sub programs. For instance, one of the components of GEQIP is Management and Administration Program (MAP) that supports the governments' initiatives in strengthening the planning, management, and monitoring capacity of MoE, REBs, and WEOs and in turn make these organs ensure effectiveness of leadership at school level. This is because, effectiveness of schools falls at the hands of effective school leaderships assisted by the relevant stakeholders (McEwan, 2003).

It is obvious that school principals play the key role in making school leadership as effective as possible. School principals apply different styles or skills of leadership including autocratic, democratic, laissez-faire, transactional and transformational (Stronge, 2008). Each of these styles has their own advantage and disadvantage. Moreover, the effectiveness of each style has its own best fitting contingent situations. On the other hand, effective school leaders, in applying a single style or combined leadership styles, are required to have a genuine concern for children, positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MoE, 2012).

Therefore, to ensure quality education at school level those who are the leaders of schools are responsible for effective learning in schools and school improvement (Biech., 2010; Everard and others, 2004;; Kyriakides, 2008;. Nigel, 2003; South worth, 2005.) This means, quality education is supported by effective leadership of school principals. Accordingly, increased in learner's performance, quality teaching and learning and healthiness of school environment rely strongly on good plans and practices of school leadership (Harris, 2004). Principals are expected to provide leadership in facilitating educators so that effective teaching takes place in accordance with the philosophy and principles of country educational policy (MoE, 2012). This is because; the success of any organization including educational institutions depends upon the way and manner in which the principals exercise school leadership (Stronge, 2008). This again depends on the extent to which school principals apply leadership in creating and maintaining cooperative efforts among the existing staff and between the school and its community in leading and making the school successful (Kyriakides, 2008). Supplementing this Nigel et al (2003) argued that effective school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to practice leadership within the school. They lead by managing, motivating and in inspiring people. This may come through individual one-to one work with teachers, pupils, parents or governors, or through creating the thrust within an organization that encourages and enables people to play an active part in school life.

Effective school leaders are distinguished by their vision, passion and capacity to bring a critical spirit into the complex and demanding job of headship, whilst at the same time focusing on staff and pupil performance, and on classroom pedagogy. Christina Boateng, (cited in Finch and Johansen, 1991) has suggested that effective leaders in organizations like schools initiate and

motivate followers to collectively develop and realize the vision. Accordingly, effective and successful principal must have a clear vision that shows how all components of a school will operate together. Similarly, work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads and their subordinates in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Biech, 2010).

School leadership is one of the most complex processes that help influence people to achieve common goals. To be an effective leader, school principals need to have a better knowledge and the required skills of more than one leadership theory to serve their customers effectively and efficiently (Tadesse , 2013). School principals are facing tremendous pressures from both inside and outside the school building to increase teacher accountability while maintaining a positive school climate. Principal 's characteristics and their professional leadership practices may positively impact a school 's climate; however, the balance between personal characteristics and professional leadership practices has yet to be determined (Hansen, 2016).

Effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programmed of staff development on the real needs of their staff and school. They gain this view through a systematic programmed of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing working the classroom and to raising the standards achieved by students (Nottingham, 2001). It is, therefore, necessary to look seriously into the challenges faced by Secondary school head teachers in leadership and management of human resources. Human resources are the major key players in the achievements of the educational goals in the school

Finally the presence of effective school leaders, positive school climates, and positive attitudes of teachers can directly or indirectly influence school performance and student achievement or quality of education. A school as an organization is influenced by its principal ship (Andy, 2010;

Everard et al, 2004; Nigel et al, 2003 and Philip, 2005). Therefore, investigating the currently existing leadership effectiveness of the principals has been the central focus of this study.

1.2. Statement of the problem

The government of Ethiopia has introduced different policies in education. One of the landmarks to this effect is developing and practicing the 1994 Education and Training Policy. Moreover, the policy has changed the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of evolving effective school leaders (MoE, 2008).

Additionally, MoE, (2002) the Education and Training Policy and its Implementation supports and enforces a more decentralized educational planning and leadership where by different stakeholders, including parents and local community, forms unity in leading the schools. This in turn made the role and work of school principals not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within the school and around the school. Therefore, monitoring cooperative and collaborative leadership in the school improves the leadership qualities and performance of teaching learning in the school. This means that principals are expected to play dual roles. Primarily, they need to act as managers in maintaining the implementation of the existing government policies, strategies, rules and regulations. Secondly, they are required to develop the vision and change the existing status quo of the school. They are expected to lead both the administrative staff and academic staff in their schools. This is because; quality education is a product of effective school management and leadership practices. Here, effectiveness of school leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and sustained healthy school environment (MoE, 2012).

In line to the above, Hallinger and Heck (1998) suggest that school principals are the pillars of the development of educational system especially at the second stage of educational pyramid. Today, as indicated above, the duty of the school principal is becoming more sophisticated and complex than in previous decades. This complexity has been generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring effective and visionary

leadership of the school principals. This again relies on the ability of the school principals in planning, organizing, coordinating, directing and controlling the activities of the school system and achieving the goals and objectives of the organization. Additionally, principals are expected to create successful, confident, creative and active teachers and students in their school (MoE, 2012). These all require an effective leadership that is supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students.

Besides, school principals are also required to inspire students, internal staff and members of the community to continuously enhance the learning processes in their school (MoE, 2012).

It is believed that the principals' leadership role affects the teaching learning process, responsibility and accountability for student development, undertaking professional development, and managing change, conversely, the reality on the ground has showed that school leadership has different problems particularly at secondary school.

Therefore, none of the researchers mentioned above conducted a study on the effectiveness of leadership of principals combining both the instructional [core functional] and supportive part [like leading internal and external relationships] in the schools at secondary level. Moreover, there is an apparent such study has been conducted in the secondary schools of West Omo zone of SNNPR. Accordingly, the main intention of this study was to investigate the manner in which principals of secondary school in West Omo zone were shouldering their leadership responsibilities in a participatory manner starting from vision setting up to the realization of the vision and achieving of the goals.

In view of the fact stated above, the present study therefore, attempted to assess and investigate the extent to which the leadership effectiveness of secondary school principals' were effective in their leadership in selected secondary schools in West Omo Zone of SNNPR based on the following research questions.

This study further attempted to answer the following basic research questions;

1. To what extent the current school principals are effective in their leadership approach in west Omo Zone selected secondary school?

2. To what extent are school principals creating a suitable condition to education so safety, a cooperative spirit and other foundations of fruitful interaction among school community?
3. What is the major factors challenging principals' leadership effectiveness in the schools?

1.3 Objectives of the Study

1.3.1 General Objective

The main purpose of the study was to investigate principals' effectiveness in school leadership in secondary schools of West Omo zone and to suggest possible recommendations that might solve the problems of principals' leadership effectiveness.

1.3.2 Specific Objectives

- Assess the extent of principals' effectiveness in school leadership.
- To examine the extent to which principals are creating positive and productive relationship with all the school community
- To assess the principals' success in the implementation of educational strategy.
- To identify the challenges encountered and the solutions sought on principals' leadership effectiveness.

1.4. Significance of the study

These natures of research work give possible suggestions about the problem for different group of organization and society level. The researcher investigation and suggestion help the government, educational experts/stakeholders and others in resolving problems related with school principals leadership effectiveness in secondary schools.

The findings of this study were believed to demonstrate the implications of school principals' leadership effectiveness up on students' academic achievement, behavior and conduct, attitude towards schooling, and individual and social life in and around school in Ethiopia. Therefore, it may create awareness among educational experts, teachers, and other concerned bodies.

Furthermore, the findings and implications of the current study would be important in building and extending the research in the specified area. And finally, the findings of this study could

motivate other researchers to undertake further study on the subject. In addition to motivating, the findings of this study could ascertain the directions for future researchers in this area. Moreover, the study can have a significant input as an additional resource and reference material for further research.

1.5 Delimitations of the Study

It is true that there are different educational problems throughout the structure of the schooling from nursery up to tertiary level. However, the study concentrated on secondary education this is because, leadership at secondary schools is crucial. This is because; students at this level are made to prepare for higher learning. It is the result of the students at this level that makes the students capable to meet the requirement of higher learning in the institutions of both technical-vocation and academic education.

The title ‘Assessing of school principal leadership effectiveness of the secondary school in the case of West Omo zone’ was selected for the study because, the preliminary study by the researcher and his practical experiences clearly indicated that the major problem of education at secondary school was linked with the problem of effectiveness of principals’ leadership.

1.6. Limitations of the Study

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

1.7.Operational definition of key Terms

- **Secondary School:** a school which offers two years of general education for grade 9 and 10 and another two years of preparatory classes for grade 11 and 12.
- **School Principal:** the leader of the school “Accountable for the academic progress for all students entrusted to their care” (Ubben, Hughes and Norris, 2007).

- **Leadership:** the ability to influence the actions of others and to guide an organization to a desired state of being or functioning (Glover, 2003).
- **School leadership:** a process of influence based on clear values and beliefs and leading to a 'vision' for the school(Glover, 2003)
- **Effectiveness:** the measure of the extent to which principals are successful in discharging leadership roles they are supposed to play (Stronge, 2008).

1.8. Organizations of the Study

This research paper is organized into five chapters. The first chapter deals with the problem and its approach. The second is concerned with the review of related literature while the third chapter deals with the methodology of the study. The fourth chapter contains data analysis and interpretation.

CHAPTER TWO

Review of Related Literature

This chapter were discussed and analyzed studies concept of leadership, leadership and management practices in the school, leadership style and work effectiveness, leadership style and school principals, characteristics of effective leadership, function of school leaders, creating vision and school principals, and major factors that challenge the effectiveness of school leadership

Finally, the challenges and weaknesses of school leadership in schools are presents it also reviews the challenges school principal faces while they play their school leadership role.

2.1. Concept of Leadership

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

The goal of school leadership is school improvement. School leadership has very important impacts on the quality of school organization and on students' outcome. It is all about organizing the organization of school to achieve common goal (Leithwood, Day, Sammons, Harris & Hopkins, 2006, p.11).According to Leithwood, (2006,p.33)in order to improve the school and students' outcomes, the leader needs to involve and engage with school stakeholders. In supporting the above idea Hallinger& Heck (2010) states that a considerable number of scholars have studied the influence of school leadership on student learning over a period of time. Moreover, majority of these researchers have “framed leadership as an independent variable or driver for change, in relation to school effectiveness and school improvement”.

As OECD, (2008) report concentrates on school leadership accepting that there are common elements and trends in leadership practice across sectors and lessons can be learned from non-educational environments well. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or group or organization (Yukl, 2002). Moreover a central element of most definitions of leadership is that it involves a process of influence (OECD, 2001a). Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. The three concepts overlap; we use them with a difference in emphasis. An often-quoted phrases “managers do things right, while leaders do the right thing (Bennis & Nanus, 1997). While leadership involves steering organizations by shaping other people’s attitudes, motivations and behaviors, management is more closely associated with maintenance of current operations (Bush & Glover, 2003). Dimmock (1999) provides a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all three: Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

We live in a leadership era. There is a wide spread recognition of the importance of leadership by governments, cooperation, business organizations of all kinds. In the transformative influence of leadership seems to outstrip the research and scholarship that would underpin its justifications. Few aspects of education are fascinating provocative and controversial as leadership particularly as it pertains to school.

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

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

According to Grint (2007) leadership is the interpersonal influence, directed through communication toward goal attainment, the influential increment over and above mechanical with directions and others, an act that causes others to act or respond in a shared direction, the art of influencing people by persuasion or example to follow a line of action. As Leithwood&Riehl (2005) define leadership as the work of mobilizing and influencing others to articulate and achieve the schools shared intentions and goals. In supporting and elaboration the definition above Leithwood&Riehl, (2005) for instance identify five conditions for leadership as follows: Leadership exerts within societal relationships and serves social ends-leadership is primarily a set of group-oriented process.

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

themselves. Therefore, leadership is very crucial for the achievement of goal and vision of any organization.

2.2 Leadership and Management Practices in the School

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

Leithwood (1994) provided comprehensive models of transformational leadership in the school. The model conceptualizes along eight dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important educational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decision.

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

A set of national standards for Head teachers was established in 2004 which identified core professional leadership and management practices in six key areas Day &Samnions (EDT 2016).These apply to all phases and types of schools and are in turn subdivided into the

knowledge, professional qualities (skills, dispositions, and personal capabilities) and actions needed to achieve them. These include:

2.2.1 Shaping the Future

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

2.2.2 Leading Learning and Teaching

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

2.2.3 Developing self and Working with Others

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

2.2.4 Managing the Organization

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

2.2.5 Securing Accountability

Head teachers are accountable to students, parents, careers, governors, the school local authority and the whole community to provide a high quality of education for promoting collective

responsibility within the whole school community and for contributing to the education service more widely.

2.2.6 Strengthening Community

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

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

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

2.3 Leadership style and Work Effectiveness

A number of studies have explored the relationship between the leadership style of principals and teachers commitment to the school. The success of any organization depends upon the way and manner in which the leader operates within the organization. Leadership styles are factors that determine the work effectiveness of the leader. The manager or the principal is the person who measures the work in an organization. He ensures effective utilization of resources. This means that one important characteristic of the successful leader is consistency of behavior, which enables subordinates to know where they stand with him and to predict his actions and directions (Adedoyin, 2013).

Ibrahim (cited in Likert, 1967) suggested some styles of leadership. These are exploitive-authoritative, benevolent-authoritative, consultative, and participative. In exploitive-authoritative style, the leader has low concern for people and uses such methods as threats and

punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear.

In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

Another set of school leadership styles was coined by Bernard and others (2006): transactional leadership and transformational leadership. These two styles have dominated scholarly debate as the major conceptual models of school leadership since the early 1980s. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership.

2.3.1 Transformational Leadership

Ibrahim & Al-Teneiji (2012) argue that transformational leadership can be defined as increasing the interest of the staff to achieve higher performance through developing the commitments and beliefs in the organization. It entails moving people to a common vision by building trust and empowerment. Transformational leaders are motivating, influential, and proactive. They optimize people's development and innovation and convince them to strive for higher levels of achievement.

Bernard and others, (2006) articulated the concept of transforming leadership in 'Leadership and Performance beyond Expectations' into 'transformational leadership' where the leader transforms followers. Bass, however, deals with the transformational style of executive leadership that incorporates social change, a facet missing from Burns' work. For Bass 'transformational leaders' may: expand a follower's portfolio of needs, transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes for the follower, encourage behavioral change and motivate others to higher levels of personal achievement (Maslow's 'self-actualization').

The transformational leaders are proactive in many different and unique ways. These leaders attempt to optimize development, not just performance. Development encompasses the

maturation of ability, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates (from security needs to needs for achievement and self-development). They convince their associates to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Through the development of their associates, they optimize the development of their organization as well. High performing associates build high performing organizations.

Bernard and others, (cited in Hooper and Potter, 1997), extend that, the notion of transformational leadership to identify seven key competences of “transcendent leaders”: those able to engage the emotional support of their followers and thus effectively transcend change. These are setting direction, setting an example, communication, alignment, bringing out the best in people, the leader as a change agent, and providing decision in a crisis and on the ambiguous

2.3.2 Transactional Leadership

Bernard. et al (2006,p.4) states that transaction leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they full fill those requirements.

On the other, hand Bernard. et al (2006,p.8) argue that transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower’s performance. Transactional leadership depends on contingent reinforcement, either positive contingent reward (CR) or the more negative active or passive forms of management by-exception (MBE-A or MBE-P).

The transactional items formed factors of contingent reward, management by-exception, and laissez-faire leadership behaviors. Subsequent factor analyses supported splitting management-by-exception into passive and active factors (Hater & Bass, 1988.p.20) while this shift from more managerial, or transactional, leadership to dispersed, or transformational, leadership was evident in literature, it remains questionable as to whether these changes are evident in the practices of administrators. Considering the realities of schools today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment,

interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react.

2.3.3 Instructional Leadership

A sub-type of school leadership that has been explored considerably within the literature is that of instructional leadership, or the role of school leaders in developing instructional programs and curricula and actually engaging in instruction within the schools (Murphy, 1988). Instructional leadership is one of the three modes of school leadership that are said to improve school leadership capabilities.

The clearest definition of instructional leadership that has emerged to date is “defining the school’s mission, managing the promotional program, and promoting a positive school learning climate” (Hallinger, 2003, p. 332). These three dimensions of leadership are further defined as ten specific functions like;- Defining the school’s mission; framing goals and communicating goals management of the instructional program; supervision and evaluation of instruction, coordination of curriculum, and student progress monitoring the positive school learning environment) protection of instructional time, promotion of professional development, incentivizing teaching and learning, and maintaining high visibility.

As can be seen, these tasks do not directly address themselves to either transformational or transactional leadership models, but are instead a mixture of transactional and transformational methods. For example, setting and communicating goals is related to the visioning component of transformational leadership, however incentivizing teaching and learning can be considered to be a transactional leadership technique. Thus, the instructional leadership model can be said to be a task-based composite model rather than a separate model of leadership.

Further definitions have merged instructional and transformational leadership in order to produce a single model of leadership that encompasses both the administrative leadership tasks of instructional leadership and the transformational efforts of transformational leadership (Marks & Printy, 2003). The study by Marks and Printy (2003) found that transformational leadership was a necessary element to effective instructional leadership, it was also necessary to combine it

with shared instructional leadership, in which effective teachers are empowered to lead and develop means of instruction in addition to the leadership of the principal, in order to be effective. Their hypothesis of integrated leadership held that “the efficacious principal works simultaneously at transformational and instructional tasks (Marks & Printy, 2003).

Kathlene L. Bentley (cited in San Antonio & Gamage, 2007) one recent model of instructional leadership is the Participatory School Administration, Leadership and Management (PSALM) model.

2.4 Leadership Style and School Principles

Tannenbaum and Schmidt, (2008) there are four major types of leadership styles that apply to all types of leaders and managers regardless of their fields of professional. The tasks and leadership styles of school principals tend to vary with the nature of their roles which include management, administration, instructional leaders and as curriculum leaders (Buckner, 2006).

A major determinant to the type of leadership style in Organizations has to do with attitude; indeed the approach that a leader adopts to manage people is largely influenced by the attitude of the manager towards employees (Hofstede, 1977). This is according to Geert Hofstede, the Germany psychologist who researched the revolutionary findings that provided the first measurable evidence between association of culture and organization in what he termed as power distance (1977). Other factors that influence the type of leadership styles include personality type that is usually determined by the level of education, skills, experience, and previous work environment (Tannenbaum and Schmidt, 2008).

As a manager the roles of a school principle involves student management, discipline enforcement, financial management, managing school assets and chairing of school committees among others responsibilities (Wohlstetter and Mohrman, 2006). As an administrator the Principle’s role is to ensure that the institution is running smoothly by ensuring that all parameters of the school system are performing according to the desired level, for this reason the management roles of school Principles are inseparable with their administrative duties (Wohlstetter and Mohrman, 2006). It is kwon School Principle as an Instructional leader is an emerging concept that requires school Principles to be more focused on student academic performance by ensuring high quality of teaching standards.

Finally, School Principals are required to be curriculum leaders by the virtue of their profession; curriculum development and processes is one of the key areas that an effective school Principle should be thoroughly competent in since it is one of the characteristics of high achieving schools (Minehira and Marlow, 2005).

2.5 Characteristics of Effective Leadership

Schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE, 2008,p11). In addition, leadership cannot be separated from the socio political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes.

Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals.

Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris' (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations

Harris found that factors affecting success include the school's vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people centered and those who give importance to human needs rather than to organizational needs according to personal and

professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and are able to combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school leadership is a collective endeavor which succeeds by involving all teachers in leadership and tapping their skills.

Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others, and providing best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

Effective leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

2.6. Functions of School Leaders

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008). Depending on the school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals.

Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan, 2006; Riley & MacBeath, 2003).

As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases. Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies

list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Adedoyin, 2013;Walter, 2003; Everard, 2004, p. 34).

Planning: among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre thinking, predication and forecasting the future expectations in administration.

Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. **Coordinating:** this is referred to as the ability of a leader to advise a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among

the teachers so that they can be self-directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favorable setting for effective teaching and learning.

Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

Reporting (Communication): the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the student's. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must able to gain acceptance and articulate the vision to willing followers.

Motivation: The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.

Evaluation: Among the major indispensable functions of an educational manager is the programmer evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

Furthermore, Everard, (2004, p. 227) state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating and influencing staff and pupils, Creation of effective teams, Knowledgeable and innovative leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each individual matters. Similarly, Stronge, (2008) states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students.

2.7. Creating vision and School Principals

A vision should project a "desired future state" for the school, which implies that the school should be striving to attain something different from its current state. Schools which had attained high levels of academic performance either sought to raise these further by improving the quality of passes obtained, or had re-directed the school's vision to ensure that learners were well-rounded and prepared to play a meaningful role in society. Often the principal's vision had informed or influenced the institutional vision, however as these visions reflected the views of a much larger (and more diverse) group, the visions were often substantially different. The principals' visions were typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach, 2006).

For the more, Starratt (2003) states that the articulation of the vision is crucial unless the school community gets its personal visions out on the table for public dialogue, it is difficult for that community to move beyond the customary daily routines into any sense of renewing themselves and their work. Without a communal vision of who they are and where they want to go, the school functions as a shopping mall, with each classroom reflecting the idiosyncratic preferences of each teacher. Inevitably, a vision is imposed from outside.

Indeed, state departments of education, pressured by political and corporate leaders whose views of schooling are one dimensional and simplistic, seem quite willing to step in and impose their view of schooling. A local vision of schooling endorsed by the staff can serve as an interpretive framework for discussing state curriculum mandates. Often the leader has to take the initiative and put forth a vision statement.

That provides the rest of the staff something to consider, but not necessarily to endorse. Individually and in teams, the staff should be encouraged to come up with their own vision not of where they are now, of how they understand what their work currently consists of, but a vision of who they might become a vision of new understandings of their work, a vision of where they want to go with the students. Because it is not an exercise most staff are comfortable with, some time and space, structure and coaching should be provided. Most university preparation programs do not require its prospective administrators to come up with a vision statement that they are required to defend in some kind of public forum. But that is

Precisely one of the leadership skills needed by educational administrators Starratt, R. J. (cited in Hargreaves & Fullan, 1998). Neither are these candidates required to work with a group to generate a group vision again, a key leadership skill needed in the field. Beyond creating one's own vision statement and collaborating with others on a communal vision statement, administrators need to assess the gap between the communal vision and the institutional processes, structures, policies, and programs that get in the way of the vision ever becoming operational.

2.8. Major Factors that Challenge the effectiveness of School Leadership

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions,

inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MoE, 2008).

Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to Principals and relationship with top to personal characteristics of principals, problems related to time, and problem related to parents For the sake of convenience, in this study, the problems that would be dealt with are as follow.

1. Problems related to instructional staff.

Aboneh (cited Lunenburg and Ornsetin, (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2. Lack of vision.

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

3. Lack of support from top authorities.

Another problem affecting effective instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, form those round hem is clearly barrier to becoming an effective instructional leader (McEwan, 2003). In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become over whelming.

4. Lack of sufficient time.

Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for instructional leader, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is delivered. Every principal operates with in the same time constrains. One major difference among principals is how they choose to use the time they do available (McEwan, 2003, P.13).

Rosser, Vicki J. (cited Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

5. Personal characteristics of the principals.

Another impediment of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. it is evident that the principal brings something to his/her principal ship position. His /her energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

6. Lack of skilled teachers.

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn, Rowan & Taylor, 2003).

7. Decision-making.

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a

regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse., B. L., 2009).

In addition, Biech.,(2010) identified using survey five leadership challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institutions.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Research methodology is the systematic way of dealing with the research problem successfully and finding out the scientific way of conducting a research. It helps the researcher to be aware of the choice of the steps usually adopted to study research problem together with the logic behind them (Rajaskar, et al, 2013)

3.1 Research Design

According to Beryman (2008), a research design provides a framework for collecting and analyzing data. The study was descriptive survey design, which used both quantitative and qualitative tools. This would involve using survey design as a strategy for collecting and analyzing data to answer questions and use questionnaires, interview, focus group discussion and document analysis. These approaches were used because they considered as satisfactory to collect accurate data from the sample population to investigate the topic under study.

3.2 The Research Method

The method employed in this research was both quantitative and qualitative method since, the research is descriptive survey method. It more emphasis quantitative research method using multiple approaches can capitalize on the strength of each approach and off set their approaches alone. It could also provide more comprehensive answer to each questions going beyond the limitations of single approach (Creed ,eta 1,2004).It also practical the sense that researcher is free to use all methods possible to address the problem .

3.3 Source of data

The primary sources of data for the study were taken from school principals, teachers, Parents supervisors Teacher Student Association (PTA) and educational experts of the study area. The subject groups are selected from selected secondary schools of West Omo zone.

The secondary data were collected by reviewing relevant literature and pertinent documents, which stated about leadership effectiveness of teachers. Though, the data were also be collected from various documents like school strategic plan, administration manuals, performance

evaluation documents, 2-3 consecutive years report analysis, different training manuals, government training policy documents.

3.4 Sample population and sampling Techniques

McMillan & Schumacher, (2001) stated that “Choosing a site is a negotiation process to obtain freedom of access to a site that is suitable for the research problem and feasible for the researcher’s resources, mobility and skills. There are 7 (seven) Woredas in the West Omo zone. The 4 woredas were selected to study. Each woredas have 2 (two) high schools. Accordingly, the study included the total of eight (8) schools taken as targets of the study.

The sample were selected using multi-stage sampling technique. First, the Local Government Area would be administrative towns namely Bachuma, and 7 woredas city namely adayabeba, Gachit ,Jemu ,Maji, Tum, chebera ,Shasha, Out of one administrative town in the Local Government Area, four woredas and one administrative town were selected using the purposive sampling technique.

To obtain the expected sample, purposive sampling technique was preferred. This technique was used because it gave the researcher to obtain schools with more serious problems related to the title of the study.

Consequently, teachers 78 were taken using simple random sampling which was every members of the population have an equal and independent chance of being selected for the sample and proportionally from each school.

All the 8 school principals, 4 vice principals, 4 head of woreda educations, 4 secondary school supervisors, 4 PTA chair persons of the sample school were selected using purposive sampling since they were responsible to exercise leadership practice, facilitate the work of teachers and other school committee members.

Table 1 Summary of Total Population and Sample Size and Sampling Techniques

| NO | Respondents | Total population | Sample size | % | Sampling technique |
|----|------------------------------|------------------|-------------|-------|--------------------|
| 1 | Teachers | 177 | 78 | 44 | Random sampling |
| 2 | Principals | 8 | 8 | 100 | purposive |
| 3 | Vice principal | 4 | 4 | 100 | Purposive |
| 4 | Supervisors | 4 | 4 | 100 | Purposive |
| 5 | Woreda education office head | 4 | 4 | 100 | purposive |
| 6 | PTA | 4 | 4 | 100 | purposive |
| 7 | Woreda | 4 | 4 | 100 | Purposive |
| 8 | One administrative city | 1 | 1 | 100 | Purposive |
| | TOTAL | 208 | 107 | 51.44 | - |

3.5. Data collection instrument

3.5.1 Questionnaire

Questionnaires were used to gather quantitative data from school principals and teachers. The Questionnaire was comprised of items using a 5 – point – Likert scale to measure the extent to which effectiveness of school leadership in the selected secondary schools is practiced.

3.5.2 Interview

It was clear that interview, is conducted well, can be used to obtain rich data which will never be secured with a questionnaire. Moreover, researcher can prepare semi-structured interview for educational experts.

For the purpose of interview, triggering questions were developed and employed. Semi structured interview items were utilized to make the interviewees free in providing the data within the duration ranged from one up to two hours.

3.5.3 Focus Group Discussion

Data were also collect from Parents Teacher Student Association (PTA) using focus group discussion from each school. The Focus Group Discussions were used because they are used to

collect large amount of data from respondents with diversified views (as suggested by Daymon and Holloway, 2002). The method also increases the quality and richness of the data as group members are simulate by the perception and ideas of others within the social environment in which the group situated (Daymon and Hollowoy 2002, in McMillan and Schumacher, 1997).

3.6. Validity and Reliability Test

According to Isaac and Michael (1993) construct validity in instruments of data collection shows the extent to which certain explanatory concepts or qualities account for the in denture objectives of the data collection tools. On the other hand, Fraenken and Wallen(2003) reported that reliability indicates the consistency of the scores obtained between different respondents or within the responses of the same subject's overtime.

The questionnaire was pre- test in non-sample Secondary Schools. As the result of this pre- test, some improvement would be made and revise some of the questionnaires to strengthen its validity.

3.7. Pilot Testing

Before the final questionnaire was administered pilot study would be conducted at non-sample Secondary Schools, to ensure that the respondents understand what the questionnaire wants to mean. The draft questionnaires were distributed to some of the selected sample respondents. After the questionnaire were filled and returned there liability and validity of the items was measured by using Cranach's alpha method by the help of SPSS version 24.

3.8. Procedures of Data Collection

As regard to the procedures for the administration of questionnaires and pre-testing, there searcher would be administering the pilot and final questionnaire. Prior to distributing the questionnaire, conducting interview and focus group discussion and made contact with the principals of the respective schools. The researcher assumed that the principals can very busy in handling their daily routine activities. To that effect, the schools information and data officers are important as a facilitator in each school; through that the researcher was introduced to respondents and explained the purpose of the research as well as the content of the questionnaire. After that, the researcher and the officer together were distributing the questionnaires to the sampled respondents. The respondents had been given three days to fill out the questionnaires

and were requested in the fourth day. With regard to interview and focus group discussion, the researcher was contact the participants to obtain permission to participate in the interviews and discussion. The researcher was collect data by taking note during the interview and focus group discussions.

Then the researcher reorganized the data in to categories.

3.9. Methods of Data Analysis

The data was obtained from the sample respondents through questionnaire, interview and focus group discussion were analysis using descriptive analysis method. After collecting the data from the field, the data would be arranged and organized according to their characteristics and items. Qualitative data which was gather from respondents through open-ended questions, interviews, secondary schools teachers and principals. The respondents idea would put the qualitatively narrate and the mathematically analyze by words for the interpretation of data. The qualitatively data was gather through questionnaire from teachers and principals were analyze by using percentage, mean, standard deviations, the mean scores of problems to identify school principals leadership effectiveness in secondary schools of West Omo zone and the result of the study was report by using table and percentage

3.10. Ethical Considerations

The participants of the study are human beings who should never be treated unethically. Accordingly, I was start gathering data in accordance with the informed consent and interest of the respondents. On top of this, I also assured to the respondents that the information gathered would never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data are collected without asking their names. Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, I also abided by other ethical principles as follow. I start the process by explaining the purpose of the research to subjects. After securing their permission to participate, I introduced ground rules to be followed during focus group discussions (Bogdan&Biklen, 2007; Cohen, et.al. 2000; Neuman, 2007). Practicing the above ethical elements were not only helped me to elicit tangible and adequate data from the subjects but also helped to establish “friendship which is ongoing and over lasting” (Bogdan, and Biklen, 2007,p.49).

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter deals with the presentation, analysis and interpretation of the data gathered from the sample schools to seek an appropriate answer to the basic questions raised in the first chapter of the study. Accordingly, the data gathered from eight (8) Secondary School Principals, supervisors, PTA members and head of education at Woreda/city administration level. And tools used to gather data were questioners, focus group discussion and semi-structured interviews. The first part of this chapter deals with the back ground of the respondents and the remaining part deals with analysis and interpretation of the data.

4.1 Demographic characteristics of Sample Respondents

4.1.1 Back ground information of principals, cluster supervisors and head of education

The sample respondent were asked to indicate their age, gender, experience in secondary schools, experiences as principals, experience at their present school and their educational background. A copy of demographic questions can be found in appendix A. A summary of the data can be found in table below.

Table 2 ;- demographic characteristics of sample respondent

| Variables | Category | Principals (main and vice Principal | Percentage (%) | Cluster supervisor and education head | Percentage (%) |
|---|---|---|----------------|---|-------------------|
| Sex | Male | 9 | 75 | 7 | 87.5 |
| | Female | 3 | 25 | 1 | 12.5 |
| | Total | 12 | 100 | 8 | 100 |
| Age | 26-35 years | 1 | 8.33 | - | - |
| | 36-45 years | 6 | 50 | 6 | 75 |
| | 46-55 years | 5 | 41.6 | 2 | 25 |
| | Total | 12 | 100 | 8 | 100 |
| Level of Education | First Degree | 11 | 91.6 | 6 | 75 |
| | Master's Degree | 1 | 8.33 | 2 | 25 |
| | Total | 12 | 100 | 8 | 100 |
| Specialization | Academic subject | 8 | 66.66 | 5 | 62.5 |
| | Educational leadership and management | 4 | 33.33 | 3 | 37.5 |
| | Total | 12 | 100 | 8 | 100 |
| Work experience as teacher and principal | Below 5 years | - | - | - | - |
| | 6-10 years | 2 | 16.66 | 1 | 12.5 |
| | 11-15 years | 5 | 41.6 | 4 | 50 |
| | 16-20 | 4 | 33.33 | 1 | 12.5 |
| | Above 20 | 1 | 8.33 | 2 | 25 |
| | Total | 12 | 100 | 8 | 100 |
| Work experience as principal | Below 3 | 3 | 25 | - | - |
| | 4-6 years | 7 | 58.33 | 3 | 37.5 |
| | Above 7 years | 2 | 16.66 | 5 | 62.5 |
| | Total | 12 | 100 | 8 | 100 |

As indicated in the above table, 9 (75%) sample principal were male and 3 (25%) of the respondents were female. While, 7(87.5%) sample respondent of cluster supervisors were male and 1 (12.5%) of respondent was female. Regarding to the age category, 1 (8.33%) of principal respondent was between 26- 35 years old. 6 (50%) of principals and 6 (75%) of educational officials were between 36- 45 years old, and 5 (41.6%) of principal and 2 (25%) of Woreda

education official were between 46- 55 years old. Based on the obtained data the researcher concludes that principals were more or less matured based on their age category of the study.

Regarding to the age category, 9 (75%) of principal respondents and 7 (87.5%) of cluster supervisor and education officials were male. While, 3 (25%) and 1 (12.5%) of cluster supervisors were female.

Furthermore concerning the experience of the principals and cluster supervisor, two principals and 1 (12.5%) have experience for 6-10years. 5 (41.6%) and 4 (50%) of principal and cluster supervisors/officials had 11-15 years respectively. 4 (33.33%) principal and 1 (12.5%) cluster supervisors/officials had 16-20years, and 1 (8.33%) principal and 2 (25%) of cluster supervisor/officials have ≥ 20 Total years of experience. As to experience as principal, 3 (25%) principal have less than 3 years, 7 (58.33%) of them have 4-6 years, and the rest 2 (16.33%) have above seven years. This implies that majority of the school principals have more than 3 years of experience as school leaders. Additionally, all of the principals had been serving as teachers for more than 6 years. Therefore, all of them were assumed to have sufficient experience and exposure towards the professional skills and knowledge in teaching and there were four reported to have awareness on how to lead their followers [teaching staff].

Therefore, it was significant that the longer exposure and experience on the position of leadership would have its own positive impacts in performing different leadership activities. Above idea is supported by some scholars (like Tannenbaum and Schmidt, 2008, Ibukun, 2011) that level of education; skills, experience, and previous work environment have direct and positive relation with effectiveness of the principals.

Regarding to educational qualification 11 (91.6%) principals and 6 (75%) of cluster supervisors/ educational officials had first degree. While, 1 (8.4%) principal and 2 (25%) of cluster supervisors were Master's degree complete. From the finding the researcher concluded that, the qualification of school principal may affect the leadership effectiveness of the mentioned school.

Regarding to the specialization in the study schools most of the school principals and cluster supervisor were academic subject area. This also contravenes what is stipulated in the blue print of teachers' development program (MoE 2007, p.60) that the document states, "The school principals need to have adequate knowledge, skills and attitude in the area of educational

administration or management.” This might indicate that the principals were made to lead the school without a clear understanding of theories and principles of educational administration.

4.1.2 Demographic characteristics of PTA and Teachers

Table 3 Demographic characteristics of PTA and teachers

| Variables | Category | Participant | | | | | | | | Total | |
|--------------------|-------------|-------------|--------|-------|------|----------|-------|--------|--------|-------|------|
| | | A/Abeba | Gachit | Tumme | Maji | Bachumma | Jammu | Chabra | Shasha | N | % |
| Participant | Teacher | 12 | 8 | 11 | 10 | 9 | 11 | 9 | 8 | 78 | 100 |
| | Parent | - | 1 | 1 | 1 | - | 1 | - | - | 4 | 100 |
| | Total | 12 | 9 | 12 | 11 | 9 | 12 | 9 | 8 | 82 | 100 |
| Level of education | High school | - | 1 | 1 | 1 | - | 1 | - | - | 4 | 4.87 |
| | Diploma | 5 | 3 | 4 | - | 4 | 3 | 3 | 4 | 26 | 31.7 |
| | Degree | 7 | 5 | 7 | 10 | 5 | 8 | 6 | 4 | 52 | 63.4 |
| | Total | 12 | 9 | 12 | 11 | 9 | 12 | 9 | 8 | 82 | 100 |

Above table revealed that all of PTSAs members who participated in focus group discussion (FGD) were males. This clearly enables us to realize that the participation of females in the leadership practices of the school is found to be very limited.

Regarding to the number of PTSAs members in all selected secondary school were proportional and selected purposively. Here, the participation of parents in the administration of the school shows the application of decentralized educational leadership.

Based on the finding of FGD, there was less participation of students in the association. Contrary, less participation of students affect their participation on the process of academic line and also it may affect the role in educational leadership. Additionally, the highest proportion of participation of parents, who know well about the nature of school leadership, might have ensured the relevance or validity of the data obtained.

In terms of PTSAs educational background 4 (4.87) parents of PTAs were high school complete, 26 (31.7%) of teachers as member of PTAs were Diploma holders and 52 (63.4%) of teachers were completed their first degree.

Hence, the diversified educational background of members of PTSAs could be source of diversified views which in turn might be useful in obtaining multi-directional views on effectiveness of principal academic leadership process.

4.1.3 The Practice of Principals' in setting goals and Developing Vision

Table 4 :- practice of principals in setting of goals and developing of vision

| No | Items | Leaders N= 20 | | Teachers N=78 | | Mean difference |
|----|---|---------------|---------|---------------|---------|-----------------|
| | | Mean value | SD | Mean value | SD | |
| 1 | Inspiring a shared vision | 2.9167 | 1.16450 | 2.6154 | 1.03486 | 0.3013 |
| 2 | Clearly articulating the strategic goals of the school | 2.8333 | 1.26730 | 2.6667 | 1.06499 | 0.16667 |
| 3 | Aligning school goals with the national educational statement | 2.9167 | 1.37895 | 2.7051 | .99491 | 0.2116 |
| 4 | long range planning | 2.5833 | 1.31137 | 2.7436 | 1.11000 | 0.1603 |
| 5 | Creating consensus with stakeholders and staff about the school's goals | 2.6667 | 1.49747 | 2.7564 | .95599 | 0.0897 |
| 6 | Collectively establish school goals | 2.0833 | 1.16450 | 2.0641 | .98482 | 0.0192 |
| 7 | Revise goals annually with all stakeholders | 2.6667 | 1.07309 | 2.5256 | .98988 | 0.1411 |
| 8 | Encouraging new ideas and creativity | 2.8333 | 1.11464 | 2.3718 | 1.16339 | 0.4618 |
| 9 | Creating conducive environment in the school | 2.8333 | 1.26730 | 2.6282 | 1.03333 | 0.2051 |
| 10 | Making the school to use a school improvement plan | 2.9167 | 1.24011 | 2.7051 | 1.11785 | 0.2116 |

STD=standard deviation, mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Based on the above, accordingly leaders with mean value of inspiring a shared vision 2.9167, Clearly articulating the strategic goals of the school 2.8333, Aligning school goals with the

national educational statement 2.9167, long range planning 2.583 and Creating consensus with stakeholders and staff about the school's goals 2.667 and teachers with mean value of inspiring a shared vision 2.6154 , Clearly articulating the strategic goals of the school 2.6667, Aligning school goals with the national educational statement 2.07051, long range planning 2.743 and Creating consensus with stakeholders and staff about the school's goals 2.0641 shows insignificant difference among themselves. This indicates that were mostly practiced in the schools. This implies school leaders were found to be effective with regard to these aspects of school operations. Beside, leaders with the mean values of Collectively establish school goals 2.0833, Revise goals annually with all stakeholders 2.6667, Encouraging new ideas and creativity 2.8333, Creating conducive environment in the school 2.8333,and Making the school to use a school improvement plan 2.9167 and teachers mean value of Collectively establish school goals 2.0641, Revise goals annually with all stakeholders 2.5256, Encouraging new ideas and creativity 2.3718, Creating conducive environment in the school 2.6282,and Making the school to use a school improvement plan 2.751.

However, the leaders and teacher showed inconsistent responses that as to the leaders encouraging new ideas and creativity were done rarely [mean values of 2.0833] but teachers confirmed that it was not at all practiced in the schools [with the mean values of, 2.3718],

Similarly, leaders with mean value of 2.9167, supported that aligning school goals with the national educational statement was always practiced , however, teachers with mean value of 2.7051 indicated that it was not always but mostly practiced in the schools. In order to triangulate the contravening responses data gathered through interview and focus group discussion were consulted.

Accordingly the interview results of the respondents, Schools and school principals had various opportunities to align and modify this national vision and goals to their own practical environment and culture of the school and as a result aligning school goals with the national educational statement were mostly done. This response was also repeated by focus group descants in all schools. On top of this, still these respondents supporting the response of leaders and replied that encouraging new ideas and creativity was practiced rarely.

Principals are expected to concentrate on setting goals and developing a vision in order to direct the operations of their schools, share leadership with teachers, and influence schools to operate

as learning communities (Stronge, 2008). Similarly, work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between school heads and their subordinate developed around the goal and the vision of their schools (Biech, 2010).

In order to cross check the finding of questionnaire, the interview with cluster supervisors indicated that.

..... The designed goal of secondary school is similar and standard with nationally expected. Unfortunately, schools made some modification and adjustment with nationally stated. In this case we had an opportunity to develop our school goal and vision. But, for the principals, before the beginning of the new academic year, principals must design annually achieved goals of their respective school.

Interview # 1 (January 19,2021)

Based on the above finding, the school principals get a chance to prepare and develop school goal and vision. After the accomplished activities had been evaluated, new goals were set for the remaining tasks. Accordingly, of the school improvement plans were found to be evaluated and revised (audited) by internal and external stake holders and higher officials. This shows that the leadership practices related to goal setting and vision development were participatory.

4.1.4 School Leaders Capacity towards of school community

Table 5 school leader's capacity

| No | Items | Leaders N= 20 | | Teachers N=78 | | Mean difference |
|----|---|---------------|---------|---------------|---------|-----------------|
| | | Mean value | SD | Mean value | SD | |
| 1 | Trust in others | 3.2500 | 1.35680 | 2.5513 | 1.12409 | 0.6987 |
| 2 | Accepted by others | 3.0833 | 1.24011 | 2.7051 | 1.16339 | 0.3782 |
| 3 | Good in human relation skill | 2.6667 | 1.23091 | 2.6282 | 1.20722 | 0.0385 |
| 4 | Understanding of the needs of the staff | 2.6667 | 1.23091 | 2.3205 | 1.08704 | 0.3462 |

| | | | | | | |
|----|--|--------|---------|--------|---------|--------|
| 5 | Treating individuals fairly | 2.7500 | 1.05529 | 2.5897 | 1.13316 | 0.1603 |
| 6 | Maintain positive and productive relationship | 2.4167 | 1.08362 | 2.0641 | 1.04868 | 0.3526 |
| 7 | Listen to and communicate with all academic and administrative staff | 2.2500 | .86603 | 2.6154 | 1.15355 | 0.3654 |
| 8 | Communicate with all level administration | 2.4167 | .99620 | 2.4103 | 1.13316 | 0.0064 |
| 9 | Communicating with parents to obtain resources | 2.4167 | .79296 | 2.7564 | 1.16425 | 0.3397 |
| 10 | Demonstrate interpersonal openness | 2.3333 | .77850 | 2.6026 | 1.09710 | 0.2693 |

STD=standard deviation, mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Based on the finding of different scholars, school leaders must facilitate the relationship of school community to enhance the positive achievement of school teaching learning process. (Salahuddin, 2011:14).

Furthermore, principals in their school should form good relationship and work with everyone in the school compound. A formal structure is established indicating division of labor among the people in the school in order to attain preset goals in the organization (Hughes, 1999). Hence, forming relationship with individuals within the school and outside the school is a crucial indicator and supporter for the sustainability of effective leadership.

In addition, the dynamic nature of social progress and fast advancement in many spheres of life there is no best leadership it depends the situation and have to use the typology of leadership (Bush and Glover, 2003; Weindling, P. E. 2004).

Based on the above table, leaders with mean values of Trust in others 3.2500, Accepted by others 3.0833, Good in human relation skill 2.667, Understanding of the needs of the staff 2.667, Treating individuals fairly 2.7500, Maintain positive and productive relationship 2.4167, Listen to and communicate with all academic and administrative staff 2.2500, Communicate with all level administration

Communicating with parents to obtain resources 2.4167, and Demonstrate interpersonal openness 2.333, and the teachers mean value of Trust in others 2.5513, Accepted by others 2.7053, Good in human relation skill 2.6282, Understanding of the needs of the staff 2.3205, Treating individuals fairly 2.5897, Maintain positive and productive relationship 2.0641, Maintain positive and productive relationship 2.6145, Listen to and communicate with all academic and administrative staff 2.4103, Communicate with all level administration 2.7564, and Demonstrate interpersonal openness 2.6026,

.On the other hand, the responses of the leaders and teachers showed disagreement on some aspects of leadership in the school. Leaders with mean values of 2.2500 and 2.6154 responded that school principals were always listening to and communicating with all academic and administrative staff and allowing parents to participate in decisions making.

Therefore, the researcher tried to review the data gathered the interview and focus group discussion. Accordingly almost all interviewees and focus group member confirmed and supported the idea of the teachers that listening to and communicating with all academic and administrative staff, and participating parents in decisions making had been mostly the limitation of selected secondary schools of the study area.

Furthermore, the result of the interview with four (4) cluster supervisors showed that most principals had good relationship with their staff members. Moreover, they believed that their relationship with their staff member significantly affect the effectiveness of the principal ship as well as the school performance.

From the above controversial data we may understand that the staff had no mutual trust on the relationship made between the school principal and the staff. The focus group discussion members in one of the school came to the agreement that the relationship created within the school [among the staff] was not satisfactory. This implies that leadership of the principals might have shortage of transformational as well as transactional styles of leadership. This in turn means most principals were not strongly, motivating their staff in forming self-confidence and belongingness on one hand and Mutual trust on the other hand.

This finding has a direct contrast with the assertion of Harris (2004) that school principals need to form good relationship and mutual trust among their subordinates and their staff.

4.1.5 Effectiveness of Principals in Fostering Professional Development

Table 6 Leading towards staff professional development

| No | Items | Leaders N= 20 | | Teachers N=78 | | Mean difference |
|----|--|---------------|---------|---------------|---------|-----------------|
| | | Mean value | SD | Mean value | SD | |
| 1 | The extent to which Principals are skilled in conducting research | 1.6667 | .88763 | 2.2564 | 1.18908 | 0.5897 |
| 2 | The extent to which Principals encourage teachers to solve problems of the school by conducting research | 2.4167 | 1.08362 | 2.7436 | 1.11000 | 0.3269 |
| 3 | The extent to which Principals identify problems of the school and assign teachers to do research in group | 2.4167 | .90034 | 2.5513 | 1.06475 | 0.1346 |
| 4 | Encourage to practice curriculum and program development | 2.3333 | .77850 | 2.7179 | 1.05557 | 0.3846 |
| 5 | Organize training opportunities to improve the quality of teaching | 2.7500 | .86603 | 2.8718 | 1.04892 | 0.1218 |
| 6 | Organize experience sharing programs among colleagues | 2.8333 | .83485 | 2.6923 | 1.13169 | 0.141 |
| 7 | Provide administrative support to inbuilt supervision | 2.5833 | .90034 | 2.6026 | 1.01085 | -0.0193 |
| 8 | Solving problems collaboratively | 2.8333 | .93744 | 2.6538 | 1.02978 | 0.1795 |
| 9 | Provide constructive comments to teachers through evaluation | 2.3333 | .88763 | 2.3590 | 1.11628 | -0.0257 |
| 10 | Encouraging teachers to use different instructional strategies and skills | 2.3333 | .77850 | 2.5641 | 1.05177 | -0.2308 |

STD=standard deviation, mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Based on the above table, leaders with mean values of The extent to which Principals are skilled in conducting research 1.6667, The extent to which Principals encourage teachers to solve problems of the school by conducting research 2.4167, The extent to which Principals identify problems of the school and assign teachers to do research in group 2.4167, Encourage to practice curriculum and program development 2.333, and Organize training opportunities to improve the quality of teaching 2.7500 while teachers with the mean values The extent to which Principals are skilled in conducting research 2.2564, The extent to which Principals encourage teachers to solve problems of the school by conducting research 2.7436, The extent to which Principals identify problems of the school and assign teachers to do research in group 2.5513, Encourage to practice curriculum and program development 2.7179, and Organize training opportunities to improve the quality of teaching 2.8718 of confirmed that the principals of the selected secondary school were mostly encouraging action research, motivating teachers to use different instructional strategies and skills, solving problems collaboratively and providing constructive comments to teachers through evaluation in their schools respectively

Still as one can view from the above table that leaders with the mean values of Organize experience sharing programs among colleagues 2.8333, Provide administrative support to inbuilt supervision 2.5833, Solving problems collaboratively 2.833, Provide constructive comments to teachers through evaluation 2.333, and Encouraging teachers to use different instructional strategies and skills 2.333 and teachers with mean values of Organize experience sharing programs among colleagues 2.6923, Provide administrative support to inbuilt supervision 2.6026, Solving problems collaboratively 2.6538, Provide constructive comments to teachers through evaluation 2.3590, and Encouraging teachers to use different instructional strategies and skills 2.5641 provided a confirmable responses that the principals of the selected school were rarely providing administrative support to inbuilt supervision, planning and executing in service programs for staff, organizing experience sharing programs among colleagues, organizing training opportunities to improve the quality of teaching, arranging skills development programs (workshops) for teachers, encouraging the practice of curriculum and program development and rewarding teaches for innovative works in their schools respectively.

For the reliability of the above finding, interviews with supervisors and education experts were conducted. In support to this one of the cluster supervisor responded the following idea.

In the mentioned secondary school different skill development programs have been practices. The main focus of the professional development program in our school is build up the capacity of teachers by scaling up their knowledge and skills, improving the teaching learning atmosphere, and promoting the significance of school improvement packages. The trainings are given through continuous professional development program (CPD) on: school based workshop, \school improvement programs, how to produce teachers' portfolio, and how to carryout continuous assessment. Here, role of principals is to plan CPD by conducting needs assessment and facilitating the program.

To sum up, data clearly indicated that there were no organized professional development programs but there was some promotion of school based staff development activities during staff interdepartmental meetings focused on evaluating the teaching and learning process and on an understanding of students' academic performance and behavior. Generally there were no well-organized workshops and seminar conducted at the school level. Moreover, the data analyzed indicated that the training program was neither participatory nor need based. Hence, it is possible to infer that the leadership of principals with regards to professional training and development program was not effectively linked with effectiveness of the schools.

Additionally, the data obtained from the supervisors indicated that, schools had been encouraging their staff to carry out some action researches and providing them necessary recourses and training. On the other hand, Hughes, (1999) stated that the school principal is a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though principals, as mentioned above, were encouraging the staff to carry out action research and investigate what was happening in their classrooms and school aimed, they were not much supported by their principals/ However, the finding indicated that partly the conditions in the school were found to be coinciding with the idea of Bolden (2003) that principals facilitate changes in their school by facilitating teachers' inquiry, providing research resources to teachers, and coaching changes in instructional strategies.

However, the results from interview with supervisor clearly indicated that majority of teachers had carried out action research regardless of its implementation for which it was, intended. Additionally, document analyzed showed that there were a number of action researches made by teachers but put on the shelf with no implementation. But one of cluster supervisor of one school stated,

Action research is a required activity, as stipulated by a ministry of education, for all higher teachers to transfer to the next level through career structure. Therefore, we encourage and support teachers do the research; as a result they are solving problems encountered by the teachers during teaching and learning process as well as student performance and the research is selected by sub city officials as best work to expand the experience and the result of the research. From the data indicated above, it is possible to examine that leadership effectiveness of principals in undertaking professional development was found to be disagree. Therefore, it was assumed that the longer exposure to the school would have its own positive impacts in effectiveness of in undertaking professional endeavors.

4.1.6 Factors Influencing Leadership Effectiveness of the Principals

Table 7; - Factor influencing of leadership effectiveness

| No | Items | Leaders N= 20 | | Teachers N=78 | | Mean difference |
|----|--|---------------|---------|---------------|---------|-----------------|
| | | Mean value | SD | Mean value | SD | |
| 1 | Higher turnover of Teachers | 2.4167 | .99620 | 2.4103 | 1.13316 | 0.0064 |
| 2 | Shortage of resources | 2.4167 | .79296 | 2.7564 | 1.16425 | -0.3397 |
| 3 | Shortage of finance | 2.3333 | .77850 | 2.6026 | 1.09710 | -0.2693 |
| 4 | Shortage of qualified teachers | 2.3333 | .77850 | 2.7179 | 1.05557 | -0.3846 |
| 5 | Problem of Budgeting time to each activity | 2.7500 | .86603 | 2.8718 | 1.04892 | -0.1218 |
| 6 | Shortage of teaching materials | 2.8333 | .83485 | 2.6923 | 1.13169 | 0.141 |
| 7 | Shortage Leadership Competency | 2.6667 | 1.49747 | 2.7564 | .95599 | -0.0897 |
| 8 | Shortage of training on educational leadership | 2.0833 | 1.16450 | 2.0641 | .98482 | 0.0192 |
| 9 | Shortage of commitment from the principals | 2.6667 | 1.07309 | 2.5256 | .98988 | 0.1411 |
| 10 | Absence of continuous supervision | 2.6667 | 1.49747 | 2.7564 | .95599 | -0.0897 |

STD=standard deviation, mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Based on the data indicated in the above table and the result of interviews conducted with education officers, and supervisors, as well as focus group discussions conducted among PTSAs members' various factors hampering principals' leadership effectiveness were identified and analyzed as indicated below.

Higher Teachers Turn Over

The presence of employees particularly the more experienced once support the effectiveness of leadership of the principals accordingly, leaders 2.4167 responded that higher turnover of the teachers was mostly influencing effectiveness of leadership of the principals but teachers with mean value of 2.4103 asserted that the effectiveness of principals had been always influenced by turnover of the teachers

In order to confirm one of the two responses given above education office heads and supervisors of the school were interviewed. Accordingly, with significant difference both the heads and supervisors supported the response of the teachers indicated in the above table that high turnover was always happening on the part of more experienced and qualified teachers.

Shortage of Resources

Effectiveness in leadership requires resources and power to make use of these resources as well. Nonetheless, the data in the table 7 shows that leaders with the mean values of 2.4167 and teachers with that of 2.7504 indicated with consensus that shortage of finance, shortage of qualified teachers and shortage of teaching materials such as text book, stationary were always constraining the effectiveness of leadership of the principals in the selected secondary school.

Shortage of Sufficient Training

Training is very important in making the principals update their knowledge and skill and improve their leadership effectiveness. Here, assessing the gap with regard to leadership and developing training program makes not only principals effective but also make the schools successful. Accordingly, leaders with mean value of 2.0833 replied that shortage of training on

educational leadership had been mostly affecting the effectiveness of the principals. Contrary to these teachers with the mean value of similarly teachers with the mean value of 2.0641 indicated that shortage of training on the educational leadership was always negatively influencing the effectiveness of the principals. In order to triangulate the reality behind the two contravening responses, the interview with the principals, education officers and supervisors clearly indicated that shortage of pertinent training for the principals had been always influencing the achievement of leadership of the principals in the selected secondary schools.

On the other hand, the document analysis indicated that all school principals had educational backgrounds that were less relevant to the duties and responsibilities of school leadership. Among the five principals, except one (with Law background), four of them have not taken any training related to leadership, though all of the principals are first degree holders in different subject area. According to the focus group discussion members, even though the principals had taken short-term training related to higher education leadership, the training was insufficient and lacked sustainability.

Therefore, it was understood that no educational leadership training had been formally offered for principals. They also reported that most of their leadership skills had been developed through experience and intuition rather than training.

Lack of commitment

Commitment is a crucial behavior that makes individuals with all the potential they have. It is the product of motivation and competency. The data indicated in the table 6 above have shown that leaders with mean value of 2.6667 replied that shortage of commitment on the part of the principals was mostly affecting their effectiveness while teachers with the mean value of 2.5256 confirmed that the problem of commitment of principals in influencing their leadership effectiveness as found to be observed always in the schools where this study was conducted.

On top of this both the interviewees and focus group members agreed that not only shortage of commitment from the principals but also from their subordinates and from some teachers were seriously harming the effectiveness of the leadership role of the principals. Generally, both the interviewees and focus group members to designed with qualitative research method.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the status of principal effectiveness in school leadership in secondary schools of West Omo zone, SNNPR.

5.1 Summary of Major Findings

The main purpose of the study was to investigate principals' effectiveness in school leadership in secondary schools of West Omo zone, in SNNPR. Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent the current school principals are effective in their leadership approach in west Omo Zone selected secondary school?
2. To what extent are school principals creating a suitable condition to education so safety, a cooperative spirit and other foundations of fruitful interaction among school community?
3. What is the major factors challenging principals' leadership effectiveness in the schools?

A survey study with quantitative research approach was employed in this study. The related literature was reviewed and documented. In order to get answers for the above basic questions, among of 14 secondary schools found in west Omo zone, the study was carried out in 8 (eight) secondary schools that were selected by purposive sampling techniques to the study. A total of 78 teachers were selected by simple random sampling technique and 8 principals, 4 vice principals, 4 cluster supervisor, 4 educational experts and 4 PTAs were selected by purposive sampling techniques.

The remaining two groups of respondents (leaders and teachers) were asked to respond the questionnaires. One set of questionnaire was used for data collection in the study. All the questionnaires that were distributed to the teachers and leaders were completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the

interviews were undertaken with four supervisors and four WEOs heads, and also information from document analysis is used as supplementary as planned. Finally, the data were carefully collected, coded, and presented for analysis. The study schools had their own limitation in developing of vision and setting of different goals, which is related with their future effectiveness. Unfortunately, the principals had their own limitation practically to address the major principle of national education goal.

Most of the school principals not qualified with education leadership and management. Thus, this limitation was highly affecting the leadership effectiveness of selected secondary schools of the study area.

The finding reveled that, school principals had no strong relations with the school community. Their role to facilitate the inter personal relations of school community may affect the leadership effectiveness and success of the school of the study area.

As far as practicing professional development is concerned, principals were found to be arranging various training to improve staffs' instructional skill with the ultimate aim of improving the quality of education and training offered by the schools, undertaking valuable research, and encouraging teachers to use different instructional strategies and skills. However, the result of this study showed that end result of the principals' efforts in this regard was found to be low. The main reason, as indicated in the study was irrelevance of the training programs. The training programs were not based on the need assessments made on the skill gaps of the leaders and teachers in the schools. Thus, one can conclude that shortage of relevant training program on one hand might be wasting the resources allocated for organizing less value adding training programs including workshops and affecting the transformational leadership practices of the school leaders on the other hand.

5.2 CONCLUSION

Based on the major findings/result of the study the following conclusions were made. The finding of the study discloses that majority of sample respondents stated that different factors affect the effectiveness of school principals' leadership process in the above-mentioned secondary schools.

To conduct the research paper descriptive survey design was employed with qualitative and quantitative approach. Eight (8) secondary schools were selected to conduct the research by purposive sampling technique. A total of 78 teachers were selected by simple random sampling technique and 8 principals, 4 vice principals, 4 cluster supervisor, 4 educational experts and 4 PTAs were selected by purposive sampling techniques

The finding revealed those different challenging factors affect the effectiveness of principal leadership in mentioned study area.

5.3 RECOMMENDATION

As shown above, leadership effectiveness of the principals in the selected schools was found to be moderate due to various reasons, as already discussed above. The major obstacles were lack of sufficient experience and training on instructional leadership and being busy with Routines works that have less `strategic relevance for the realization of schools mission on the part of principals and high staff turnover of teachers in the schools. The researcher has a strong belief that by addressing the aforementioned problems it would be possible to improve principals' leadership effectiveness.

However, the researcher is not doubtful from the fact that addressing these challenges is not an easy business and requires the commitment of the higher officials like sub city supervisors and educational professionals, who are responsible to take part leading the sector. Therefore, it is believed that the following recommendations can help the specified bodies to improve principals' leadership effectiveness in the schools.

i. Principal ship appointment should be made through competition on merit

Effectiveness of principals in school needs various managerial and instructional leadership skills. Hence, assigning of principals' should be based on such factors as level of education, prior training qualifications and experiences on leadership or related matters including effectively working as department head, clubs ,committee coordinator, vice principal, and member of PTA. To this effect, the selection of school principals should be based on the selection criteria set by the ministry of education as stipulated in "A blue print of teachers' development program.

ii. Continuously capacitating the competencies and updating the skills and knowledge of school principals.

After principals are assigned they should be continuously monitored, guided and helped by more competent and committed bodies. Hence, their skill and knowledge gaps should be continuously assessed, identified and fulfilled. These might through provision of organizing sufficient and pertinent on the job as well as off the job short and long term training on issues like effective educational leadership, transactional and transformational leadership, effective leadership of institutional change and reformation, forms of leadership etc. through combined forms of training. The forms of training can involve organizing forum, workshop, experience sharing, benchmarking, formal training, etc.

iii. Vertically aligning school goals and vision

Here, it was investigated that goal setting and vision development at school level was not strongly linked to national educational missions and visions. Hence, aligning the visions and goal of the secondary schools with the national ones directly and indirectly by forming integrated linkage with the goals and visions of primary and tertiary educations and then aligning with the educational goals and vision of the nation is advisable.

iv. Fostering Strategic leadership

Most of the school principals were found to be working continuously on routines that were less value adding to the realization of the vision and mission of their schools. Hence, principals are advised to use at least two third of their working time in order to realize the strategic goals and vision of the school

v. Employing and retaining more qualified teachers

Qualified staff members are backbones for the realization of vision and meeting mission of the schools through active participation of these teachers directly on school leadership **mainly** in leading the students and some related clubs. Thus, the city administration education bureau in collaboration with the schools needs to work more to attract and retain qualified staff members. It should initiate a study on remuneration /salary/ and benefit package that would take prevailing labor market into account

In addition to this, West Omo zone education department should make an effort to increase the commitment of school leaders by working with leadership training institution to re-examine the selection, promotion and appointment procedures of school leaders in secondary schools. This might include introducing leadership career structure, career promotion and appointment, merit-based regulations, interest and experience for aspiring leaders.

- Even though this research work may have its own contributions in understanding the practices and challenges of school leadership effectiveness and may serve as lesson for other educational leaders who are practicing or want to practice in the future, the outcomes of the study was not complete as it was initially anticipated. Therefore, the researcher recommended that there is a need for those people who interested to conduct further study on this issue.

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APENDEX ONE
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHVIORAL SCIENCES

DEPARTMENT OF SCHOOL LEADERSHIP

General Directions

Questionnaire filled by school principals, vice principals and teachers.

Dear Respondents,

The purpose of these questionnaires is to collect relevant information to SCHOOL PRINCIPALS LEADERSHIP EFFECTIVENESS IN SECONDERY SCHOOLS OF WEST OMO ZONE OF SNNPR”. The gathered information through questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study and the researcher as well. Thus, you are kindly requested to complete the questionnaire carefully and honestly your responses will be kept confidential.

GENERAL DIRECTIONS;-

- Please read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.
- Note: No need of writing your name.
- Each question has its own instruction and direction.
- Give only one answer to each item unless you are required to do so.

Thank you in advance for your participation in this study.

Sincerely Yours.

PART ONE

Background Information

Direction: Indicate your response by putting this mark(x) on the space provided.

1. Name of the woreda _____

2. Name Of the school _____

3. Sex:- a) Male ----- b) Female -----

4. Age in year a) 18 - 30 ----- b) 31-40 ----- c) 41-50 ----- D) 51 and above-----

5. Educational qualification a) Diploma----- ----b) BA ----- c) BSC ----- 6. Field of specialization a) School leadership----- b) Natural science -----c) Social science----- d) Other specify -----

7. Work Experience a) 1-5 years ----- b) 6-10 years ----- c) 25-30 years -----

PART TWO

About the Basic Questionnaires;-

- The questionnaires have two sections open and closed items.
- Five responses provided for each table. Choose only one responses from the given alternatives put (x) mark sign in the space provided and also give a brief description of your opinions for open ended questions. The response is given based on your context.

Note: The abbreviations have the following meaning and scale value:

Key: Very High=5 Medium=3 Very low=1

High=4 Low=2

| N0 | Items | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| | practice of principals in setting of goals and developing of vision | | | | | |
| 1 | Inspiring a shared vision | | | | | |
| 2 | Clearly articulating the strategic goals of the school | | | | | |
| 3 | Aligning school goals with the national educational statement | | | | | |
| 4 | long range planning | | | | | |
| 5 | Creating consensus with stakeholders and staff about the school's goals | | | | | |
| 6 | Collectively establish school goals | | | | | |
| 7 | Revise goals annually with all stakeholders | | | | | |
| 8 | Encouraging new ideas and creativity | | | | | |
| 9 | Creating conducive environment in the school | | | | | |
| 10 | Making the school to use a school improvement plan | | | | | |

| N0 | Items | 1 | 2 | 3 | 4 | 5 |
|-----------|--|----------|----------|----------|----------|----------|
| | School leaders capacity | | | | | |
| 1 | Trust in others | | | | | |
| 2 | Accepted by others | | | | | |
| 3 | Good in human relation skill | | | | | |
| 4 | Understanding of the needs of the staff | | | | | |
| 5 | Treating individuals fairly | | | | | |
| 6 | Maintain positive and productive relationship | | | | | |
| 7 | Listen to and communicate with all academic and administrative staff | | | | | |
| 8 | Communicate with all level administration | | | | | |
| 9 | Communicating with parents to obtain resources | | | | | |
| 10 | Demonstrate interpersonal openness | | | | | |

| N0 | Items | 1 | 2 | 3 | 4 | 5 |
|-----------|--|----------|----------|----------|----------|----------|
| | Leading towards staff professional development | | | | | |
| 1 | The extent to which Principals are skilled in conducting research | | | | | |
| 2 | The extent to which Principals encourage teachers to solve problems of the school by conducting research | | | | | |
| 3 | The extent to which Principals identify problems of the school and assign teachers to do research in group | | | | | |
| 4 | Encourage to practice curriculum and program development | | | | | |
| 5 | Organize training opportunities to improve the quality of teaching | | | | | |
| 6 | Organize experience sharing programs among colleagues | | | | | |

| | | | | | | |
|-----------|---|--|--|--|--|--|
| 7 | Provide administrative support to inbuilt supervision | | | | | |
| 8 | Solving problems collaboratively | | | | | |
| 9 | Provide constructive comments to teachers through evaluation | | | | | |
| 10 | Encouraging teachers to use different instructional strategies and skills | | | | | |

| N0 | Items | 1 | 2 | 3 | 4 | 5 |
|-----------|---|----------|----------|----------|----------|----------|
| | Factor influencing of leadership effectiveness | | | | | |
| 1 | Higher turnover of Teachers | | | | | |
| 2 | Shortage of resources | | | | | |
| 3 | Shortage of finance | | | | | |
| 4 | Shortage of qualified teachers | | | | | |
| 5 | Problem of Budgeting time to each activity | | | | | |
| 6 | Shortage of teaching materials | | | | | |
| 7 | Shortage Leadership Competency | | | | | |
| 8 | Shortage of training on educational leadership | | | | | |
| 9 | Shortage of commitment from the principals | | | | | |
| 10 | Absence of continuous supervision | | | | | |

Open ended questions

To Teacher, School Leadership and Vice Principals

1. What are the major problems school leaders faces to carryout in leading school activities?

2. What do you think of the suggestions and solutions the above school leaders face the problem?

3. According to your opinion, which style of leadership is used in school management explain and discuss?

4. In your argument which style of school leadership is appropriate for the solution of problem face in the school?

APENDEX TWO
QUESTIONNAIRES
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTEMENT OF SCHOOL LEADERSHIP

Interview questions for head of Woreda education, Secondary School Supervisors and PTA (Parent Teacher Association) coordinators.

DEAR RESPONDENTS,

The purpose of this questionnaire is to gather related data to the “SCHOOL PRINCIPALS LEADERSHIP EFFECTIVENESS IN SECONDERY SCHOOLS OF WEST OMO ZONE OF SNNPR”. Your contribution is crucial for the success of the study. Therefore you are kindly requested to read all questions. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will be keep confidential and used for academic purpose only.

Thank You for your genuine response!

Background Information

PART ONE

Personal Characteristics

Direction: Indicate your response by putting this mark(x) on the space provided

1. Name of the interviewee_____
2. Sex: Male_____ Female_____
3. Age: a) 20-30_____ b) 31-40_____ c) 41-50_____
- d) 50 above_____
4. Educational qualification a) Diploma----- b) BA ----- c) BSC -----
5. Field of specialization a) school leadership b) Natural science c) Social science d) Other specify
6. Work Experience a) 1-5 years e) 21-25 years b) 6-10 years f) 26-30 years c) 11-15 years g) 31 years above d) 16-20 years

Interview to Supervisor

1. How do you see the extent to which school leadership practices and functions to perform the roles in the school?
2. What are the major problems that the school leadership faces in leading secondary schools?
3. What are the possible solutions and suggestions for the question number two?
4. How often you visit the school the under your supervision within a week to discuss with the school?
5. What roles do you play in the school?

Interview to Woreda Education Office Heads and PTA

1. How do you see the extent to which school leadership practices and functions to perform the roles in the school?
2. What are the major problems that the school leadership faces in leading secondary schools?
3. What are the possible solutions and suggestions for the question number 3?
4. Are woreda education office conduct different meeting with school leadership to evaluate the performance of the school leadership? Monthly, quarterly