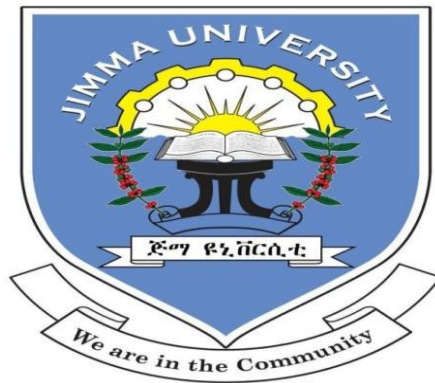


**PRINCIPAL LEADERSHIP PRACTICES AND TEACHER'S COMMITMENT IN
SECONDARY SCHOOLS OF BUNO BEDELE ZONE**

BY

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

March , 2022

JIMMA, ETHIOPIA

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**A THESIS REPORT SUBMITTED TO DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT FOR PARTIAL FULFILLMENT of
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP.**

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DECLARATION

I under declare that, this thesis is my original work under the guidance of main -advisor MitikuBekele(DR) and co-advisor AbunuArega(DR) and has not been presented for the award of any degree in any other university and that all source or materials used for the thesis have been dully acknowledged. This thesis entitled as “principal leadership practices and teacher’s commitment in secondary schools of BunoBedele zone”is approved as the original work of GemechuAyana.

Name of student: _____Signature_____Date _____

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Abstract

The main objective of this study was to assess the principal leadership practice and teacher's commitment in secondary schools of BunoBedeZone. To achieve the intended objective of this study descriptive research method was used with quantitative and qualitative approaches. Data were collected from 201 sample respondents of teachers through questionnaire and qualitative data were collected through interview from principals. The collected data were analyzed using percentage mean, standard deviation and Pearson correlation. the findings of this study were the status of school principal leadership practice in the selected secondary schools of BunoBede zone was medium since the mean score was 3.43, the extent to which teachers are committed in the secondary schools of BunoBede zone was medium, practices of teachers' commitments was at medium level since the mean score was 3.47. challenges of principal leadership practice in the selected in secondary schools of BunoBede zone were characteristics of student population challenge the school leader ship practice to allocate the available sources of funding, budget Constraints challenges for leadership practice, lack of school facilities is the challenges for school leadership, presence of challenging for principals to learn their new roles in the context of organizational change within their school, lack of material resources and level of conflict between teachers and principal. Finally, based on the above findings recommendations were given. The recommendations were the status of school leadership practice, the extent at which teachers committed and the teachers' commitment practice will be improved to increase the teachers' commitments and the challenges to school leadership practice will be reduced and avoided through the effort that will be made by teachers, principals, PTAS and different levels of educational office and stakeholders.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with School leadership in the schools and has supplanted educational management (Karaxha, Zorka, 2013).

The term school leadership came into existence in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that connote stability through the exercise of control and supervision. The concept of leadership was favored because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school (Karaxha, Zorka, 2013).

Educational leadership draws upon interdisciplinary literature, generally, but ideally distinguishes itself through its focus on pedagogy, epistemology and human development. In contemporary practice it borrows from political science and business. Debate within the field relates to this tension. Numerous educational leadership theories and perspectives have been presented and explored, such as: (a) instructional leadership; (b) distributed leadership; (c) transformational leadership; (d) social justice leadership; and (e) Teacher leadership. Researchers have explored how different practices and actions impact student achievement, teacher job satisfaction, or other elements related to school improvement. Moreover, researchers continue to investigate the methodology and quality of principal preparation programs (Karaxha, Zorka, 2013).

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances (Karaxha, Zorka, 2013).

Successful school principal leadership show great determination, with the willpower and patience to see things through. They are willing to take risks and are steadfast in challenging under-performance or poor behavior. Successful school leaders are passionate about teaching and learning and show great commitment to children. They take an active interest in their pupils' work – and that of their staff. Successful school principal leaderships are team-builders. They understand the importance of relationships, empower their staff and pupils and show great empathy. Get the relationships right – open, trusting, humorous – and much else follows naturally. The best principal leadership show great judgment, make the right calls and are wise leaders. Crucially, however, it isn't simply a matter of acting alone. It's about involving the whole school community and taking people forward together(Allen,2012)

The business of principal leadership is full-on and, at times, grueling. Successful school leaders are optimistic and resilient, remain calm in a crisis and are energetic and positive at all times. The best school leaders are confident communicators and storytellers. They are great persuaders and listeners, adept at describing 'the story of their school' to any audience. They are also great motivators and Successful school leaders are outward-looking and curious. School principals are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement. This review pays particular attention to issues including transformational leadership, instructional/pedagogical leadership and distributed leadership(Duke,2006).

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. The challenges facing school leaders include: Ensuring consistently good teaching and learning, integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, managing behavior and attendance, strategically managing resources and the environment, building the school as a professional learning community, developing partnerships beyond the school to encourage parental support for learning and new learning opportunities(Karanxha, Zorka, 2013).

The key dimensions of successful principal leadership are identified as: defining the vision, values and direction, improving conditions for teaching and learning, redesigning the organization: aligning roles and responsibilities enhancing teaching and learning, redesigning

and enriching the curriculum, enhancing teacher quality (including succession planning), building relationships inside the school community, building relationships outside the school community and placing an emphasis on common values (Mille and , Paul a 2011).

Commitment defines as a high level of attachment to a profession (Crowell, 2006). *Commitment* refers to an individual's attraction and attachment to the work and the organization Shukla (2014). He referred that the socio-psychological bonding of an individual to his group or organization, its goals and values in occupation and profession. Commitment is one's attitude, that including belief and behavioral intention towards to her or his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the profession as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, professional commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee, 2001).

For commitment to organization to occur, the individual should want to stay with the organization at his/her own volition. In this case, teachers' organization commitment emerges when they demonstrate a performance higher than expected such as taking additional responsibilities within their organizations. As known well, in educational organizations, an important place is occupied by "human" factor. The most important indicators of the commitment of teachers in our country are considered to be job satisfaction, their perception of the profession of teaching and the degree of their integration with their school (Özden, 1997, 35). The sense of commitment developed by teachers towards their institutions positively affects their professional performance (Okcu, 2011, 51). Stating that one of the objectives of the school should be to promote intrinsic motivation in its teachers, Celep (2000, 138) specified the factors determining the teacher's commitment to the school as the desire to maintain his/her existence in the school, the investment of efforts more than expected and approval of the administrative applications in the school.

1.2. Statement of the Problem

The concept of instructional leadership was introduced as a result of the research on effective schools. The research revealed that in the formation of successful schools, principals exerted significant influences; thus, leadership characteristics of the principals in such schools were

attempted to be determined. When the literature on the leadership characteristics of the principals in effective schools is examined, it is seen that the term of instructional leadership is at the forefront. What is aimed with the concept of instructional leadership is to convert an educational organization and its surrounding into a more productive and desired environment (Çelik, 2013, 42). Şişman, (2012, 54) defines instructional leadership as “behaviors that should be demonstrated by the principal himself/herself and that are promoted by the principal to be adopted by others in order to achieve the anticipated outcomes at school” (Mille and ,Paul a 2011).

In leading learning and teaching: head teachers taking responsibility for raising the quality of teaching and learning and for students’ achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning; developing Self and Working with Others, building effective relationships and building a professional learning community through performance management and effective professional development for staff, head teachers are accountable to students, parents, careers, governors, the local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely and creating links and collaborating with other schools, parents, careers and other agencies to share expertise and ensure children’s well-being (Mille and , Paul a 2011).

In a time when schools are being held accountable to the highest level of standards, strong leadership is critical for the schools’ success. These standards are reminiscent of the Reading First days, when schools were being asked to progress monitor their students and set high goals for every individual. There were several key factors noted in Reading First schools who demonstrated success, despite having challenging student populations (Crawford & Torgesen, 2006). These factors can be applied to these similar times in order to create a school environment that is open and supportive, and where strong leadership is demonstrated not solely by the principal, but rather it is established based on a shared vision with coaches and teachers.

Strategic school building leadership is important because *education in the 21st century* is a new frontier, and 21st century learners are a new breed. Many of the students going through schools since 2015 are from a whole new generation: Generation Alpha. These children were

born from 2010 and beyond, and have grown up in a different world from older generations. They have never lived in a world without smart phones, drones, tablet computing, apps, and 3D television. Like Generation Z, they are extremely comfortable with technology, having grown up using it: many of them were given smart phones or tablets to play with before they could even walk.

This unprecedented access to technology means our students have more information available to them than we could have dreamed of, even a couple of decades ago. They can teach themselves almost anything they want to know using the resources available to them. They are also unaware of the borders that used to strictly contain our experience of the world. Small children can communicate with people all around the world at the touch of a button. They increasingly have friends in numerous countries, and grow up expecting that international travel will be a common part of their life. As educators, we are tasked with helping these capable, intelligent children prepare for challenges we can't full(Mille and , Paul a 2011).

Foresee. That requires a whole new kind of leadership schools haven't required in the past Personal qualities like curiosity, persistence, resilience, flexibility, responsibility and hard work are as important as ever for leaders. Whatever changes come, these school principal leadership qualities are always the key to success. Remember, also, that nobody is born with all the qualities of an effective school leader fully realized. Part of being a leader is having the will to work on personal growth and improving them constantly. Other qualities are increasingly important for leaders: creativity, entrepreneurship, innovation, constant learning and teamwork are all crucial for today's leaders (Mille and , Paul a 2011).

The growth in the importance of school leadership has been accompanied by theory development, with new models emerging and established approaches being redefined and further developed in 21st century. Therefore, conducting current study will be important to see school leadership and teacher commitments practices, challenges and prospects in secondary schools of BunoBedele zone. Based on the ideas under emphasis in 21st century on Strategic school building leadership looking through current research in the context of Ethiopia particularly in the context of the setting area of this study will be important to see the status of school leadership and teacher commitments practices, challenges and prospects in secondary schools of BunoBedele zone.

Thus the main objective of this study was assessing school principal leadership and teacher commitments practices, challenges and prospects in secondary schools of BunoBedele zone. To address the main objective of this study the following research questions were designed:

1. What is the current practice of principal leadership in the selected secondary schools of BunoBedele zone?
2. What is the status of teachers commitment in the secondary schools of BunoBedele zone?
3. To what extent teachers committed to their work in the secondary school of BunoBedele?
4. Is there a relationship between school principal leadership and teachers' commitment in the selected secondary schools of BunoBedele zone?
5. What are challenges of school leadership practices and teachers commitment in the selected in secondary schools of BunoBedele zone?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was assessing school principal leadership and teacher commitments practices, challenges and prospects in secondary schools of BunoBedele zone.

1.3.2. Specific Objectives

The specific objectives of this study were:

- To identify the current practice principal leadership in the selected in secondary schools of Buno Bedele zone.
- To assess the status of teachers commitment in the secondary schools of BunoBedele zone.
- To investigate extent teachers committed to their work in the secondary school of Buno Bedele.
- To examine relationship between school principal leadership and teachers' commitment in the selected secondary schools of BunoBedele zone.
- To identify challenges and prospects of school leadership practices and teachers commitment in the selected in secondary schools of BunoBedele zone.

1.4. Significance of the Study

The result of this study is important for the teachers and principals as well as for educational offices to get information about the principals leadership practice and teachers commitment. Based on the information obtained from the result of this study principal will plan to improve their leadership practice in improving teachers commitment. Additionally, the result of this study will be used as the sources of information for the future researchers those who will be interested to conduct research on this area.

1.5. Scope of the study

This study aims in assessing school principal leadership and teacher commitments practices, challenges and prospects in secondary schools of Buno Bedelezone. The study was conducted in the selected secondary schools of Buno Bedele zone. The conceptual delimitation of this study was the assessment of more specifically data were collected from the teachers and principals who have been in different department staffs of the eight schools. The conceptual delimitation of this study was school principal leadership and teacher commitments practices and challenges. The variables that were under focus in this study were delimited to status of school principal leadership practices, level of teachers commitment, school principal leadership practice and challenges of school principal leadership.

1.6. Limitation of the Study

They were limitations that were managed by the researcher. There was time constraint that the researcher faced since the researcher conducted this research side by side with regular work. However, the researcher managed this time constraint to conduct this study. Another limitation was respondents were reluctant to provide their responses. The researcher persuaded the respondents through addressing the objective of this study and managed to conduct this study at right time.

1.7. Definitions of Key terms

Leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no 'correct' definition." Cuban (1988).

Commitment is defined as a high level of attachment to an organization (Crowell, 2006). Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013).

Challenge is an objection to something as not being true, genuine, correct, or proper or to a person (as a juror) as not being correct, qualified, or approved. 2: a call or dare for someone

to compete in a contest or sport. A difficult task or problem memorizing the poem was a challenge (Moletsen& Reddy, 2011).

1.8.Organizations of the Study

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

CHAPTER TWO

REVIEW LITERATURE

2.1. Definitions of school leadership

Leithwood et al (1999) contend that there is no agreed definition of the concept of leadership. Yukl (2002, pp.4–5) adds that “the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no ‘correct’ definition.” Cuban (1988, p.190) says that “there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders”.

However, given the widely accepted significance of leadership for school effectiveness (Daresh 1998, NCSL 2001a, Sammons et al 1995, Sheppard 1996) and for school improvement (Stoll and Fink 1996, Hallinger and Heck 1999), it is important to establish at least a working definition of this complex concept. As Beare, Caldwell and Millikan (1989) emphasise: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority. (Beare, Caldwell and Millikan 1989, p.99).

A central element in many definitions of leadership is that there is a process of influence .Leithwood et al (1999, p.6) say that “influence... seems to be a necessary part of most conceptions of leadership”. Yukl (2002, p.3) explains this influence process: Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization. Yukl’s use of ‘person’ or ‘group’ serves to emphasize that leadership may be exercised by teams as well as individuals(Chapman, 2007).

This view is reinforced by Harris (2002) and Leithwood (2001) who both advocate distributed leadership as an alternative to traditional top-down leadership models. Ogawa and Bossert (1995, pp.225–26) also state that leadership involves influence and agree that it may be exercised by anyone in an organization. “It is something that flows throughout an organization, spanning levels and flowing both up and down hierarchies.” Cuban (1988, p.193) also refers to leadership as an influence process. “Leadership then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking

initiatives and risks". This definition shows that the process of influence is purposeful in that it is intended to lead to specific outcomes.

2.1.1. Leadership and values

Leadership may be understood as 'influence' but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process.

However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. Wasserberg (1999, p.158) claims that "the primary role of under [is] the unification of people around key values". From his perspective as a secondary headteacher, he argues that these core values should be: schools are concerned with learning and all members of the school community are learners, every member of the school community is valued as an individual, the school exists to serve its pupils and the local community, learning is about the development of the whole person and happens in and out of classrooms and people prosper with trust, encouragement and praise (Wasserberg 1999).

Greenfield and Ribbins (1993) add that leadership begins with the 'character' of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability. The values adopted by many school leaders can be illustrated by Day, Harris and Hadfield's (2001) study of 12 schools in England and Wales which focused on heads who were deemed effective by Office for Standards in Education (OFSE) criteria and by the vaguer notion of 'peer reputation'. The researchers adopted a 360 degree perspective by interviewing teachers, parents, governors and students as well as conducting three interviews with each principal. They conclude that "good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school" (p.53). They elaborate on the nature of these core 'personal values':

These concerned the modeling and promotion of respect (for individuals), fairness and equality, caring for the wellbeing and whole development of students and staff, integrity and honesty. These core values were often part of strong religious or humanitarian ethics which made it impossible to separate the personal and the professional and which provide empirical support for those who write of the essential moral purposes of those involved in teaching. (Day, Harris and Hadfield 2001).

2.1.2. Leadership and vision

Vision is increasingly regarded as an important component of leadership. There are different views about whether vision is an essential aspect of school leadership or, rather, a feature which distinguishes successful from less successful leaders. Beare, Caldwell and Millikan (1989), for example, say that “outstanding leaders have a vision of their schools – a mental picture of a preferred future – which is shared with all in the school community” (p.99). However, in drawing on the work of Bennis and Nanus (1985), they articulate 10 ‘emerging generalizations’ (present authors’ emphasis) about leadership, four of which relate directly to vision:

2.2. School Principal Leadership

Principals’ roles are numerous and range from managing the day-to-day functions of schools to introducing different methods, procedures and ways of doing things to make their schools effective and efficient (Marzano, 2003; Ross & Gray, 2006). Hence, principals are expected to possess the necessary knowledge and leadership skills to effectively lead their schools and to improve students’ learning and achievement (Ross & Gray, 2006). They must be able to encourage and motivate their staffs to accept the initiative and to provide the necessary resources and support for the staff to successfully improve students’ achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004). For improvement to occur at the school level, the school principal must create a culture supportive of change (Duke, 2004; Fullan, 2005).

Principals create such cultures when they (1) create policies and procedures which facilitate the improvement process, (2) arrange schedules so that individuals can work together as they strive for improvement, (3) demonstrate collaborative relationships with members of the staff and other administrators, (4) participate in staff development and other learning activities focused on the improvement initiative, (5) utilize the evaluation process to monitor improvement and assess the degree of implementation, (6) discuss the successes and setbacks experienced during the improvement process, and (7) highlight the successes of individuals as they engage in improvement (Duke, 2004; Fullan, 2005; Hall & Hord, 2006; Kouzes & Posner, 2002).

Hence, to be successful, schools need consistently energetic, well-informed, and focused leaders (Kaplan, Owings & Nunnery, 2005). Furthermore, Usdan, McCloud & Podmostko (2000) listed the following items as the requirements for fulfilling the roles of principals: (1)

knowledge of academic content and pedagogy, (2) working with teachers to strengthen skills, (3) collect, analyze and use data, (4) bring together all stakeholders to increase student performance, and (5) possess the leadership skills to fulfill the role (Hallinger, 2011).

In addition, effective school leaders strike a balance in managing buildings, maintaining higher accountability standards for student achievement, promoting teacher professional development and advising parents and community members in school-related decisions (Childs Bowen, 2005; Hurley, 2001; Lashway, 2003). In responding to increased standards for student achievement, effective principals recognize that they alone cannot be the sole instructional leader but must lead, coach, mentor and empower teachers and other staff members in the common pursuit of reform for school improvement (Barth, 2001; Hurley, 2001).

Moreover, school leaders can enhance teachers' learning by organizing and managing several programs concerning their professional development and by offering individual mentoring to them (Leithwood & Jantzi, 2006). Such leadership practices create encouraging working conditions to motivate and influence teachers in the process of schools' primary goal achievement (Leithwood & Jantzi, 2006). Some of the leadership strategies which could increase teachers' motivation are positive and supporting feedback, experience sharing with peers and open communication to explain in details the aims and actions that should be applied (Leithwood & Jantzi, 2006). Positive feelings gained as a result of personal goal achievement and positive feedback from the principal also have motivational value on teacher's performance and success (Leithwood & Jantzi, 2006).

School leaders also affect organizational citizenship behavior of teachers (Nguni, Slegers & Denessen, 2006). Organizational citizenship refers to an individual's willingness to go beyond the formal requirements of the job to engage in productive functions to enhance organizational effectiveness (Nguni, Slegers & Denessen, 2006). Hence, organizational citizenship, in educational context, refers to teachers' willingness to offer help without necessarily expecting rewards (Nguni, Slegers & Denessen, 2006). Teachers' organizational citizenship behavior could be facilitated through the principal's commitment to involve teachers in the processes of a specific vision accomplishment, clarifying teachers on a minimum expected standards concerning their work performance, and, promoting collaborative working conditions towards the achievement of common goals (Organ, Podsakoff & Mackenzie, 2006). These factors help teachers to think that they have

responsibilities to contribute something for the effectiveness of their school (Nguni, Slegers & Denessen, 2006).

2.3. Transformational leadership

This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organization; developing staff and curriculum; and involvement with the external community.

Much of what has been discovered about such leadership in this body of research reinforces the validity of four core sets of leadership practices. Building vision and setting directions. This category of practices carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals and demonstrating high-performance expectations. These specific practices reflect, but also add to, three functions of managerial taxonomy derived from non-educational organizations: motivating and inspiring, clarifying roles and objectives, and planning and organizing. Direction-setting practices of principals significantly influence teachers' stress, individual sense of efficacy and organizational commitment (Evans and Rhonda, 2013).

One of these practices, helping the staff develop and inspiring a shared sense of purpose, enhances teachers' work, whereas holding (and expressing) unreasonable expectations has quite negative effects. While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organizational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors (Canberra, 2005).

2.4. Pedagogical/instructional leadership

While transformational leadership has traditionally emphasized vision and inspiration, pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching. It sees the leader's prime focus as responsible for promoting better outcomes for students, emphasizing the importance of teaching and learning and enhancing their quality (Marzano, Waters and McNulty, 2005). The more leaders focus their influence, their learning and their relationships

with teachers on the core business of teaching and learning, the greater their influence on student outcomes. This has its origins in a work which itself has been criticized on the grounds that it is an unrealistic expectation that head teachers should have expert knowledge in all areas of teaching and learning, particularly at the secondary level (Evans and Rhonda, 2013). Yet, in order to exercise leadership of learning, head teachers need to be knowledgeable about it. Without an understanding of the knowledge necessary for teachers to teach well – content knowledge, general pedagogical knowledge, content-specific pedagogical knowledge, curricular knowledge and knowledge of learners – school leaders will be unable to perform essential school improvement functions such as monitoring instruction and supporting teacher development (Harris and D. Hopkins, 2006).

While this would seem to be an impossible task for one person, it provides a sound justification for the distribution of leadership responsibilities. It also links closely with the leadership functions of setting directions and developing people. A meta-analysis of leadership identified five key dimensions (see below) which influence success in promoting better student outcomes. These are not entirely dissimilar to those identified in the earlier review of empirical studies on transformational leadership (Evans and Rhonda, 2013).

2.5. Skills of 21st Century Leader

The key skills for a leader in 2018 include teamwork, high EQ, and focus. These things are crucial for managing yourself, and managing others. EQ involves self awareness and social awareness, an understanding of people, and good relationship management. This allows you to understand and be responsive to your own needs and the needs of people around you. It fosters communication and collaboration, which is the path to unlocking collective genius. Focus is a fundamental skill for everybody in the information age, but especially for busy people in demanding roles. This includes focus in the moment – being able to stop checking your emails and immerse yourself in deep work – as well as focus on a broader scale – knowing what are the key values and goals, personally and for your school, and keeping them central (Hallinger, 2010).

2.5.1. Organizational Knowledge

Effective leadership begins with extensive knowledge of the instructional environment: individual student needs, strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. It is the manner in which school leaders weave these data sources together that they lay the foundation for effective school

leadership(Hallinger& Heck, 2010).Researchers exploring the qualities of effective school leadership often begin with the leader’s knowledge of the students in his or her school. By developing a data-driven understanding and knowledge of the students, the principal and other school leaders can inform their decisions pertaining to:

Resource allocation – Do I have enough teachers and enough time to meet the needs of my at-risk students?

Scheduling – Have I scheduled the reading blocks in such a way that my teachers and paraprofessionals have sufficient time to provide instruction, and provide intervention for students in need?

Professional development – Have patterns in student skill gaps revealed a gap in teachers’ instructional abilities requiring additional professional development?

Funding and procurement – How do the characteristics of my student population affect the available sources of funding or the ways in which I can allocate my budget?

Effective leaders have a strong knowledge of the range of instructional tools available to address their students’ needs. This entails—in many cases—a team-based approach to researching and vetting research-proven programs that address specific needs. Because of the sheer volume of programs available, many school leaders rely partly on their leadership teams to continuously research and share information about new tools and methodologies. Information sources such as the What Works Clearinghouse and the National Center on Response to Intervention provide a shortlist of instructional programs, some of which have extensive efficacy research(Edmunds, etal,2007).

Once an instructional program has been selected, it is imperative that school leaders develop an in-depth understanding of the program in order to ensure fidelity of implementation, drive behavior around proper use levels and ensure that teachers avail themselves of the training and professional development resources provided to them(Southworth ,2002, p.78.).

2.5.2. Use of Data

Effective school leaders develop their organizational knowledge based, in large part, on their understanding of student data. This includes the use of summative data—analyzing outcome data in the spring to allocate resources and plan for the upcoming school year—as well as a wealth of real-time formative data. There are a number of assessment products—and even

some online instructional programs that gather student data without administering a test—that can provide real-time performance data to inform instructional decisions (Southworth, 2002, p.78.).Effective school leaders take an active role in data meetings, ensuring that teachers understand how the data indicate the instructional priorities for each teacher’s classroom. Far too many schools focus their data-driven culture on the process of data collection.

While frequent measures are important for meaningful formative assessment, the most important aspect of data-driven culture is an ongoing focus on data analysis. Frequent (e.g., weekly, bi-weekly, etc.) data meetings help schools to effectively inform instruction, accurately identify and monitor students needing intervention, and provide school leaders the opportunity to modify children’s instructional programs in real-time. The frequency of the meetings can meet the needs of the individual school. The critical piece is that the meetings are scheduled ahead of time, so they do not get pushed out and missed on a regular basis. It is important to establish these meetings as something that is important to the school leadership, because when student data is closely examined on a frequent basis, teachers understand the importance of driving improvements on these performance indicators(Southworth ,2002, p.78.).

An important factor of effective data meetings is having the right people in the meeting in order to act on the decisions made about the data. Time spent tracking down the appropriate team member to inform or act upon a particular data point results in missed opportunities to improve student outcomes. Data meetings must include all of the key players, or at the very least, incorporate specific next-steps to ensure that instructional decisions are made and implemented based on the findings at the data meeting (Elmore, 2008).

2.5.3. Scheduling

High-performing schools consistently identify scheduling as one of the key factors of their success. For purposes of this discussion, we will focus on schools’ efforts to support an uninterrupted period of at least 90 minutes for reading instruction. Schools place a priority on supporting differentiated, small group instruction for struggling students.

Therefore, in resource-constrained scenarios facing many schools, effective scheduling helps maximize available support staff. This can be accomplished in several ways(Whelan and Clark, 2010).Some schools schedule a 90-minute reading block across all grades first thing in the morning, regrouping students into homogeneous skill groups in each classroom. Sometimes called the “walk and read” model, this approach helps schools better utilize all of

their trained intervention staff by placing them in classrooms with the students most at-risk of reading failure(Whelan and Clark, 2010).Other high-performing schools stagger their reading blocks, which allows reading specialists to serve multiple grades and classes throughout the day, and enables them to observe and model lessons in more than one classroom or grade level during the reading block(Gordon & Louis,2009).

In addition to scheduling dedicated instructional and intervention blocks, high-performing schools place a high priority on scheduling data meetings. This requires the allocation of sufficient time and resources, such as substitute teachers, when necessary. Data meetings must be considered as equally important to other aspects of the school day—particularly since the effective use of data will inform nearly every other aspect of instruction(Gordon & Louis,2009).

2.5.4. Positive Beliefs and High Expectations

A factor that is often overlooked in effective schools is a culture of positive beliefs and high expectations. High-performing schools often have a stated, school-wide belief in their students' abilities to achieve, despite significant obstacles such as limited resources, high ELL population or low parental involvement. Leaders in these schools focus on raising expectations for students, not lowering them. In order to address high absenteeism or high numbers of behavior referrals, many of these schools have started expressing their belief in the students to the students themselves, to the parents, and to the community. By establishing a school culture in which all members of the school community believe that the students will be high achievers, the belief in reaching these high expectations becomes a self-fulfilling prophecy (Southworth ,2002, p.78.).

Positive beliefs and high expectations may be the most important factor in high-achieving schools. Not only does it establish a culture of success, but it is also an approach that draws upon a limitless resource. During these difficult economic times, when school budgets continue to tighten, your school's belief system is the one critical resource that cannot be affected by funding sources or staffing levels(Gronn and A. Jackson (2006).

2.5. Organizational Commitment

The issue of “organizational commitment” was first researched by Whyte in 1956 and its first definition was proposed by Grusky in 1966 as “the power of an individual’s commitment to an organization” (cited, İnce and Gül, 2005, 3). Though great emphasis was put on the concept of organizational commitment after 1970s, an agreement could not be reached on a

common definition of the concept since researchers coming from different disciplines such as sociology, psychology, social psychology and organizational behavior investigated the issue from their discipline-specific viewpoints (Çöl and Gül, 2005).

Organizational commitment is a concept indicating a sincere adoption of the organization's goals and objectives for the organization to come to a better state by its workers, their efforts and contributions made for this purpose (Ada, Alver and Atlı, 2008, 495). Baysal and Paksoy (1999) defined organizational commitment as "the approval and adoption of the goals, vision and objectives of an organization with a great eagerness by the worker who is willing to display better performance than expected from him/her for the good of the organization". Teachers working in educational organizations are expected to be more committed to their organizations and duties, to have higher job satisfaction and to be more motivated than workers in other organizations. Teachers' organizational commitment takes shape depending on the attitudes and behaviors exhibited by their principals. Terzi and Kurt (2005) conducted a study on teachers' organizational commitment and found that democratic leadership behaviors increase teachers' commitment to school and in schools managed by indifferent leaders, teachers' commitment is low.

When the literature on the concept of organizational commitment is examined, it is seen that organizational commitment is multi-dimensional construct and different authors focused on its different dimensions. Mowday, Steers and Porter (1979) explained the concept of organizational commitment on the basis of three factors that are strong belief in and approval of the goals and values of the organization, eagerness to invest remarkable effort for the good of the organization and a strong desire to maintain the membership to the organization. Etzioni, (1975), O'Reilly and Chatman (1986), Allen and Meyer (1990) viewed organizational commitment as a multi-dimensional construct and proposed a different definition for each dimension. Thus, in literature, it is generally agreed that organizational commitment is a multi-dimensional construct and the constituent dimensions are identified as behavioral, attitudinal and normative commitments (Cited in Bakan, 201).

In the literature, it is possible to encounter different dimension classifications of the concept of organizational commitment. The current study adopted the dimension classification of O'Reilly and Chatman (1986) as compliance, identification and internalization. Compliance commitment occurs when attitudes and behaviors are adopted not for the common beliefs, but

for winning certain rewards. In this case, general and specific attitudes may vary (Goldring, et al, 2007).

Identification dimension occurs when the individual can be affected in the direction of establishing satisfying human relations. That is, the individual can feel proud of being a part of a community which respects his/her values and abilities. Internalization dimension indicates that one of the attitudes and behaviors displayed is congruent with the individual's own values. That is, when the values of the community or organization and the individual are the same, this dimension occurs. Individuals with the commitment at the dimensions of identification and internalization exhibit behaviors of investing more efforts and time for the interest of the organization and their willingness to stay with the organization is higher. At the compliance dimension; on the other hand, individuals continue to be a part of the organization only for getting certain rewards and do not do more than what is required by their duties; thus, their desire to stay with the organization is relatively lower (O'Reilly and Chatman, 1986).

2.6. Work commitment

Commentators of work commitment view it as a process of expressing identity, desire to belong to an organization, and the willingness to show efforts on behalf of the organization (Ivancevich, 2005; Mowday, Porter & Steer, 1982). Teachers work commitment is simply an individual's expression of performance through identification, involvement and loyalty to the organization. It requires voluntary participate to support attainment of organizational ends and interests. Further, job commitment emanates from three sources, namely the instrumental, affective and normative source (Bussing, 2002).

According to Bussing (2002), instrumental commitment focuses on the idea of exchange and continuance. Buitendach and de Witte (2005) view that continuance commitment can be conceptualized employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization. The perceived cost of leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments. Affective commitment emphasizes attachment to the organization; individuals put all their energy into their work, which is not expected of them. It assumes an individual's attitude towards the organization including the strong belief in and acceptance of organizations goals, willingness to exert considerable efforts on behalf of the organization and a strong desire to maintain membership in the organization (Mowday, Porter & Steers

1982). However, the emphasis of normative commitment is on an employee's feelings of obligation to stay with an organization. Normative commitment encompasses an employee's felt obligation and responsibility towards an organization and is based on feeling of loyalty and obligation (Sparrow & Cooper, 2003).

Central to the sources of work commitment is to understand issues or reasons of teachers' commitment to the organization. Bragg (2002) identifies four issues or reasons that include: a) the "want to" commitment. The teachers come to work with a positive state of mind and are prepared to

b) The "have to" commitment. The teachers remain with the company for many reasons one of the reasons is that they cannot find employment elsewhere. These teachers have bad attitudes, poor habits and disobey instructions from the management and supervisors') the "ought to" commitment. The teachers are the ones who feel obligated to stay with an organization. They believe that it is not appropriate time to leave the job's) the disconnected or uncommitted group of teachers. They have no reason to stay with the company and at every opportunity they are on the lookout for new employment. These teachers are neither having intention to stay nor have loyalty to the organization(Goldring, etal,2007).

Understanding these concepts help someone to analyze issues leading to teachers' loyalty at work when fulfilling the duties and responsibilities in schools. In addition the relationship between the concepts provides appropriate measures for decision making related to teachers job performance. The relationship between the two concepts of job satisfaction and commitment cannot be separated due to the fact that they depend on each other for organizational achievements. For instance where there is satisfaction, commitment is inevitable and vice-versa(Day, etal, 2011).

Therefore, concepts provide the research a baseline for uncovering teachers' complements or grudges as far as their work place condition is concerned in terms of salaries, student-teacher ratio, housing, transport and other necessary incentives(Day, etal, 2011).

2.7. Teachers commitment

Great teachers do it all. Across all ages, languages, ethnicities, and subjects, teachers are some of the most widely skilled people around in order to be successful. A day in the life of a teacher can vary greatly depending on the subject and grade level in which they teach. From Kindergarten to high school and special education to statistics, one theme runs

consistently throughout every great teacher's career: their job does not end with the school day. Although standing in front of the classroom is a huge part of a teacher's responsibilities, they extend far beyond that into the lives of their students, their students' families and their community.

Teachers are in a unique position to have a direct impact on their students. Teachers can see their work in action, see the changes they affect, and in so doing they witness firsthand their goals coming to fruition. No matter what the goals are, they can pretty much be summed into a single sentence: You want to help people. And there are many ways you can help someone as a teacher. To name a few, teachers aspire to educate, to inspire, to learn and to affect positive change

2.8. Professional Commitment

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

In terms of the motivational perspective, professional commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee 2001). Pareek (2004) defined professional commitment as a personal feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, professional commitment is a bond the employee has with his/her organization. A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are affective commitment, Continuance commitment, and normative commitment.

2.8.1. Affective Commitment

Affective Commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability (Chrisman, 2005).

Affective professional commitment in education refers teachers' emotional connection to identification and participation in teaching profession. Its objectives in regard to motivation of the teachers to identify with and the aspiration not to drop the profession for self-interest, desires, compliance to teach altruistically and contribute to the success of the teaching profession, and willingness to make special sacrifice do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

2.8.2. Continuance Commitment

Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization based on continuance commitment remain because they need to do so. Continuance commitment regarded as an instrumental attachment to the organization, where the individual's association with the organization based on assessment of economic benefits gained and satisfaction (Beck & Wilson, 2000). Continuance commitment in education refers to commitment based on the benefits and 38 costs that related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari et al., 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

2.8.3. Normative Commitment

Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of satisfied that feel that they ought to remain commitment with the organization (Meyer and Allen (1997). Internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990). Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of satisfaction to teachers' commitment to school. This indicates as interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment.

2.9. Areas of commitment

Commitment to the learner- children need teacher who understand them and their needs with sensitivity. They need to be looking after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is initiating to progress and development of learners (Antoniou, 2013).

Commitments to the society- The school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community (Antoniou, 2013).

Commitment to the profession- Teachers are entrusted by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching taking into consideration how best to learn and bring about the effective learning. This can happen only when teachers' job satisfied (Chrisman, 2005).

Commitment to the attaining excellence for professional actions- teachers who continue their search for becoming better human beings and better teachers are followed by the learners. They get all the respect from them and at the same time acquire higher levels of excellence and proficiency.

Commitment to basic values- every community expects the teachers to follow a value-based approach in their personal life to become role models for the future generation(Chrisman, 2005).

2.10. Conceptual Frame work

A Conceptual framework is a visual representation that helps to illustrate the expected relationship between variables. The conceptual framework presented in figure2.10. 1 constitutes the rationale of the study. It highlights the linkage between the key concepts related to school principal leadership practices and teachers commitment. It highlights the linkage between the key concepts related ofthe dependent and independent variables were drawn up in the frames.

Accordingly, the independent (status of school leadership practice,Level of teachers' commitment,Principal leadership practice andChallenge of school leadership practice) were variables under which items were designed to collect data that related to dependent variables relationship is shown conceptually as follows.

2.10.1. Conceptual frame work

Variables

Independent variable

Status of school leadership

Level of teachers' commitment

Principal leadership practice

Challenge of school leadership practice

Dependent variable

Practice Teachers' commitment

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The purpose of the study was to investigate principal leadership practice and teacher's commitments in selected secondary schools of BunoBedele zone in Oromia region. To realize this objective a descriptive survey design was used. A survey research design is very valuable tool for assessing opinions and friends. The researcher was employing descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions investigate the existing problems.

According to Krishnaswami (2001), this design is a fact finding study which involves collecting data directly from a population thereof at a particular time. This design will be ideal for the study because the study was conducted in a setting that requires direct responses from the respondents while investigating existing phenomenon without manipulating the variables. The design also allows the participants to describe and provide their opinions regarding the variables being studied in detail.

3.2. Research Method

Descriptive survey research method was used for the study. Descriptive survey research method it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions investigate the existing problems.

3.3. Source of Data

The sources of data for this study were primary data. The primary data were collected from the sample of teachers and principals respondents of this study through data collecting instruments of this study.

3.4. Population, Sample and Sampling Techniques

Lottery method was used to select eight secondary schools (24%) from the 33 total numbers of secondary schools of BunoBedezone in Oromia regional state taking 8 secondary schools (24%) were representative. To select the sample respondents stratified simple random sampling technique was used to select 201 teachers since the sample respondents' were selected from eight different secondary schools of BunoBedezone. In this stratified random sampling the attendance lists of teachers in eight schools were taken and the data of the sample respondents were taken proportionally from each secondary schools attendance lists (total number of teachers in each secondary schools times sample population of teachers divided by the total numbers of teachers in the eight secondary schools). These eight secondary schools were different in human resources, numbers of students, material and financials as well as location and environment. 8 principals were also taken through purposive sample under the decision of the researcher based on the importance of responses that will be collected from principals. The sample were taken by (Yemane formula 1967)

Table 3.1. Population of the sample from the zone secondary schools

No	Name of the secondary school	Total population of teachers	Sample population of teachers	Sampling technique
1	Bedele town	45	28	stratified simple random sampling
2	Bedele district	43	27	stratified simple random sampling
3	Gachi	40	25	stratified simple random sampling
4	Danbi	41	26	stratified simple random sampling
5	Chora	40	25	stratified simple random sampling
6	Dega	39	24	stratified simple random sampling
7	Chawaka	38	23	stratified simple random sampling
8	Yanifa	37	23	stratified simple random sampling
Total	8	323	201	

$$n = N / (1 + N(e)^2)$$

$$n = 323 / (1 + 323(0.05)^2)$$

$$323 / 1.6$$

$$n = 201$$

3.5 Data Collection Instruments

3.5.1. Questionnaires

Questionnaires are suitable for survey research it makes a research less expensive and gives more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Self-developed Questionnaires were designed for teachers. Questionnaires were closed ended items were developed for teachers.

3.5.2. Interview

Interview is a form of self-report that is a relatively simple approach to data collection; although simple it can produce a wealth of information. An interview can cover any number of content areas and is a relatively in expensive and efficient. Way to collect a wide variety of data does not require formal testing. One of the most common uses of interview is to collect life history and biographical data about the research participants (Anastas and Urbina, 1997, Stokes, Mumford and Owens, 1994) interviews are also an essential component most types of qualitative research.

Because of this the researcher select interview as a part of data gathering tools for this study structured interview was conducted with principals.

3.6. Validity and reliability check

Although the term reliability' is a concept used for testing, according to Joppe (2000). Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. A measure is considered reliable if it would give us the same result repeatedly. A reliability test would be performed to check the consistency and accuracy of the measurement scales. One of the methods to estimate the reliability of the scores on a test or measurements is Cornbach's coefficients alpha method.

Hence, Cronbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by Field (2009), if Alpha Coefficients was above 0.750, consistency and suitability was considered high.

Table 3.2. Reliability (Cronbach's Alpha) test of instrument

Variables	N	Cronbach's Alpha	Number of items	Result
status of school leadership practice	35	.833	8	Accepted
Level of teachers commitment	35	.802	15	Accepted
Principal leadership practice.	35	.811	11	Accepted
Challenge of school leadership practice	35	.825	8	Accepted

35 sample respondents were taken from teachers from one none sample secondary and the designed questions were distributed responses were collected. The collected responses were analyzed and the reliability was checked for the self-developed questions. Thus, as shown in table 3.7.1 below shown that, the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables that used as independent and dependent of the study. The Cronbach's alpha ranged from 0.802 to 0.833, indicating an acceptable range of reliability. *The result of the validity and reliability was confidential since the result obtained was above 0.750.*

3.7. Methods of Data Analysis

Descriptive statistical analysis was used to analyze the data that were collected for this study. In this Descriptive statistical analysis percentage, frequency Mean and standard deviation were used. Percentage was used to analyze the distribution of responses for each item of choices. Mean was used to analyze the average of the distribution of responses and standard deviation was used to analyze the distribution of responses around the mean. To give the meaning conclusion for the data that were analyzed through descriptive statistical analysis and Pearson correlation was used as inferential statistics to indicate the relation between the principal

leadership and teacher commitment. The data were analyzed in SPSS21 software and qualitative analysis was used to analyze the data that were collected through interviews.

3.8. Ethical Considerations

To make the research ethical, clear information was given to respondents. Objective of the study was informed in the introductory part of questionnaires guide to the respondents; and confirmed that confidentiality of responses were protected. Respondents were informed that their participation in the study was based on their consent. The research was not personalized any of the respondent's response during data presentations, analysis and interpretations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

Under this chapter the collected data had been analyzed in numbers and presented in tables and followed with text explanations. In the first part of the analysis the demographic information had been analyzed and followed in text explanations. In the second part of the analysis the responses that had been collected through close-ended questions were analyzed and followed with text explanations. In the last part of the analysis the qualitative data had been collected through interview questions and analyzed in text explanations.

4.1. Background information of respondents

The respondents' personal information like sex, age, Educational level, position and working experiences were analyzed and presented in the tables below.

Table 4. 1. Sex of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	159	79.1	79.1	79.1
	Female	42	20.9	20.9	100.0
	Total	201	100.0	100.0	

As it was described in the above table 4.1.1, sex has been presented. As it has been indicated in the above table4.1.1, 159(79.1%) and 42(20.9%) of the respondents were male and female respectively. This implies that most of the respondents of this study were male respondents. The reason why the male sample respondents exceeded the female was female numbers in the secondary schools was one third of the male in numbers. Both male and female respondents were participated.

Table4..2. Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 20	5	2.5	2.5	2.5
	20-30	55	27.4	27.4	29.9
	31-40	120	59.7	59.7	89.6
	41-50	21	10.4	10.4	100.0
	Total	201	100.0	100.0	

As it was indicated in the above table 4.1.2, the ages of the respondents were identified and presented in the above table, the age of the respondents has been ranged below 20 and 50 and above years.120(59.7%) of the respondents age was ranged between 31 and 40 years.55(27.4%) of the respondents age was ranged between 20 and 30 years. 21(10.4%) of the respondents age was ranged between 41 and 50 years and 5(2.5%) of the respondents age

was ranged below 20 year. This implies that respondents of different age groups were participated as the respondents of this study.

Table4.3. Education level of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	3	1.5	1.5	1.5
	B.A/Bsc	180	89.6	89.6	91.0
	M.A/MSC	18	9.0	9.0	100.0
	Total	201	100.0	100.0	

As presented in the above table 4.1.3, the educational background of the respondents of this were collected and analyzed in the above table. The analyzed data were discussed as follows.

The respondents of 180(89.6%) educational level was B.A/BSc, The respondents of 18(9%) educational level was M.A/MS and 3(1.5%) of the respondents educational level was diploma. This implies that respondents of different educational background were provided their responses for this study. Responses that obtained from these respondents were very important for this study.

Table 4. 4 Position of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	165	82.1	82.1	82.1
	department head	20	10.0	10.0	92.0
	unit leader	16	8.0	8.0	100.0
	Total	201	100.0	100.0	

As presented in the above table 4.1.4, the positions of the respondents of this were collected and analyzed in the above table. The analyzed data were discussed as follows.165 (82.1%) Of the respondents position was teaching, 20(10%) of the respondents positions was department head and 16(8%) of the respondents position was unit leader. This implies that respondents of different positions were provided their responses for this study. The responses that obtained from these respondents were very important for the reliability of this study.

Table4.5. services of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- 5 year	18	9.0	9.0	9.0
	6-10	48	23.9	23.9	32.8
	11-15	65	32.3	32.3	65.2
	16 and above	70	34.8	34.8	100.0
	Total	201	100.0	100.0	

As it was indicated in the above table 4.1.5, data were collected on the working experiences of the respondents and presented in the above table. The analyzed data were discussed as follows.65 (32.3%) of the respondents working experience was between 11 and 15 years. 70(34.8%) of the respondents working experience was ranged between 16 and above years and 18(9%) of the working experiences of the respondents was ranged between 1 and 5 years. This implies that the respondents of different working experiences were provided their responses for this study. .The responses that obtained from respondents of different working experiences were very important for the result that obtained from this study.

4.2. Presentation, Analysis and Interpretation of the Main Data

Close ended questions have been designed and data were collected for this study. The collected data were analyzed quantitatively and presented in the tables and followed with discussions. The descriptive atavistic like frequency and percentage that were used to analyze the distributions of responses for the given alternative choices of items , mean that was used to analyze the average of the distributions of response and standard deviation that was used to analyze the distributions responses around the to the sample as well as inferential statistics like regression analysis was used to give meaningful conclusions for the data analyzed in descriptive statistics to identify that the independent variables were explained by the dependent variable of this study.

Table4.6. The status of school leadership practice in the selected in secondary schools

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
Principals Develop clear and specific plan	Strongly disagreed	9	4.5	4.5	4.5
	Disagreed	24	11.9	11.9	16.4
	Undecided	64	31.8	31.8	48.3
	Agreed	95	47.3	47.3	95.5
	Strongly agreed	9	4.5	4.5	100.0
	Total	201	100.0	100.0	
Principals Facilitate stakeholders' participation in planning	Strongly disagreed	3	1.5	1.5	1.5
	Disagreed	17	8.5	8.5	10.0
	Undecided	64	31.8	31.8	41.8
	Agreed	70	34.8	34.8	76.6
	Strongly agreed	47	23.4	23.4	100.0
	Total	201	100.0	100.0	
Principals develop simple, measurable, achievable, realistic and time bounded Plan	Strongly disagreed	7	3.5	3.5	3.5
	Disagreed	17	8.5	8.5	11.9
	Undecided	62	30.8	30.8	42.8
	Agreed	68	33.8	33.8	76.6
	Strongly agreed	47	23.4	23.4	100.0
	Total	201	100.0	100.0	
Principals have an Ability to communicate vision of the plan Give meaning to collect data	Strongly disagreed	9	4.5	4.5	4.5
	Disagreed	23	11.4	11.4	15.9
	Undecided	55	27.4	27.4	43.3
	Agreed	95	47.3	47.3	90.5
	Strongly agreed	19	9.5	9.5	100.0
	Total	201	100.0	100.0	
Principals Implementation status depending on annual planning.	Strongly disagreed	62	30.8	30.8	30.8
	Disagreed	19	9.5	9.5	40.3
	Undecided	57	28.4	28.4	68.7
	Agreed	41	20.4	20.4	89.1
	Strongly agreed	22	10.9	10.9	100.0
	Total	201	100.0	100.0	
Principals conduct Regular staff meeting to discuss about the plan	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	17	8.5	8.5	13.4
	Undecided	95	47.3	47.3	60.7

	Agreed	62	30.8	30.8	91.5
	Strongly agreed	17	8.5	8.5	100.0
	Total	201	100.0	100.0	
Principals Set a standard for each activity to be completed on time	Strongly disagreed	7	3.5	3.5	3.5
	Disagreed	9	4.5	4.5	8.0
	Undecided	51	25.4	25.4	33.3
	Agreed	109	54.2	54.2	87.6
	Strongly agreed	25	12.4	12.4	100.0
	Total	201	100.0	100.0	
Principals Establish simple, clear and save method of data handling system Give meaning to collect data	Strongly disagreed	8	4.0	4.0	4.0
	Disagreed	26	12.9	12.9	16.9
	Undecided	80	39.8	39.8	56.7
	Agreed	58	28.9	28.9	85.6
	Strongly agreed	29	14.4	14.4	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.1, data were collected on eight items under the status of school leadership practice in the selected in secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that principals Develop clear and specific plan .the results of the responses indicated that 9(4.5%) of the respondents strongly disagreed , 24(11.9%) of the respondents disagreed,64 (31.8%) of the respondents undecided, 95(47.3%) of the respondents agreed and 9(4.5%) of the respondents strongly agreed on that principals Develop clear and specific plan.

The second question asked was to investigate that principals Facilitate stakeholders' participation in planning. The results of the responses indicated that (%) of the respondents strongly disagreed , (%) of the respondents disagreed, (%) of the respondents undecided, (%) of the respondents agreed and (%) of the respondents strongly agreed on that principals Facilitate stakeholders' participation in planning

The third question asked was to identifythat principals develop simple, measurable, achievable, realistic and time bounded Plan. the results of the responses indicated that 3(1.5%) of the respondents strongly disagreed , 17(8.5%) of the respondents disagreed,64 (31.8%) of the respondents undecided, 70(34.8%) of the respondents agreed and 47(23.4%)

of the respondents strongly agreed on that principals develop simple, measurable, achievable, realistic and time bounded Plan.

The fourth question asked was to assess that principals have an Ability to communicate vision of the plan to Give meaning to collect data .the results of the responses indicated that 7 (3.5%) of the respondents strongly disagreed , 17(8.5%) of the respondents disagreed, 62(30.8%) of the respondents undecided, 68(33.8%) of the respondents agreed and 47(23.4%) of the respondents strongly agreed on that principals have an Ability to communicate vision of the plan to Give meaning to collect data

The fifth question asked was to investigate that principals Implementation status depending on annual planning .the results of the responses indicated that 62(30.8%) of the respondents strongly disagreed ,19(9.5%) of the respondents disagreed, 57(28.4%) of the respondents undecided, 41(20.4%) of the respondents agreed and 22(10.9%) of the respondents strongly agreed on that principals Implementation status depending on annual planning.

The sixth question asked was to identifythat principals conduct Regular staff meeting to discuss about the plan. the results of the responses indicated that 10 (5%) of the respondents strongly disagreed , 17(8.5%) of the respondents disagreed, 95(47.3%) of the respondents undecided, 62(30.8%) of the respondents agreed and 17(8.5%) of the respondents strongly agreed on that principals conduct Regular staff meeting to discuss about the plan.

The seventh question asked was to assess that principals Set a standard for each activity to be completed on time.The results of the responses indicated that 7(3.5%) of the respondents strongly disagreed ,9(4.5%) of the respondents disagreed, 51(25.4%) of the respondents undecided, 109(54.2%) of the respondents agreed and 25(12.4%) of the respondents strongly agreed on that principals Set a standard for each activity to be completed on time

The last question asked was to point out that principals Establish simple, clear and save method of data handling system Give meaning to collect data the results of the responses indicated that 8 (4%) of the respondents strongly disagreed , 26(12.9%) of the respondents disagreed,80 (39.8%) of the respondents undecided, 58(28.9%) of the respondents agreed and29 (14.4%) of the respondents strongly agreed on that principals Establish simple, clear and save method of data handling system Give meaning to collect data .

Table 4.7 Decision Making Process

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
Principals have an ability to prioritize problems	Strongly disagreed	12	6.0	6.0	6.0
	Disagreed	22	10.9	10.9	16.9
	Undecided	35	17.4	17.4	34.3
	Agreed	101	50.2	50.2	84.6
	Strongly agreed	31	15.4	15.4	100.0
	Total	201	100.0	100.0	
Principals have an ability to evaluate various alternatives	Strongly disagreed	20	10.0	10.0	10.0
	Disagreed	20	10.0	10.0	19.9
	Undecided	44	21.9	21.9	41.8
	Agreed	69	34.3	34.3	76.1
	Strongly agreed	48	23.9	23.9	100.0
	Total	201	100.0	100.0	
Principals have an ability to address problems timely	Strongly disagreed	15	7.5	7.5	7.5
	Disagreed	29	14.4	14.4	21.9
	Undecided	83	41.3	41.3	63.2
	Agreed	58	28.9	28.9	92.0
	Strongly agreed	16	8.0	8.0	100.0
	Total	201	100.0	100.0	
Principals have an ability of using participatory decision making process	Strongly disagreed	14	7.0	7.0	7.0
	Disagreed	17	8.5	8.5	15.4
	Undecided	58	28.9	28.9	44.3
	Agreed	86	42.8	42.8	87.1
	Strongly agreed	26	12.9	12.9	100.0
	Total	201	100.0	100.0	
Principals Follow up for continuous improvement	Strongly disagreed	9	4.5	4.5	4.5
	Disagreed	18	9.0	9.0	13.4
	Undecided	91	45.3	45.3	58.7
	Agreed	58	28.9	28.9	87.6
	Strongly agreed	25	12.4	12.4	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.2, data were collected on five items under School principals leadership Practice in Decision Making Process. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that Principals have an ability to prioritize problems .the results of the responses indicated that 12(6%) of the respondents strongly disagreed,22(10.9%) of the respondents disagreed, 35 (17.4%) of the respondents undecided, 101(50.2%) of the respondents agreed and31 (15.4%) of the respondents strongly agreed on that Principals have ability to prioritize problems

The second question asked was to investigate that Principals have an ability to evaluate various alternatives.The results of the responses indicated that 20(10 %) of the respondents strongly disagreed , 20(10%) of the respondents disagreed,44 (21.9%) of the respondents undecided,69 (34.3%) of the respondents agreed and 48(23.9%) of the respondents strongly agreed on that Principals have ability to evaluate various alternatives.

The third question asked was to identify that Principals have an ability to address problems timely. The results of the responses indicated that 15(7.5%) of the respondents strongly disagreed , 29(14.4%) of the respondents disagreed, 83(41.3%) of the respondents undecided, 58(28.9%) of the respondents agreed and 16(8%) of the respondents strongly agreed on that Principals have an ability to address problems timely

The fourth question asked was to assess that Principals have an ability of using participatory decision making process.The results of the responses indicated that 14(7%) of the respondents strongly disagreed, 17(8.5%) of the respondents disagreed,58 (28.9%) of the respondents undecided,86 (42.8%) of the respondents agreed and 26(12.9%) of the respondents strongly agreed on that Principals have ability of using participatory decision making process.

The last question asked was to investigate that Principals Follow up for continuous improvement .the results of the responses indicated that 9 (4.5%) of the respondents strongly disagreed, 18(9%) of the respondents disagreed,91 (45.3%) of the respondents undecided, 58(28.9%) of the respondents agreed and25 (12.4%) of the respondents strongly agreed on that Principals Follow up for continuous improvement .

Table.4.8 Resource Management Capacity of principal’s leadership

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
The school leader is capable to perform and utilize the allotted current budget and available resources effectively	Strongly disagreed	8	4.0	4.0	4.0
	Disagreed	15	7.5	7.5	11.4
	Undecided	48	23.9	23.9	35.3
	Agreed	104	51.7	51.7	87.1
	Strongly agreed	26	12.9	12.9	100.0
	Total	201	100.0	100.0	
Principals facilitate auditing, inventory and monitoring to reduce corruption	Strongly disagreed	23	11.4	11.4	11.4
	Disagreed	31	15.4	15.4	26.9
	Undecided	32	15.9	15.9	42.8
	Agreed	88	43.8	43.8	86.6
	Strongly agreed	27	13.4	13.4	100.0
	Total	201	100.0	100.0	
Principals keep accurate and complete resource record	Strongly disagreed	6	3.0	3.0	3.0
	Disagreed	24	11.9	11.9	14.9
	Undecided	50	24.9	24.9	39.8
	Agreed	87	43.3	43.3	83.1
	Strongly agreed	34	16.9	16.9	100.0
	Total	201	100.0	100.0	
Principals’ have ability to mobilize stakeholders to bring change	Strongly disagreed	15	7.5	7.5	7.5
	Disagreed	21	10.4	10.4	17.9
	Undecided	38	18.9	18.9	36.8
	Agreed	82	40.8	40.8	77.6
	Strongly agreed	45	22.4	22.4	100.0
	Total	201	100.0	100.0	
Principals have an ability of overcoming resistance to change	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	25	12.4	12.4	17.4
	Undecided	41	20.4	20.4	37.8
	Agreed	80	39.8	39.8	77.6
	Strongly agreed	45	22.4	22.4	100.0
	Total	201	100.0	100.0	
Principals create a conducive environment to promote development	Strongly disagreed	22	10.9	10.9	10.9
	Disagreed	13	6.5	6.5	17.4
	Undecided	58	28.9	28.9	46.3
	Agreed	53	26.4	26.4	72.6
	Strongly agreed	55	27.4	27.4	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.3, data were collected on six items under Resource Management Capacity of principal's leadership. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that the school leader is capable to perform and utilize the allotted current budget and available resources effectively .the results of the responses indicated that 8 (4%) of the respondents strongly disagreed , 15(7.5%) of the respondents disagreed, 48(23.9%) of the respondents undecided, 104(51.7%) of the respondents agreed and 26 (12.9%) of the respondents strongly agreed on that the school leader is capable to perform and utilize the allotted current budget and available resources effectively.

The second question asked was to investigate that Principals facilitate auditing, inventory and monitoring to reduce corruption. The results of the responses indicated that 23(11.4%) of the respondents strongly disagreed, 31(15.4%) of the respondents disagreed, 32(15.9%) of the respondents undecided, 88(43.8%) of the respondents agreed and 27 (13.4%) of the respondents strongly agreed on that Principals facilitate auditing, inventory and monitoring to reduce corruption

The third question asked was to identify Principals keep accurate and complete resource record .the results of the responses indicated that 6 (3%) of the respondents strongly disagreed , 24(11.9%) of the respondents disagreed, 50(24.9%) of the respondents undecided, 87(43.3%) of the respondents agreed and 34(16.9%) of the respondents strongly agreed on that Principals keep accurate and complete resource record.

The fourth question asked was to assess that Principals' have ability to mobilize stakeholders to bring change. The results of the responses indicated that 15(7.5%) of the respondents strongly disagreed , 21 (10.4%) of the respondents disagreed, 38(18.9%) of the respondents undecided, 82(40.8%) of the respondents agreed and 45(22.4%) of the respondents strongly agreed on that Principals have ability mobilize stakeholders to bring change.

The fifth question asked was to investigate that Principals have an ability of overcoming resistance to change. The results of the responses indicated that 10 (5%) of the respondents strongly disagreed, 25(12.4%) of the respondents disagreed, 41 (20.4%) of the respondents undecided, 80(39.8%) of the respondents agreed and 45(22.4%) of the respondents strongly agreed on that Principals have an ability of overcoming resistance to change.

The last question asked was to identify that Principals create a conducive environment to promote development. The results of the responses indicated that 22(10.9%) of the respondents strongly disagreed,13(6.5%) of the respondents disagreed,58 (28.9%) of the respondents undecided, 53(26.4%) of the respondents agreed and55 (27.4%) of the respondents strongly agreed on that Principals create a conducive environment to promote development.

Table 4.9.The extent at which teachers committed to their work in the selected secondary schools.

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
Teachers have the willingness to show efforts in teaching students.	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	11	5.5	5.5	10.4
	Undecided	57	28.4	28.4	38.8
	Agreed	76	37.8	37.8	76.6
	Strongly agreed	47	23.4	23.4	100.0
	Total	201	100.0	100.0	
Teachers express their performance through active involvement in the teaching learning process.	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	16	8.0	8.0	12.9
	Undecided	57	28.4	28.4	41.3
	Agreed	67	33.3	33.3	74.6
	Strongly agreed	51	25.4	25.4	100.0
	Total	201	100.0	100.0	
Teachers show loyalty to the school teaching learning process	Strongly disagreed	7	3.5	3.5	3.5
	Disagreed	20	10.0	10.0	13.4
	Undecided	59	29.4	29.4	42.8
	Agreed	73	36.3	36.3	79.1
	Strongly agreed	42	20.9	20.9	100.0
	Total	201	100.0	100.0	
Teachers show voluntary participation to support attainment of the school teaching learning process ends.	Strongly disagreed	7	3.5	3.5	3.5
	Disagreed	23	11.4	11.4	14.9
	Undecided	39	19.4	19.4	34.3
	Agreed	69	34.3	34.3	68.7
	Strongly agreed	63	31.3	31.3	100.0
	Total	201	100.0	100.0	
Teachers' commitment emanates the	Strongly	6	3.0	3.0	3.0

instrumental role in the school teaching learning process.	disagreed				
	Disagreed	21	10.4	10.4	13.4
	Undecided	34	16.9	16.9	30.3
	Agreed	82	40.8	40.8	71.1
	Strongly agreed	58	28.9	28.9	100.0
	Total	201	100.0	100.0	
Teachers' commitment emanates affective role in the school teaching learning process.	Strongly disagreed	4	2.0	2.0	2.0
	Disagreed	17	8.5	8.5	10.4
	Undecided	40	19.9	19.9	30.3
	Agreed	77	38.3	38.3	68.7
	Strongly agreed	63	31.3	31.3	100.0
	Total	201	100.0	100.0	
Teachers' commitment emanates normative role in the school teaching learning process.	Strongly disagreed	4	2.0	2.0	2.0
	Disagreed	5	2.5	2.5	4.5
	Undecided	43	21.4	21.4	25.9
	Agreed	73	36.3	36.3	62.2
	Strongly agreed	76	37.8	37.8	100.0
	Total	201	100.0	100.0	
Teachers have a strong desire to maintain membership	Strongly disagreed	5	2.5	2.5	2.5
	Disagreed	12	6.0	6.0	8.5
	Undecided	41	20.4	20.4	28.9
	Agreed	61	30.3	30.3	59.2
	Strongly agreed	82	40.8	40.8	100.0
	Total	201	100.0	100.0	
The teachers come to work with a positive state of mind.	Strongly disagreed	4	2.0	2.0	2.0
	Disagreed	18	9.0	9.0	10.9
	Undecided	36	17.9	17.9	28.9
	Agreed	62	30.8	30.8	59.7
	Strongly agreed	81	40.3	40.3	100.0
	Total	201	100.0	100.0	
Teachers with continuance professional commitment remain within the teaching profession.	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	8	4.0	4.0	9.0
	Undecided	31	15.4	15.4	24.4
	Agreed	66	32.8	32.8	57.2
	Strongly agreed	86	42.8	42.8	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.4, data were collected on ten items under the extent at which teachers committed on their work in the selected secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that Teachers have the willingness to show efforts in teaching students. The results of the responses indicated that 10(5%) of the respondents strongly disagreed, 11(5.5%) of the respondents disagreed, 57(28.4%) of the respondents undecided, 76(37.8%) of the respondents agreed and 47(23.4%) of the respondents strongly agreed on that Teachers have the willingness to show efforts in teaching students.

The second question asked was to investigate that Teachers express their performance through active involvement in the teaching learning process. The results of the responses indicated that 10(5%) of the respondents strongly disagreed, 16(8%) of the respondents disagreed, 57(28.4%) of the respondents undecided, 67(33.3%) of the respondents agreed and 51(25.4%) of the respondents strongly agreed on that Teachers express their performance through active involvement in the teaching learning process.

The third question asked was to identify that Teachers show loyalty to the school teaching learning process. The results of the responses indicated that 7(3.5%) of the respondents strongly disagreed, 20(10%) of the respondents disagreed, 59(29.4%) of the respondents undecided, 73(36.3%) of the respondents agreed and 42(20.9%) of the respondents strongly agreed on that Teachers show loyalty to the school teaching learning process.

The fourth question asked was to assess that Teachers show voluntary participation to support attainment of the school teaching learning process ends. The results of the responses indicated that 7(3.5%) of the respondents strongly disagreed, 23(11.4%) of the respondents disagreed, 39(19.4%) of the respondents undecided, 69(34.3%) of the respondents agreed and 63(31.3%) of the respondents strongly agreed on that Teachers show voluntary participation to support attainment of the school teaching learning process ends.

The fifth question asked was to investigate that Teachers' commitment emanates the instrumental role in the school teaching learning process. The results of the responses indicated that 6(3%) of the respondents strongly disagreed, 21(10.4%) of the respondents disagreed, 34(16.9%) of the respondents undecided, 82(40.8%) of the respondents agreed

and 58(28.9%) of the respondents strongly agreed on that Teachers' commitment emanates the instrumental role in the school teaching learning process.

The sixth question asked was to identify that Teachers commitment emanates affective role in the school teaching learning process. The results of the responses indicated that 4(2%) of the respondents strongly disagreed , 17(8.5%) of the respondents disagreed, 40(19.9%) of the respondents undecided, 77(38.3%) of the respondents agreed and 63 (31.3%) of the respondents strongly agreed on that Teachers commitment emanates affective role in the school teaching learning process.

The seventh question asked was to assess that Teachers commitment emanates normative role in the school teaching learning process.. the results of the responses indicated that 4(2%) of the respondents strongly disagreed , 5(2.5%) of the respondents disagreed, 43(21.4%) of the respondents undecided, 73(36.3%) of the respondents agreed and 76 (37.8%) of the respondents strongly agreed on that Teachers commitment emanates normative role in the school teaching learning process.

The eighth question asked was to point out that Teachers have a strong desire to maintain membership. the results of the responses indicated that 5(2.5%) of the respondents strongly disagreed ,12 (6%) of the respondents disagreed, 41(20.4%) of the respondents undecided, 61(30.3%) of the respondents agreed and 82 (40.8%) of the respondents strongly agreed on that Teachers have a strong desire to maintain membership.

The ninth question asked was to investigate that The teachers come to work with a positive state of mind. . the results of the responses indicated that 4 (2%) of the respondents strongly disagreed , 18(9%) of the respondents disagreed, 36(17.9%) of the respondents undecided, 62(30.8%) of the respondents agreed and 81(40.3%) of the respondents strongly agreed on that The teachers come to work with a positive state of mind.

The last question asked was to assess that Teachers with continuance professional commitment remain within the teaching profession.. the results of the responses indicated that 10 (5%) of the respondents strongly disagreed , 8(4%) of the respondents disagreed, 31(15.4%) of the respondents undecided, 66(32.8%) of the respondents agreed and 86(42.8%) of the respondents strongly agreed on that Teachers with continuance professional commitment remain within the teaching profession.

Table4.10 Relationship between principal leadership and teacher commitment in the secondary schools.

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
The principal leadership good practice can increase the teacher commitment in the secondary schools.	Strongly disagreed	20	10.0	10.0	10.0
	Disagreed	27	13.4	13.4	23.4
	Undecided	59	29.4	29.4	52.7
	Agreed	61	30.3	30.3	83.1
	Strongly agreed	34	16.9	16.9	100.0
	Total	201	100.0	100.0	
The principal leadership good practice can motivate the teacher commitment in the secondary schools.	Strongly disagreed	18	9.0	9.0	9.0
	Disagreed	31	15.4	15.4	24.4
	Undecided	58	28.9	28.9	53.2
	Agreed	58	28.9	28.9	82.1
	Strongly agreed	36	17.9	17.9	100.0
	Total	201	100.0	100.0	
The level of the principal leadership practice can affect teacher commitment in the secondary schools.	Strongly disagreed	20	10.0	10.0	10.0
	Disagreed	27	13.4	13.4	23.4
	Undecided	59	29.4	29.4	52.7
	Agreed	61	30.3	30.3	83.1
	Strongly agreed	34	16.9	16.9	100.0
	Total	201	100.0	100.0	
The level of the principal leadership practice related teacher commitment	Strongly disagreed	47	23.4	23.4	23.4
	Disagreed	21	10.4	10.4	33.8

	Undecided	36	17.9	17.9	51.7
	Agreed	57	28.4	28.4	80.1
	Strongly agreed	40	19.9	19.9	100.0
	Total	201	100.0	100.0	
The level of the principal leadership practice does not related teacher commitment	Strongly disagreed	40	19.9	19.9	19.9
	Disagreed	20	10.0	10.0	29.9
	Undecided	52	25.9	25.9	55.7
	Agreed	54	26.9	26.9	82.6
	Strongly agreed	35	17.4	17.4	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.5, data were collected on five items under Relationship exists between principal leadership and teacher commitment in the secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that the principal leadership good practice can increase the teacher commitment in the secondary schools. The results of the responses indicated that 20(10%) of the respondents strongly disagreed, 27(13.4%) of the respondents disagreed, 59(29.4%) of the respondents undecided, 61(30.3%) of the respondents agreed and 34(16.9%) of the respondents strongly agreed on that the principal leadership good practice can increase the teacher commitment in the secondary schools.

The second question asked was to investigate that The principal leadership good practice can motivate the teacher commitment in the secondary schools. The results of the responses indicated that 18 (9%) of the respondents strongly disagreed, 31(15.4%) of the respondents disagreed, 58 (28.9%) of the respondents undecided, 58(28.9%) of the respondents agreed and 36 (17.9%) of the respondents strongly agreed on that The principal leadership good practice can motivate the teacher commitment in the secondary schools.

The third question asked was to identify that The level of the principal leadership practice can affect teacher commitment in the secondary schools. The results of the responses indicated that 20 (10%) of the respondents strongly disagreed, 27(13.4%) of the respondents

disagreed, 59(29.4%) of the respondents undecided, 61(30.3%) of the respondents agreed and 34 (16.9%) of the respondents strongly agreed.

The fourth question asked was to assess that The level of the principal leadership practice related teacher commitment .the results of the responses indicated that 47 (23.4%) of the respondents strongly disagreed ,21 (10.4%) of the respondents disagreed,36 (17.9%) of the respondents undecided, 57(28.4%) of the respondents agreed and 40(19.9%) of the respondents strongly agreed on thatThe level of the principal leadership practice related teacher commitment.

The last question asked was to investigate that The level of the principal leadership practice doesnot relatedteacher commitment. .the results of the responses indicated that 40(19.9%) of the respondents strongly disagreed , 20(10%) of the respondents disagreed, 52(25.9%) of the respondents undecided,54 (26.9%) of the respondents agreed and 35(17.4%) of the respondents strongly agreed.

Table.4.11 Challenge of school leadership practice in the selected secondary schools

Items	Alternative choices	Frequency	Percent	Valid Percent	Cumulative Percent
.	Strongly disagreed	41	20.4	20.4	20.4
	Disagreed	22	10.9	10.9	31.3
	Undecided	45	22.4	22.4	53.7
	Agreed	51	25.4	25.4	79.1
	Strongly agreed	42	20.9	20.9	100.0
	Total	201	100.0	100.0	
Budget Constraints challenges for leadership practice.	Strongly disagreed	10	5.0	5.0	5.0
	Disagreed	26	12.9	12.9	17.9
	Undecided	49	24.4	24.4	42.3
	Agreed	68	33.8	33.8	76.1
	Strongly	48	23.9	23.9	100.0

	agreed				
	Total	201	100.0	100.0	
Lack of school Facilities is the challenges for school leadership.	Strongly disagreed	33	16.4	16.4	16.4
	Disagreed	27	13.4	13.4	29.9
	Undecided	48	23.9	23.9	53.7
	Agreed	50	24.9	24.9	78.6
	Strongly agreed	43	21.4	21.4	100.0
	Total	201	100.0	100.0	
It was challenging for principals to learn their new roles in the context of organizational change within their school.	Strongly disagreed	15	7.5	7.5	7.5
	Disagreed	18	9.0	9.0	16.4
	Undecided	77	38.3	38.3	54.7
	Agreed	38	18.9	18.9	73.6
	Strongly agreed	53	26.4	26.4	100.0
	Total	201	100.0	100.0	
Lack of material resources can challenges school leadership practices in the secondary schools. Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.	Strongly disagreed	31	15.4	15.4	15.4
	Disagreed	40	19.9	19.9	35.3
	Undecided	37	18.4	18.4	53.7
	Agreed	42	20.9	20.9	74.6
	Strongly agreed	51	25.4	25.4	100.0
	Total	201	100.0	100.0	
Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.	Strongly disagreed	49	24.4	24.4	24.4
	Disagreed	24	11.9	11.9	36.3
	Undecided	40	19.9	19.9	56.2
	Agreed	38	18.9	18.9	75.1
	Strongly agreed	50	24.9	24.9	+100.0

	Total	201	100.0	100.0	
Level of conflict between teachers and principal	Strongly disagreed	11	5.5	5.5	5.5
	Disagreed	33	16.4	16.4	21.9
	Undecided	45	22.4	22.4	44.3
	Agreed	66	32.8	32.8	77.1
	Strongly agreed	46	22.9	22.9	100.0
	Total	201	100.0	100.0	
Trust of the school leader by the school community.	Strongly disagreed	4	2.0	2.0	2.0
	Disagreed	18	9.0	9.0	10.9
	Undecided	36	17.9	17.9	28.9
	Agreed	62	30.8	30.8	59.7
	Strongly agreed	81	40.3	40.3	100.0
	Total	201	100.0	100.0	

As it was presented in the above table 4.2.6, data were collected on eight items under Challenge of school leadership practice in the selected secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first question asked was to assess that The characteristics of student population challenge the school leadership practice to allocate the available sources of funding..the results of the responses indicated that 11 (5.5%) of the respondents strongly disagreed ,22 (10.9%) of the respondents disagreed, 45(22.4%) of the respondents undecided, 66(32.8%) of the respondents agreed and46 (20.9%) of the respondents strongly agreed on that The characteristics of student population challenge the school leadership practice to allocate the available sources of funding..

The second question asked was to investigate that Budget Constraints challenges for leadership practice.. the results of the responses indicated that 11 (5%) of the respondents strongly disagreed , 26(12.9%) of the respondents disagreed,49 (24.4%) of the respondents

undecided,68 (33.8%) of the respondents agreed and 48(23.9%) of the respondents strongly agreed on that Budget Constraints challenges for leadership practice.

The third question asked was to identify that Lack of school Facilities is the challenges for school leadership. The results of the responses indicated that 33(16.4%) of the respondents strongly disagreed , 27(13.4%) of the respondents disagreed, 48(23.9%) of the respondents undecided, 50(24.9%) of the respondents agreed and 43(21.4%) of the respondents strongly agreed on thatLack of school facilities is the challenges for school leadership.

The fourth question asked was to assess thatit was challenging for principals to learn their new roles in the context of organizational change within their school. .the results of the responses indicated that 15(7.5%) of the respondents strongly disagreed,18(9%) of the respondents disagreed, 77(38.3%) of the respondents undecided, 38(18.9%) of the respondents agreed and 53(26.4%) of the respondents strongly agreed on that It was challenging for principals to learn their new roles in the context of organizational change within their school.

The fifth question asked was to investigate that Lack of material resources can challenges school leadership practices in the secondary schools. The results of the responses indicated that 31 (15.4 %) of the respondents strongly disagreed,40(19.9%) of the respondents disagreed, 37(18.4%) of the respondents undecided, 42(20.9%) of the respondents agreed and 51(25.4%) of the respondents strongly agreed on that Lack of material resources can challenges school leadership practices in the secondary schools.

The sixth question asked was to identify that Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.. the results of the responses indicated that 49(24.4%) of the respondents strongly disagreed ,24 (11.9%) of the respondents disagreed, 40(19.9%) of the respondents undecided, 38(18.9%) of the respondents agreed and50 (24.9%) of the respondents strongly agreed on that Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.

The seventh question asked was to assess that Level of conflict between teachers and principal. The results of the responses indicated that 11 (5.5%) of the respondents strongly disagreed,33(16.4%) of the respondents disagreed, 45 (22.4%) of the respondents undecided,

66(32.8%) of the respondents agreed and 46(22.9%) of the respondents strongly agreed on that Level of conflict between teachers and principal

The last question asked was to point out that Trust of the school leader by the school community.. the results of the responses indicated that 4(2%) of the respondents strongly disagreed , 18(9%) of the respondents disagreed, 36(17.9%) of the respondents undecided, 62(30.8%) of the respondents agreed and 81(40.3%) of the respondents strongly agreed on that Trust of the school leader by the school community.

Table4.12 The status of school leadership practice in the selected in secondary schools.

Items	N	Mini mum	Maxi mum	Mean	Std. Deviation
Principals Develop clear and specific plan	201	1.00	5.00	3.3532	.91082
Principals Facilitate stakeholders' participation in planning	201	1.00	5.00	3.7015	.96977
Principals develop simple, measurable, achievable, realistic and time bounded Plan	201	1.00	5.00	3.6517	1.03832
Principals have an Ability to communicate vision of the plan	201	1.00	5.00	3.4577	.96925
Principals Implementation status depending on annual planning.	201	1.00	5.00	2.7114	1.37707
Principals conduct Regular staff meeting to discuss about the plan	201	1.00	5.00	3.2935	.92109
Principals Set a standard for each activity to be completed on time	201	1.00	5.00	3.6766	.87744
Principals Establish simple, clear and save method of data handling system Give meaning to collect data	201	1.00	5.00	3.3682	1.01182
Valid N (listwise)	201				

In the above table 4.2.7.eight items were collected on the collected data were analyzed in mean to identify the average value of the distributions that presented in frequency and percentage as indicated in the above tables from 4.2.1 up to 4.2.6.

The mean scores were interpreted interims of the value below 3 and above 3. The mean scores bellow 3 and descending from three up to 2.75 can be interpreted as undecided, mean scores descending from 2.74 up to 2.50 can be interpreted as low and mean scores descending from 2.49 < can be interpreted as very low. The result of the mean scores that ascending from 3.25 up to 3.75 was interpreted as medium, the result of the mean scores ascending from 3.75 up to 4.49 was interpreted as high and the result of the mean scores above 4.50 was interpreted as very high.As indicated in above table 4.2.7, (M=3.3532, SD=.91082) indicated the agreements respondents on that principals Develop clear and specific plan.

In the same way as presented in above table 4.2.7, (M=3.7015, SD=.96977) indicated the agreements respondents on that principals Facilitate stakeholders' participation in planning. As shown in above table 4.2.7, (M=3.6517, SD=1.03832) indicated the agreements respondents on that principals develop simple, measurable, achievable, realistic and time bounded Plan. As indicated in above table 4.2.7, (M=3.4577, SD=.96925) indicated the agreements respondents on that principals have an Ability to communicate vision of the plan.

As presented in above table 4.2.7, (M=2.7114, SD=1.37707) indicated the agreements respondents on that principals Implementation status depending on annual planning.As indicated in above table 4.2.7, (M=3.2935, SD=.92109) indicated the agreements respondents on that principals conduct Regular staff meeting to discuss about the plan.As shown in above table 4.2.7, (M=3.6766, SD=.87744) indicated the agreements respondents on that principals Set a standard for each activity to be completed on time. As indicated in above table 4.2.7, (M=3.3682, SD=1.01182) indicated the agreements respondents on that principals Establish simple, clear and save method of data handling system to Give meaning to collect data.

Table 4.13 School principals leadership Practice in Decision Making Process

Items	N	Mini mum	Maxi mum	Mean	Std. Deviation
Principals have an ability to prioritize problems	201	1.00	5.00	3.5821	1.06512
Principals have an ability to evaluate various alternatives	201	1.00	5.00	3.5224	1.23723
Principals have an ability to address problems timely	201	1.00	5.00	3.1542	1.01543
Principals have an ability of using participatory decision making process	201	1.00	5.00	3.4627	1.04874
Principals Follow up for continuous improvement	201	1.00	5.00	3.3582	.96491
Valid N (list wise)	201				

In the above table 4.2.8.eight items were collected on the collected data were analyzed in mean to identify the average value of the distributions that presented in frequency and percentage as indicated in the above tables from 4.2.1 up to 4.2.6.

As indicated in above table 4.2.8, (M=3.5821, SD=1.06512) indicated the agreements respondents on that principals have an ability to prioritize problems. In the same way as presented in above table 4.2.8, (M=3.5224, SD=1.23723) indicated the agreements respondents on that principals have an ability to evaluate various alternatives. As shown in above table 4.2.8, (M=3.1542, SD=1.01543) indicated the agreements respondents on that principals have an ability to address problems timely.

As indicated in above table 4.2.8, (M=3.4627, SD=1.04874) indicated the agreements respondents on that principals have an ability of using participatory decision making process. As presented in above table 4.2.8, (M=3.3582, SD=.96491) indicated the agreements respondents on that principals Follow up for continuous improvement.

Table.4.14 Resource Management Capacity of principal’s leadership

Items	N	Mini mum	Maxi mum	Mean	Std. Deviat ion
The school leader is capable to perform and utilize the allotted current budget and available resources effectively	201	1.00	5.00	3.6219	.94144
Principals facilitate auditing, inventory and monitoring to reduce corruption	201	1.00	5.00	3.3234	1.22061
Principals keep accurate and complete resource record	201	1.00	5.00	3.5920	1.00137
Principals’ have ability to mobilize stakeholders to bring change	201	1.00	5.00	3.6020	1.16224
Principals have an ability of overcoming resistance to change	201	1.00	5.00	3.6219	1.11190
Principals create a conducive environment to promote development	201	1.00	5.00	3.5274	1.26115
Valid N (listwise)	201				

In the above table 4.2.9.eight items were collected on the collected data were analyzed in mean to identify the average value of the distributions that presented in frequency and percentage as indicated in the above tables from 4.2.1 up to 4.2.6. As indicated in above table 4.2.9, (M=3.6219, SD=.94144) indicated the agreements respondents on that the school leader is capable to perform and utilize the allotted current budget and available resources effectively. In the same way as presented in above table 4.2.9, (M=3.3234, SD=1.22061) indicated the agreements respondents on that principals facilitate auditing, inventory and monitoring to reduce corruption.

As shown in above table 4.2.9, (M=3.5920, SD=1.00137) indicated the agreements respondents on that principals keep accurate and complete resource record. As indicated in above table 4.2.9, (M=3.6020, SD=1.16224) indicated the agreements respondents on that principals’ have ability to mobilize stakeholders to bring change. As presented in above table 4.2.9, (M=3.6219, SD=1.11190) indicated the agreements respondents on that Principals have an ability of overcoming resistance to change. As indicated in above table 4.2.9, (M=3.5274, SD=1.26115) indicated the agreements respondents on that Principals create a conducive environment to promote development.

Table.4. 15.The extent at which teachers committed on their work in the selected secondary schools.

Items	N	Mini mum	Maxi mum	Mean	Std. Deviation
Teachers have the willingness to show efforts in teaching students.	201	1.00	5.00	3.6915	1.04613
Teachers express their performance through active involvement in the teaching learning process.	201	1.00	5.00	3.6617	1.09315
Teachers show loyalty to the school teaching learning process.	201	1.00	5.00	3.6119	1.03376
Teachers show voluntary participation to support attainment of the school teaching learning process ends.	201	1.00	5.00	3.7861	1.11311
Teachers' commitment emanates the instrumental role in the school teaching learning process.	201	1.00	5.00	3.8209	1.05724
Teacher's commitment emanates affective role in the school teaching learning process.	201	1.00	5.00	3.8856	1.01086
Teacher's commitment emanates normative role in the school teaching learning process.	201	1.00	5.00	4.0547	.93380
Teachers have a strong desire to maintain membership.	201	1.00	5.00	4.0100	1.03918
The teachers come to work with a positive state of mind.	201	1.00	5.00	3.9851	1.06055
Teachers with continuance professional commitment remain within the teaching profession.	201	1.00	5.00	4.0448	1.09224
Valid N (listwise)	201				

As indicated in above table 4.2.10, respondents agreed that (M=3.6915, SD=1.04613) teachers have the willingness to show efforts in teaching students.

Similarly as it was stated in the above table 4.2.10, respondents agreed that (M=3.6617, SD =) tea1.09315chers express their performance through active involvement in the teaching learning process. As it was shown in the above table 4.2.10, respondents agreed that (M=3.6119,SD=1.03376) teachers show loyalty to the school teaching learning process.As it was described in the above table 4.2.10, respondents agreed that (M=3.7861, SD=1.11311)

teachers show voluntary participation to support attainment of the school teaching learning process ends. As it was presented in the above table 4.2.10, respondents agreed that (M=3.8209, SD=1.05724) teachers' commitment emanates the instrumental role in the school teaching learning process.

As it was indicated in the above table 4.2.10, respondents agreed that (M=3.8856,SD=1.01086) teachers commitment emanates affective role in the school teaching learning process.As it was shown in the above table 4.2.10, respondents agreed that (M=4.0547, SD=.93380) teachers commitment emanates normative role in the school teaching learning process..As it was described in the above table 4.2.10, respondents agreed that (M=4.0100,SD=1.03918) teachers have a strong desire to maintain membership.

As it was presented in the above table 4.2.10, respondents agreed that (M=3.9851, SD=1.06055) the teachers come to work with a positive state of mind. As it was indicated in the above table 4.2.10, respondents agreed that (M=4.0448, SD=1.09224) teachers with continuance professional commitment remain within the teaching profession.

Table.4.16. Relationship exists between principal leadership and teacher commitment in the secondary schools.

Items	N	Mini mum	Maxi mum	Mean	Std. Deviati on
The principal leadership good practice can increase the teacher commitment in the secondary schools.	201	1.00	5.00	3.5025	1.1494 5
The principal leadership good practice can increase the teacher commitment in the secondary schools.	201	1.00	5.00	3.3134	1.1942 6
The level of the principal leadership practice can affect teacher commitment in the secondary schools.	201	1.00	5.00	3.3085	1.1934 7
The level of the principal leadership practice related teacher commitment	201	1.00	5.00	3.1095	1.4553 2
The level of the principal leadership practice does not related teacher commitment	201	1.00	5.00	3.1194	1.3622 3
Valid N (list wise)	201				

As indicated in above table 4.2.11,(M=3.5025, SD=1.14945) indicated the agreements respondents on that the principal leadership good practice can increase the teacher commitment in the secondary schools. In the same way as presented in above table 4.2.11, (M3.3134=, SD=1.19426) indicated the agreements respondents on that the principal leadership good practice can increase the teacher commitment in the secondary schools.As shown in above table 4.2.11, (M=3.3085, SD=1.19347) indicated the agreements respondents on that the level of the principal leadership practice can affect teacher commitment in the secondary schools. As indicated in above table 4.2.11, (M=3.1095, SD=1.45532) indicated the agreements respondents on that the level of the principal leadership practice relatedteacher commitment. As presented in above table 4.2.11, (M=3.1194, SD=1.36223) indicated the agreements respondents on that the level of the principal leadership practice does not related teacher commitment.

Table.4.17 Challenge of school leadership practice in the selected secondary schools.

Items	N	Mini mum	Maxi mum	0Mean	Std. Deviati on
The characteristics of student population challenge the school leader ship practice to allocate the available sources of funding.	201	1.00	5.00	3.1542	1.41460
Budget Constraints challenges for leadership practice.	201	1.00	5.00	3.5871	1.13297
Lack of school Facilities is the challenges for school leadership.	201	1.00	5.00	3.2139	1.36345
It was challenging for principals to learn their new roles in the context of organizational change within their school.	201	1.00	5.00	3.4776	1.18775
Lack of material resources can challenges school leadership practices in the secondary schools.	201	1.00	5.00	3.5124	1.17094
Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.	201	1.00	5.00	3.2090	1.41638
Level of conflict between teachers and principal	201	1.00	5.00	3.0796	1.51117
Trust of the school leader by the school community.	201	1.00	5.00	3.5124	1.17094
Valid N (listwise)	201				

As indicated in above table 4.2.12, (M=3.1542, SD=1.41460) indicated the agreements respondents on that the characteristics of student population challenge the school leader ship practice to allocate the available sources of funding. In the same way as presented in above table 4.2.12, (M=3.5871, SD=1.13297) indicated the agreements respondents on that budget Constraints challenges for leadership practice. As shown in above table 4.2.12, (M=3.2139, SD=1.36345) indicated the agreements respondents on that lack of school Facilities is the challenges for school leadership.

As indicated in above table 4.2.12, (M=3.4776, SD=1.18775) indicated the agreements respondents on that it was challenging for principals to learn their new roles in the context of organizational change within their school. As presented in above table 4.2.12, (M=3.5124, SD=1.17094) indicated the agreements respondents on that lack of material resources can challenges school leadership practices in the secondary schools. As indicated in above table

4.2.12, (M=3.2090, SD=1.41638) indicated the agreements respondents on that students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development. As shown in above table 4.2.12, (M=3.0796, SD=1.51117) indicated the agreements respondents on that level of conflict between teachers and principal. As indicated in above table 4.2.12, (M=3.5124, SD=1.17094) indicated the agreements respondents on that trust of the school leader by the school community.

4.3. Correlation analysis of school principal leadership practice and teachers commitment

This section includes the analysis of data related to school leadership component and teachers commitment. To investigate the relationship between project management practice and project success Pearson product correlation coefficient was used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance.

This basic question was tested using Pearson Correlation Coefficient at $p \leq 0.05$ significance level. Table 4.3.1 on interpretation of the strength of the correlation coefficient is based on Amin's (2005) approach. This approach emphasizes that at 0 there is no relationship, above 0 to .2 it is a very weak relationship, above .2 to .4 it is a weak relationship, above .4 to .6 it is a moderate relationship, above .6 to .8 it is a strong relationship, and above .8 to 1 it is a very strong relationship. Similarly, the negative values imply negative relationship as enumerated above.

Table. 4.18 Correlation analysis of project success and independent variables

Correlations		(SSLP)	(PDMP)	(RMC)	(CSLP)
(SSLP)	Pearson Correlation	1			
(PDMP)	Pearson Correlation	.545 ^{**}	1		
(RMC)	Pearson Correlation	.268 [*]	.524 ^{**}	1	
(CSLP)	Pearson Correlation	.462 ^{**}	.471 ^{**}	.313 [*]	1
TC	Pearson Correlation	.977 ^{**}	.795 ^{**}	.646 ^{**}	.607 ^{**}

** . Correlation is significant at the 0.01 level (2-tailed).

Teachers' commitment (TC)

Status of school leadership practice (SSLP)

Practice in Decision Making Process (PDMP)

Resource Management Capacity (RMC)

Challenge of school leadership practice (CSLP)

As table 4.3.1 shows that, all the variables are positively correlated to each other. Status of school leadership have a very strong positive correlation at ($r = .977^{**}$, $p < 0.05$) followed by the correlation between practice in decision making process and teacher commitment at ($r = .795^{**}$, $p < 0.05$), the correlation between Resource Management Capacity and teachers commitment have strong correlation at ($r = .646^{**}$, $p < 0.05$) as well as correlations between Challenge of school leadership practice and teachers commitment strong positive correlation at ($r = .607^{**}$, $p < 0.05$).

4.4. Analysis of the qualitative data

Eight principals were selected from eight secondary schools and qualitative data were collected through structured interview questions. The first interview question was asked to assess the presence relation between school leadership practice teachers commitment. The responses of the principals indicated that there was relation between school leadership practice teachers commitment. The second interview question was asked to identify the relation between the statuses of school leadership practice teachers' commitment. The responses of the principals showed that there was the relation between the status of school leadership practice teachers' commitment. The third interview question was asked to investigate that the high status of school leadership practice increases teachers' commitment. The responses of the principals showed that the high status of school leadership practice increases teachers' commitment.

The fourth interview question was asked to show that the low status of school leadership practice decrease teachers' commitment. The responses of the principals showed that the low status of school leadership practice decrease teachers' commitment. The fifth interview question was asked to assess that the teachers' commitment support school leadership practice. The responses of the respondents showed that the teachers' commitment support school leadership practices. The sixth interview question was asked to the presence of challenges to school leadership practice. All the responses indicated that there were challenges to school leadership practice. The last interview question was asked to identify the major to school leadership practice. The responses of the principals were similar, in that the responses indicated that the major to school leadership practice were budget Constraints challenges for leadership practice, lack of school facilities, level of conflict between teachers and principal, absence of teachers commitment and principals roles were not as required due to these challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The main objective of this study was to assess the school leadership practice and teachers commitment in the secondary schools of Buno Bedele zone. To achieve the intended objective of this study descriptive survey research method was used with quantitative and qualitative approaches. Quantitative approach was used in this study for collecting the quantitative data from 201 female students. Stratified Simple random sampling technique was used to select the sample respondents of teachers. Data were collected from sample respondents through five scale likerted close-ended questionnaire. The qualitative data were collected through interview from 4 principals. The collected quantitative data were analyzed in percentages, mean standard deviation and Pearson correlation to analyze the relation between school leadership practice and teachers commitment. The qualitative data that were collected through interview questions were discussed in text explanations. On basis of the analysis made of this study, the conclusions were made and the findings of this study were identified and presented with the research questions side by side as follows.

The first research question was asked to identify the status of school principal leadership practice in the in secondary schools of BunoBedele zone. The result of this study showed that the status of school principal leadership practice in the selected in secondary schools of BunoBedele zone was medium since the result of the mean scores was ranged between 3.25 up to 3.75 mean score

Second research question was asked to assess extent to which teachers are committed in the secondary schools of BunoBedele zone. The finding of this study indicated that the extent at which teachers are committed in the secondary schools of BunoBedele zone was medium since the result of the mean scores was ranged between 3.25 up to 3.75 mean score.

The third research question was asked to identify the practices of teachers' commitments in the selected secondary schools of BunoBedele zone. The finding of this study showed that there practices of teachers' commitments was at medium level since the result of the mean scores was ranged between 3.25 up to 3.75 mean score. The last research question was asked to investigate challenges of principal leadership practice in the selected in secondary schools of BunoBedele zone. The finding of this study revealed that challenges of school leadership

practice in the selected in secondary schools of BunoBedele zone were students population to allocate the available sources of funding, budget Constraints, lack of school facilities , lack to learn their new roles in the context of organizational change within their school, lack of material resources and level of conflict between teachers and principal.

5.2. Conclusions

Based on the above findings of this study, the researcher addressed the conclusions of this study as follows. The researcher concluded thatched status of school principal leadership practice in the selected in secondary schools of BunoBedele zone needs to give attention. Next the researcher concluded that the teachers' commitment in their professional work was not well maintained in the secondary schools of BunoBedele zone. Moreover, the researcher concluded that practices of teachers' commitments were at medium level. Finally, the researcher concluded that challenges of school leadership practice in the selected in secondary schools of BunoBedele zone were characteristics of student population challenge identified and addressed the school leader ship practice to allocate the available sources of funding, budget Constraints challenges for leadership practice, lack of school facilities is the challenges for school leadership, presence of challenging for principals to learn their new roles in the context of organizational change within their school, lack of material resources and level of conflict between teachers and principal.

5.3. Recommendations

Based on the above findings of this study the following recommendations were given as follows:

- The status of school leadership practice will be improved to increase the teachers' commitments the effort that will be made by teachers, principals, PTAS and different levels of educational office and stakeholders.
- The extent at which teachers committed will be improved through the improvement of school leadership practice that will be done principals, PTAS and different levels of educational office and stakeholders.
- The teachers' commitment practice will be increased through the improvement of leadership practice that will be practiced by principals, PTAS and different levels of educational office and stakeholders.
- The challenges to school leadership practice will be reduced and avoided to increase the leadership practice in the secondary schools by made by teachers, principals, PTAS and different levels of educational office and stakeholders.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear respondents

This questionnaire is designed to assess the school leadership practice and teachers commitment, practices and challenges in the selected secondary schools of Buno Bedele Zone. The information and responses gathered through this questionnaire will be used only for academic purpose and treated with utmost confidentiality. The findings of the study and recommendations forwarded are believed to provide valuable input for secondary schools to improve continuous professional development practices. I hope, completing the questionnaire will take you only few minutes and your kind assistance, genuine and timely response is crucial for the success of this study.

Thank you

General information

Don't write your name

Use a “√” tick mark or circle to indicate your responses for each item

Contact address

Tel:

Section one: Personal characteristics

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

1. Name of the school:-----

2. Sex: 1) Male 2) Female

3. Age : 1) Below 20 2) 21-30 3) 31-40 4) 41-50 5) 51 and above

4. Educational qualification:

1) Diploma 2) (BA/B.Sc./B.Ed.) 3) MA/M.sc 4) Other

5. Work experience:

1) 5 years and below 2) 6-10 3) 11-15 4) Above 15 years

6. Current Position: 1) No position (Teacher) 2) Dep. head 3) Vice principal

4) Principal 5) Unit leaders

Section Two: Questions

This part of the questionnaire deals with specific questions related to respondents perception on the school leadership practice and teachers commitment, practices and challenges. Please, genuinely indicate your level of agreement (or disagreement) on the following statements. The rating scale continuum range from 1 to 5 (1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree).

The status of school leadership practice in the selected in secondary schools

No	Items	1	2	3	4
	Principals leadership Practice in Effective Planning and organizing process				
1	Principals Develop clear and specific plan				
2	Principals Facilitate stakeholders' participation in planning				
3	Principals develop simple, measurable, achievable, realistic and time bounded Plan				
4	Principals have an Ability to communicate vision of the plan				
5	Principals Implementation status depending on annual planning.				
6	Principals conduct Regular staff meeting to discuss about the plan				
7	Principals Set a standard for each activity to be completed on time				
8	Principals Establish simple, clear and save method of data handling system Give meaning to collect data				

No	Items	1	2	3	4	5
	School principals leadership Practice in Decision Making Process					
1	Principals have an ability to prioritize problems					
2	Principals have an ability to evaluate various alternatives					
3	Principals have an ability to address problems timely					
4	Principals have an ability of using participatory decision making process					
5	Principals Follow up for continuous improvement					

	Resource Management Capacity of principal's leadership					
1	The school leader is capable to perform and utilize the allotted current budget and available resources effectively					
2	Principals facilitate auditing, inventory and monitoring to reduce corruption					
3	Principals keep accurate and complete resource record					
4	Principals' have ability to mobilize stakeholders to bring change					
5	Principals have an ability of overcoming resistance to change					
6	Principals create a conducive environment to promote development					

The extent at which teachers committed on their work in the selected secondary schools

No	Items	1	2	3	4	5
1	Teachers have the willingness to show efforts in teaching students.					
2	Teachers express their performance through active involvement in the teaching learning process.					
3	Teachers show loyalty to the school teaching learning process.					
4	Teachers show voluntary participation to support attainment of the school teaching learning process ends.					
5	Teachers' commitment emanates the instrumental role in the school teaching learning process.					
6	Teachers commitment emanates affective role in the school teaching learning process.					
7	Teachers commitment emanates normative role in the school teaching learning process.					
8	Teachers have a strong desire to maintain membership.					
9	The teachers come to work with a positive state of mind.					
10	Teachers with continuance professional commitment remain within the teaching profession.					

Relationship exists between principal leadership and teacher commitment in the secondary schools.

No	Items	1	2	3	4	5
1	The principal leadership good practice can increase the teacher commitment in the secondary schools.					
2	The principal leadership good practice can increase the teacher commitment in the secondary schools.					
3	The level of the principal leadership practice can affect teacher commitment in the secondary schools.					
4	The level of the principal leadership practice related teacher commitment					
5	The level of the principal leadership practice does not related teacher commitment					

Challenge of school leadership practice in the selected secondary schools.

No	Items	1	2	3	4	5
1	The characteristics of student population challenge the school leadership practice to allocate the available sources of funding.					
2	Budget Constraints challenges for leadership practice.					
3	Lack of school Facilities is the challenges for school leadership.					
4	It was challenging for principals to learn their new roles in the context of organizational change within their school.					
5	Lack of material resources can challenges school leadership practices in the secondary schools.					
6	Students Skill gaps revealed a gap in teachers' instructional abilities requiring additional professional development.					
7	Level of conflict between teachers and principal					
8	Trust of the school leader by the school community.					

APPENDIX B

INTERVIEW QUESTION FOR PRINCIPAL JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. Do you think that school leadership practice related to teachers commitment?
2. Does the status of school leadership practice related to teachers' commitment?
3. Does the high status of school leadership practice increase teachers' commitment?
4. Does the low status of school leadership practice decrease teachers' commitment?
5. Does the teachers' commitment support school leadership practice?
6. Are there challenges to school leadership practice?
7. What are the major challenges to school leadership practice?